

## 10 Grammar, Vocabulary, and Pronunciation **A**

### GRAMMAR

#### 1 Complete the sentences with the correct word(s).

Example: The children have eaten all of the biscuits.  
all of all of the all

- Neither Tim \_\_\_\_\_ Alastair can come on Friday – they're too busy.  
or and nor
- The talk isn't just for university students – \_\_\_\_\_ can come.  
all anyone all of students
- \_\_\_\_\_ people in the crowd had come to see the fireworks.  
Most of the Most the The most
- It's a shame that there aren't \_\_\_\_\_ places left on the walking tour.  
any some no
- We try to go for a walk \_\_\_\_\_ day, and sometimes do a long one on Sundays.  
all every all the
- Kevin's mum offered us some sandwiches, but \_\_\_\_\_ of us were hungry.  
no any none
- Helen's a vegetarian. She doesn't eat \_\_\_\_\_ fish or meat.  
either both neither
- \_\_\_\_\_ in this room belongs to me – it was completely empty when I took it.  
Most of Everything All
- There's \_\_\_\_\_ milk. Do you like black coffee?  
none no any
- You can have either cream \_\_\_\_\_ ice-cream with your fruit.  
nor or and

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#### 2 Complete the sentences with *a/an, the*, or – (no article).

Example: My brother has just bought a new computer.

- Let's go to the coast today. I feel like I need to see \_\_\_\_\_ sea.
- It's 9.30. Matt will be at \_\_\_\_\_ work by now.
- Is there \_\_\_\_\_ choir practice next week?
- \_\_\_\_\_ M1, opened in 1959, is the oldest motorway in Britain.
- I never realized that \_\_\_\_\_ elephants don't eat meat.

- \_\_\_\_\_ Lake Windermere, in the Lake District, is the largest lake in England.
- At nearly 7,000 metres, Aconcagua is the highest mountain in \_\_\_\_\_ Andes.
- Shakespeare must have been \_\_\_\_\_ genius to write all those plays.
- I'm going to \_\_\_\_\_ university tomorrow to hear a talk on genetics.
- It's 11.00 and you've been up since 6.00. You really should go to \_\_\_\_\_ bed.

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Grammar total	20
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### VOCABULARY

#### 3 Complete the words in the sentences.

Example: Geneticists are learning increasing amounts about how DNA works.

- I wouldn't volunteer to be a **g**\_\_\_\_\_ in a drug trial unless I was desperately ill.
- These tablets help with my headaches, but they have some strange **s**\_\_\_\_\_ effects.
- Helium is the only element that can be gas or liquid but never **s**\_\_\_\_\_.
- My uncle needed a blood **t**\_\_\_\_\_ after he was injured in a car crash.
- Pharmacists say they need to do more **r**\_\_\_\_\_ into the new drug.
- People who work with chickens are the most likely to be **i**\_\_\_\_\_ by the virus.
- Sometimes one scientist comes up with a theory, and another one **p**\_\_\_\_\_ it later.
- Scientists have to **c**\_\_\_\_\_ out repeated experiments to check the results are reliable.
- On my walk, I came across a **g**\_\_\_\_\_ who was studying the rocks on the south coast.
- 'Eureka!' is a word that's still associated with major scientific **d**\_\_\_\_\_.

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## 10 Grammar, Vocabulary, and Pronunciation A

4 Choose two words and put them together in the correct order with *and* or *or* to make phrases.

Example: butter / knife / bread

bread and butter

1 pieces / things / bits

2 sick / exhausted / tired

3 lightning / thunder / rain

4 law / rules / order

5 all / less / nothing

5

5 Order the words to make sentences.

Example: and / storm / during / absolutely / the / lightning / the / incredible / thunder / was  
The thunder and lightning during the storm was absolutely incredible.

1 answers / them / didn't / or / I / the / I / guessed / so / know / less / more

2 later / to / you're / you'll / sooner / that / or / have / admit / wrong

3 so / result / wait / see / have / uncertain / the / we'll / is / and / to

4 of / were / missing / safe / fortunately / the / children / and / sound / both / discovered

5 a / successful / take / give / are / all / question / relationships / and / of

5

Vocabulary total  20

### PRONUNCIATION

6 Match the words with the same sound.

exposed poisoning lethal  
~~drug~~ salt geneticist

Example: discover drug

1 peace \_\_\_\_\_

2 dose \_\_\_\_\_

3 physicist \_\_\_\_\_

4 donor \_\_\_\_\_

5 volunteer \_\_\_\_\_

5

7 Underline the stressed syllable.

Example: expand

1 ge|o|gra|phic

2 phy|si|cist

3 bi|o|lo|gy

4 vo|lun|teer

5 ad|di|tive

5

Pronunciation total  10

Grammar, Vocabulary, and Pronunciation total  50

## 10 Reading and Writing **A**

### READING

Read the article about a British engineer. Five sentences have been removed. Which sentence (A–F) fits each gap (1–5)? There is one extra sentence you do not need to use.

### Isambard Kingdom Brunel

In surveys to find out who the most important Britons of all time are, Isambard Kingdom Brunel often comes out on top. This famous engineer was noted for the creation of the Great Western Railway and a series of famous steamships. The son of noted engineer Sir Marc Isambard Brunel, Isambard K. Brunel was born in Portsmouth, England on April 9, 1806. His father was working there on the block-making machinery of the Portsmouth Block Mills. The young Brunel was sent to France to be educated at the College of Caen in Normandy and the Lycée Henri-Quatre in Paris. He rose to prominence when, aged 20, he was appointed as the resident engineer of the Thames Tunnel, his father's greatest achievement. The first of its kind ever built, Isambard spent nearly two years trying to drive the horizontal shaft from one end of it to the other. (— 1 —)

In the meantime, Brunel moved on. In 1833, he was appointed engineer of the Great Western Railway, one of the wonders of Victorian Britain. Running from London to Bristol (and a few years later, to Exeter), the Great Western contained a series of impressive achievements, such as viaducts, stations, and tunnels, that ignited the imagination of the technically-minded Britons of the age. Brunel soon became one of the most famous men in Britain. (— 2 —) He used his prestige to convince his railway company employers to build the *Great Western*, at the time by far the largest steamship in the world. It first sailed in 1837. The *Great Britain* followed in 1843, and was the first of its kind to cross the Atlantic Ocean.

Building on these successes, Brunel turned to a third ship in 1852, even larger than both of its predecessors. The *Great Eastern* was cutting-edge technology for its time — it was the largest ship ever built until the *RMS Lusitania* launched in 1906 — and it soon ran over budget and schedule in the face of a series of difficult technical problems. The ship is widely perceived as a waste of money. (— 3 —)

Besides the railway and steamships, he was also involved in the construction of several lengthy bridges, including the Royal Albert Bridge near Plymouth, and an unusual telescopic bridge in Bridgwater. He also designed the Clifton Suspension Bridge in Bristol, but did not live to see it constructed. (— 4 —) Work started in 1862, and was complete by 1864, five years after Brunel's death.

In 1843, while performing a conjuring trick for the amusement of his children, he accidentally swallowed a coin which became lodged in his throat. (— 5 —)

Eventually, at the suggestion of his father, Sir Marc, Isambard was strapped to a board, turned upside-down, and the coin was jerked free.

Brunel suffered a stroke in 1859, just before the *Great Eastern* made its first voyage to New York. He died ten days later and is buried, like his father, at Kensal Green Cemetery in London. His son, Henri Marc Brunel, also enjoyed some success as a civil engineer.

- A His colleagues and admirers felt the bridge would be a fitting memorial, and started to raise new funds and to amend the design.
- B Though a failure at its original purpose for passenger travel, it eventually found a role as an engineering ship.
- C The initial group of engines ordered by Brunel to his own specifications proved unsatisfactory.
- D Two severe incidents of flooding injured the younger Brunel and ended work on the tunnel for several years, though it was eventually completed.
- E A special medical tool failed to remove it, as did a machine to shake it loose created by Brunel himself.
- F Even before the Great Western Railway was opened, Brunel was moving on to his next project to build ships which could sail across the Atlantic.

Reading total	10
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### WRITING

Write an article about the following topic:  
'An important invention'.

Write 140–180 words. Include the following information:

- say what the invention is and how it works
- explain why you think it is so important
- describe the impact this invention has had on the world

Writing total	10
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Reading and Writing total	20
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## 10 Listening and Speaking **A**

### LISTENING

1 Listen to five people talking about an embarrassing situation they've found themselves in. Choose from the list (A–F) which situation each person mentions. Use the letters only once. There is one extra letter you do not need to use.

- A It happened when they were in a hurry.
- B It happened while they were working on something.
- C It happened while they were complaining about something.
- D It happened while they were working out at the gym.
- E It happened when they were out for the evening.
- F It happened while they were relaxing.

- Speaker 1:
- Speaker 2:
- Speaker 3:
- Speaker 4:
- Speaker 5:

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2 Listen to part of a talk a woman is giving on a famous scientist. Underline the correct answer.

- 1 Stephen received his early education in **London** / **St Albans** / **Oxford**.
- 2 Stephen's first choice of subject to study at university was **medicine** / **physics** / **maths**.
- 3 When Stephen first left university, he **went to work at another university** / **decided to do further research** / **took some time to consider his future**.
- 4 In the early 1960s, it became clear that Stephen had a problem with **depression** / **his muscles** / **his senses**.
- 5 In actual fact, Stephen can thank **a surgeon called Roger Grey** / **consultants in the hospital in Geneva** / **his wife** for the fact that his life support machine was not switched off.

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Listening total		10
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### SPEAKING

1 Make questions and ask your partner.

- 1 Which / famous person / you / like / meet? Why?
- 2 you ever / make a speech? Why? What / about?
- 3 When / last hear / a good speech?
- 4 What / the most important scientific discovery of the last century? Why?
- 5 you / think students study enough science at school? Why? / Why not?

Now answer your partner's questions.

2 Listen to your partner talking about science. Do you agree with him / her?

3 Talk about the statement below, saying if you agree or disagree. Give reasons.

'Scientists have a moral responsibility to help the world.'

Speaking total		20
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Listening and Speaking total		30
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## 10 Grammar, Vocabulary, and Pronunciation **B**

### GRAMMAR

#### 1 Complete the sentences with the correct word(s).

Example: The children have eaten all of the biscuits.  
all of all of the all

- We could have either Indian \_\_\_\_\_ Chinese food.  
nor or and
- \_\_\_\_\_ in this part of the shop costs a pound or less.  
Most of Everything All
- Mike is a vegetarian. He doesn't eat \_\_\_\_\_ fish or meat.  
either both neither
- The club isn't just for professional astronomers – \_\_\_\_\_ can join.  
all anyone all of students
- We thought about buying some pizza, but \_\_\_\_\_ of us were hungry.  
no any none
- We've got \_\_\_\_\_ tea. Is coffee OK?  
none no any
- I'm so disappointed that there aren't \_\_\_\_\_ tickets left for the play.  
any some no
- I go jogging \_\_\_\_\_ day except Sundays, when I just go for a long walk.  
all every all the
- \_\_\_\_\_ students attending the talk were postgraduates.  
Most of the Most the The most
- Neither Hannah \_\_\_\_\_ Lisa will be here on Friday – they're going away.  
or and nor

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#### 2 Complete the sentences with *a/an, the*, or *–* (no article).

Example: My brother has just bought a new computer.

- I never realized that \_\_\_\_\_ koala bears don't drink water. They get liquid from leaves.
- \_\_\_\_\_ Lake Victoria has shores in both Canada and the USA.
- At nearly 7,000 km, \_\_\_\_\_ Andes is the longest mountain range in the world.
- Do we have \_\_\_\_\_ meeting next Friday?
- I'm shattered. I think it's time to go to \_\_\_\_\_ bed.
- Mozart is widely accepted to have been \_\_\_\_\_ musical genius.

- I went to \_\_\_\_\_ university in London.
- I often take my paints with me on the beach. I love painting \_\_\_\_\_ sea.
- I think Damian will be at \_\_\_\_\_ work still – he said he had to work late.
- \_\_\_\_\_ M4 is the motorway which runs from London to Wales.

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Grammar total	20
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### VOCABULARY

#### 3 Complete the words in the sentences.

Example: Geneticists are learning increasing amounts about how DNA works.

- My brother's a **g**\_\_\_\_\_ and is always picking up rocks to study.
- Farmers working with pigs are most likely to be **i**\_\_\_\_\_ by the virus.
- It's not enough to develop a theory, you have to be able to **p**\_\_\_\_\_ it in the lab.
- Helium can be a gas or liquid but never a **s**\_\_\_\_\_.
- 'Eureka!' is a word we associate with major scientific **d**\_\_\_\_\_.
- We need to **c**\_\_\_\_\_ out some more experiments to check the results are reliable.
- I don't think I'd volunteer to be a **g**\_\_\_\_\_ \_\_\_\_\_ in a drug trial because of the risks.
- We need to do some more **r**\_\_\_\_\_ into the drug before we can be sure it is effective.
- The drug was effective, but unfortunately it had some unpleasant **s**\_\_\_\_\_ effects.
- The victim of the shooting was saved by a blood **t**\_\_\_\_\_.

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## 10 Grammar, Vocabulary, and Pronunciation B

4 Choose two words and put them together in the correct order with *and* or *or* to make phrases.

Example: butter / knife / bread

*bread and butter*

1 lightning / thunder / rain

\_\_\_\_\_

2 law / rules / order

\_\_\_\_\_

3 all / less / nothing

\_\_\_\_\_

4 pieces / things / bits

\_\_\_\_\_

5 sick / exhausted / tired

\_\_\_\_\_

5

5 Order the words to make sentences.

Example: and / storm / during / absolutely / the / lightning / the / incredible / thunder / was

*The thunder and lightning during the storm was absolutely incredible.*

1 of / were / missing / safe / fortunately / the / children / and / sound / both / discovered

2 successful / take / give / are / all / question / relationships / and / a / of /

3 answers / them / didn't / or / I / the / I / guessed / so / know / less / more

4 later / to / you're / you'll / sooner / that / or / have / admit / wrong

5 so / result / wait / see / have / uncertain / the / we'll / is / and / to

5

Vocabulary total  20

### PRONUNCIATION

6 Underline the stressed syllable.

Example: ex|pand

1 bi|o|lo|gy

2 vo|lun|teer

3 ad|di|tive

4 ge|o|gra|phic

5 phy|si|cist

5

7 Match the words with the same sound.

\_\_\_\_\_  
exposed poisoning lethal  
~~drug~~ salt geneticist  
\_\_\_\_\_

Example: discover drug

1 physicist \_\_\_\_\_

2 donor \_\_\_\_\_

3 volunteer \_\_\_\_\_

4 peace \_\_\_\_\_

5 dose \_\_\_\_\_

5

Pronunciation total  10

Grammar, Vocabulary, and Pronunciation total  50

## 10 Reading and Writing **B**

### READING

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(— 2 —) In 1833, he was appointed engineer of the Great Western Railway, one of the wonders of Victorian Britain. Running from London to Bristol (and a few years later, to Exeter), the Great Western contained a series of impressive achievements, such as viaducts, stations, and tunnels, that ignited the imagination of the technically-minded Britons of the age. Brunel soon became one of the most famous men in Britain due to this.

Even before the Great Western Railway was opened, Brunel was moving on to his next project to build ships which could sail across the Atlantic. (— 3 —) It first sailed in 1837. The *Great Britain* followed in 1843, and was the first of its kind to cross the Atlantic Ocean.

Building on these successes, Brunel turned to a third ship in 1852, even larger than both of its predecessors. The *Great Eastern* was cutting-edge technology for its time — it was the largest ship ever built until the *RMS Lusitania* launched in 1906 — and it soon ran over budget and schedule in the face of a series of difficult technical problems. (— 4 —) Though a failure at its original purpose for passenger travel, it eventually found a role as an engineering ship.

Besides the railway and steamships, he was also involved in the construction of several lengthy bridges, including the Royal Albert Bridge near Plymouth, and an unusual telescopic bridge in Bridgwater. He also designed the Clifton Suspension Bridge in Bristol, but did not live to see it constructed. His colleagues and admirers felt the bridge would be a fitting memorial, and started to raise new funds and to amend the design. (— 5 —)

In 1843, while performing a conjuring trick for the amusement of his children, he accidentally swallowed a coin which became lodged in his throat. A special medical tool failed to remove it, as did a machine to shake it loose created by Brunel himself. Eventually, at the suggestion of his father, Sir Marc, Isambard was strapped to a board, turned upside-down, and the coin was jerked free.

Brunel suffered a stroke in 1859, just before the *Great Eastern* made its first voyage to New York. He died ten days later and is buried, like his father, at Kensal Green Cemetery in London. His son, Henri Marc Brunel, also enjoyed some success as a civil engineer.

- A In the meantime, Brunel moved on.
- B Work started in 1862, and was complete by 1864, five years after Brunel's death
- C The initial group of engines ordered by Brunel to his own specifications proved unsatisfactory.
- D The ship is widely perceived as a waste of money.
- E The first of its kind ever built, Isambard spent nearly two years trying to drive the horizontal shaft from one end of it to the other.
- F He used his prestige to convince his railway company employers to build the *Great Western*, at the time by far the largest steamship in the world.

Reading total	10
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### WRITING

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'An important invention'.

Write 140–180 words. Include the following information:

- say what the invention is and how it works
- explain why you think it is so important
- describe the impact this invention has had on the world

Writing total	10
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Reading and Writing total	20
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## 10 Listening and Speaking **B**

### LISTENING

- 1 Listen to five people talking about an embarrassing situation they've found themselves in. Choose from the list (A–F) which situation each person mentions. Use the letters only once. There is one extra letter you do not need to use.
- A It happened while they were working out at the gym.  
 B It happened while they were criticizing someone.  
 C It happened while they were relaxing.  
 D It happened while they were having fun with friends.  
 E It happened while they were rushing to do something.  
 F It happened while they were doing a job at home.

- Speaker 1:   
 Speaker 2:   
 Speaker 3:   
 Speaker 4:   
 Speaker 5:

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- 2 Listen to part of a talk a woman is giving on a famous scientist. Underline the correct answer.

- 1 Stephen attended the same **primary school / high school / university** as one of his parents.
- 2 Stephen's father wanted him to study **medicine / physics / maths** at university.
- 3 When Stephen first left Oxford, he went to Cambridge to **study some more / start work / plan what he would do next**.
- 4 In the early 1960s, Stephen observed that he was becoming more and more **hungry / inactive / clumsy**.
- 5 As a result of an operation in a Cambridge hospital, Stephen now has an artificial **limb / voice / lung**.

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Listening total	10
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### SPEAKING

- 1 Answer your partner's questions.

Now make questions and ask your partner.

- 1 How / feel when / have to talk in public?
- 2 What / like to do when / visit a new town or city?
- 3 What / the best restaurant to visit in the place where you live and why?
- 4 What invention or discovery / like scientists to make in the next few years?
- 5 you / think students study enough science at school? Why? / Why not?

- 2 Talk about the statement below, saying if you agree or disagree. Give reasons.

'Big cities are the best places for young people to live.'

- 3 Listen to your partner talking about science. Do you agree with him / her?

Speaking total	20
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Listening and Speaking total	30
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**Grammar, Vocabulary, and Pronunciation**

**GRAMMAR**

- 1** 1 nor  
2 anyone  
3 Most of the  
4 any  
5 every  
6 none  
7 either  
8 Everything  
9 no  
10 or

- 2** 1 the  
2 (-)  
3 a / (-)  
4 The  
5 (-)  
6 (-)  
7 the  
8 a  
9 (-) / the  
10 (-)

**VOCABULARY**

- 3** 1 guinea pig  
2 side  
3 solid  
4 transfusion  
5 research  
6 infected  
7 proves  
8 carry  
9 geologist  
10 discoveries

- 4** 1 bits and pieces  
2 sick and tired  
3 thunder and lightning  
4 law and order  
5 all or nothing

- 5** 1 I didn't know the answers so I more or less guessed them.  
2 You'll have to admit that you're wrong sooner or later.  
3 The result is uncertain so we'll have to wait and see.  
4 Fortunately both of the missing children were discovered safe and sound.  
5 All successful relationships are a question of give and take.

**PRONUNCIATION**

- 6** 1 lethal  
2 geneticist  
3 poisoning  
4 exposed  
5 salt
- 7** 1 ge|o|gra|phic  
2 phy|si|cist  
3 bi|o|lo|gy  
4 vo|lun|teer  
5 ad|di|tive

**Reading and Writing**

**READING**

- 1** 1 D  
2 F  
3 B  
4 A  
5 E

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer easy to understand. (4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1 Speaker 1: E  
Speaker 2: B  
Speaker 3: F  
Speaker 4: A  
Speaker 5: C

- 2 1 St Albans  
2 maths  
3 decided to do further research  
4 his muscles  
5 his wife

**SPEAKING****Interactive communication and oral production:**

The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (10 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation**

**GRAMMAR**

- 1** 1 or  
2 Everything  
3 either  
4 anyone  
5 none  
6 no  
7 any  
8 every  
9 Most of the  
10 nor

- 2** 1 (-)  
2 (-)  
3 the  
4 a  
5 (-)  
6 a  
7 (-)  
8 the  
9 (-)  
10 The

**VOCABULARY**

- 3** 1 geologist  
2 infected  
3 prove  
4 solid  
5 discoveries  
6 carry  
7 guinea pig  
8 research  
9 side  
10 transfusion

- 4** 1 thunder and lightning  
2 law and order  
3 all or nothing  
4 bits and pieces  
5 sick and tired

- 5** 1 Fortunately, both of the missing children were discovered safe and sound.  
2 All successful relationships are a question of give and take.  
3 I didn't know the answers so I more or less guessed them.  
4 You'll have to admit that you're wrong sooner or later.  
5 The result is uncertain so we'll have to wait and see.

**PRONUNCIATION**

- 6** 1 bi|o|lo|gy  
2 vo|lun|teer  
3 ad|di|tive  
4 ge|o|gra|phic  
5 phy|si|cist

- 7** 1 poisoning  
2 exposed  
3 salt  
4 lethal  
5 geneticist

**Reading and Writing**

**READING**

- 1** 1 E  
2 A  
3 F  
4 D  
5 B

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer easy to understand. (4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1 Speaker 1: D  
Speaker 2: F  
Speaker 3: C  
Speaker 4: E  
Speaker 5: B
- 2 1 university  
2 medicine  
3 study some more  
4 clumsy  
5 voice

**SPEAKING****Interactive communication and oral production:**

The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (10 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

## FILE 10

### Listening 1

**Speaker 1** My most embarrassing moment? Hmm ... well, there have been a few! Like the time I slipped off the running machine at my local sports club. But probably the worst was last year when I was having a girls' night out with my colleagues. We were having a right laugh, and really going for it on the dance floor when the heel on my shoe broke and I fell over. I nearly died of embarrassment!

**Speaker 2** No contest ... it was when I was putting together a flat pack ... you know the things you assemble yourself. Actually, it was our new garden shed because we needed somewhere to put the kids' bikes, and the lawnmower, and so on. Anyway, when I finished, I turned around to tell my wife and her mother who were looking out the kitchen window. As soon as I called them, the whole thing just fell apart ... just like that, right in front of our eyes! Really embarrassing!

**Speaker 3** Oh, I won't forget it in a hurry! It was when I was in Greece actually. There I was, having a lovely time lying by the pool and I decided to move round so I'd get into the shade. Anyway, I don't know what I did with the sun lounger, but it suddenly folded itself up and knocked me over in the process. And if that wasn't bad enough, when I picked myself up, I ended up falling into the pool!

**Speaker 4** Well, I know I'm not really sporty or anything, but I never thought running to catch a bus would be a problem. It was a few years ago now and I'd had to go back to the house because I'd forgotten something for work. Anyway, to cut a long story short, I slipped on a banana skin ... yes really ... and made a complete fool of myself in front of everyone at the bus stop.

**Speaker 5** Well, we had a new secretary ... she'd only just started and we'd taken her out the night before to make her feel welcome. Anyway, she was pretty hopeless, to say the least, and on this particular morning I was really saying what I thought about her and her work. Then she suddenly walked out of the small kitchen in our office next to where I was standing. She'd heard the whole thing!

## FILE 10

### Listening 2

Good afternoon everyone, and thanks for joining me today to listen to this short talk on the life of one of our country's most famous scientists – Professor Stephen Hawking.

Stephen William Hawking was born on 8 January 1942 in Oxford, England during the second world war. At that time, his parents' house was in north London, but during the war, Oxford was considered a far safer place to have babies because of London being bombed. When he was eight, his family moved to St. Albans, a town about 20 miles north of London. And at the age of eleven, Stephen went to St. Albans School, and then on to University College, Oxford; his father's old college.

Stephen wanted to study mathematics, although his father's first choice would have been to see his son enter the medical profession. Stephen's original subject of choice was not available at University College, so he decided to go for physics instead. At the age of 20, after spending three years at university and not having done very much work, he was awarded a first class honours degree – the highest mark you can get for an undergraduate degree.

Stephen then went on to Cambridge to do research in Cosmology – that's the study of the development of the universe – there being no one working in that area in Oxford at the time. Although this was something of great interest to Stephen, it was a real challenge for him due to the kind of scientific background he had. After gaining his Ph.D., he became a Research Fellow – and later on a Professorial Fellow – at Gonville and Caius College, and he's been involved with Cambridge ever since.

In terms of his health, Stephen had noticed that he was getting increasingly clumsy during his last year at Oxford, and, when he returned home for Christmas in 1962 at the end of his first term at Cambridge, his mother persuaded him to see a doctor.

In early 1963 he spent two weeks having tests in hospital and was diagnosed as having motor neurone disease – an illness which affects the muscles and controls activity including speaking, walking, swallowing, and general movement of the body. His condition worsened quickly, and the doctors predicted that he would not live long enough to complete his doctorate. Stephen, however, did not allow this to get in his way.

Stephen suffered another blow to his health on a trip to Geneva in 1985, where he caught pneumonia – a condition of the lung – and was rushed to hospital. The hospital in Geneva suggested to his wife that it was not worth keeping the life support machine on, but fortunately she did not agree with the consultants. He was flown back to Addenbrooke's Hospital in Cambridge, where a surgeon called Roger Grey carried out an operation to remove his voice box. That operation ultimately saved his life, but meant that he had to be given a computer system to enable him to have an electronic voice.

So, that was obviously a life-changing thing for Stephen and ...