

1 Aspire and inspire

Reading and Use of English Part 8 Multiple matching

- 1 You are going to read an article about a woman who flew solo from the UK to Australia. For questions 1–10, choose from the sections (A–E). The sections may be chosen more than once.

In which section of the article are the following mentioned?

a difficulty that Curtis-Taylor had not really considered 1

a prediction that this type of journey would be problematic for many pilots 2

a recognition of an advantage of flying manually 3

an expression of surprise at Curtis-Taylor's reaction to her success 4

a clarification of Curtis-Taylor's motivation 5

an acknowledgement of the importance of a relationship 6

a reservation concerning Curtis-Taylor's attitude 7

a comparison between navigation techniques 8

an obstacle which was expected by the writer 9

a risky course of action that Curtis-Taylor was required to take 10

Going solo

- A** Setting off in October 2015 in her tiny 1942 Boeing Stearman *The Spirit of Artemis*, the 53-year-old pilot Tracey Curtis-Taylor soon faced thick fog, which left her flying blind in Romania. She was at the beginning of her three-month journey retracing a pioneering **feat** of legendary aviator Amy Johnson, who in 1930 became the first woman to fly solo between Britain and Australia. Tracey first encountered flying when she and her two sisters attended air shows with their journalist father. However, unsurprisingly, it proved difficult to make it in the male-dominated world of aviation. So she worked in various jobs while gradually preparing to fulfil her dream of piloting a vintage plane across the world. Throughout, she was inspired by Johnson, who completed the solo voyage to Australia at the age of 26 in just 19 days. It is important to point out here that Curtis-Taylor's flight was not about trying to **replicate** Johnson's achievement but rather **pay tribute to** it.
- B** In her vintage reconditioned piston-engine plane, without a parachute and using 2,100 gallons of fuel, Curtis-Taylor traversed 23 countries after taking off from Farnborough on 1 October. Unlike Johnson, who famously set her course by using a ruler to draw a direct line between England and Australia, Curtis-Taylor was forced to work around a maze of varying airspace rules and airports that were often ill-equipped to deal with an old-fashioned, fly-by-sight plane. Curtis-Taylor's voyage, aided by a support crew to whom she was literally entrusting her life, eventually took her across Europe, over the Arabian Desert and through Asia to Australia. Along the way, she was afforded a real bird's-eye view of the globe that so few get to experience.



C An experienced solo pilot, Curtis-Taylor said the weather and varying winds posed almost daily challenges. In Saudi Arabia, thunderstorms and dust storms forced her to track roads, keeping an altitude of about 100 feet, all the while looking out for pylons, towers and jagged rock mountains that loomed straight out of the desert. But none of these proved to be her greatest moment of terror. Instead, and somewhat fittingly, the biggest danger was one that had also been faced by Johnson herself, and was not something that Curtis-Taylor had really contemplated. About 500 feet above the Pakistani city of Karachi, Curtis-Taylor suddenly found herself flying through countless flocks of vultures, eagles and buzzards. Recalling the episode after finally completing her voyage in Sydney, Curtis-Taylor said she knew as she steered that a collision with a single bird could prove fatal. 'They were massing all around, wheeling all around the plane – sometimes they were out front looking down on me,' she said. 'If one flew into the engine, I wouldn't get out. I didn't know whether to try to dodge them or whether they would dodge me. In the end, you just steer a course ... Amy made the same comment in her memoirs ... the things are still there, 80 years later.'

D In the cockpit, her only modern conveniences were a GPS device and an iPad. Such limited access to technology would surely be the stuff of nightmares for most aviators in this age of automation. Amazingly, the only damage to her plane was minimal – just some minor dents from landing on a gravel strip in the Australian outback – a testament to her skill and confidence. 'It is all visual contact,' she said. 'I can't fly at night. I can't fly in cloud. I can't fly in severely reduced visibility. It is stick and rudder. I am flying the terrain as I see it.' Relying on instincts rather than technology did have the side benefit of truly allowing her to engage with the wonderful landscapes she was passing through. 'If I see things I like, I swoop in – over emus and kangaroos, over the river, looking for crocodiles. It is one of the rarest adventures in the world.'

E Despite the fanfare awaiting her arrival in Sydney on Saturday, she astonished a group of eager reporters including myself, by stating that she had little sensation of **accomplishment**, triumph or completion. And whilst she was **overwhelmed** by the messages of support she had received, she had no intention of resting on her laurels. 'I am quite a restless person. I just want to fly. I wish I was leaving tomorrow and flying on.' A truly remarkable person, but one who perhaps should take stock and appreciate her achievements before hurtling onto the next.

2 Match the words and phrases in bold in the article to the meanings a–e. Use the context to help you.

- a** to do something again in the same way as before _____
- b** have a strong emotional effect on _____
- c** to do something that shows you respect and admire someone a lot _____
- d** something impressive and often dangerous that someone does _____
- e** something difficult that you succeed in doing, especially after working hard over a period of time _____

3 Complete each sentence with the correct form of a word or phrase from exercise 2.

- Completing the marathon gave her an enormous sense of _____.
- We are here tonight to _____ one of the greatest novelists of all time.
- I was _____ by all the presents and cards I received on my birthday.
- The Apollo missions were amazing _____ of engineering and human intellect.
- Other athletes have been unable to _____ his results. He still holds the world record to this day.



Vocabulary

Inspiration and success

Underline the correct words in *italics* to complete the text.

Pushy parents

As a sports psychologist specialising in tennis, I often meet parents who want their talented kids to **1** *make/have* it in what is a tough and competitive world. To achieve this **2** *plan/goal*, they want their children to follow in the **3** *trail/footsteps* of a legendary player like Federer or Williams. Unfortunately, it's all too common to see parents **4** *setting/aiming* targets that are unrealistic. This makes it difficult for their children to overcome the fear of **5** *loss/failure*.

Yes, it's important to have ambition and **6** *get/stand up and go* – but winning isn't everything. As I always say to my clients, if you want to win, go and play against an absolute beginner and you won't **7** *confront/encounter* any obstacles. The greatest competition is within oneself, and it's vital for **8** *keeping/holding* you focused on achieving your personal best. That's why, even when they have **9** *reached/touched* the pinnacle of their career, the best athletes still ask themselves what they did wrong after every match.

Word formation

Adjectives

For sentences **1–6**, use the word given in capitals at the end of some of the lines to form an adjective that fits in the gap.

- 1** The coastline was very _____ and we had to be careful where we stepped. **ROCK**
- 2** The prolonged road works had made driving in the city centre extremely _____ . **CHAOS**
- 3** I felt so _____ when I had a broken leg. My wife had to drive me everywhere. **HELP**
- 4** My grandfather is extremely _____ about geology. **KNOW**
- 5** Warren Buffet is a very _____ business leader – presidents and politicians from around the world will always listen to what he has to say. **INFLUENCE**
- 6** During the crisis, Christine was very _____ and demonstrated calm under pressure. **COURAGE**

Language focus

Past and present perfect simple and continuous

1 Complete each dialogue with a perfect form of the verb in brackets.

- 1 Beth:** I didn't realise you and Dave were friends.
Steve: Oh yes – we _____ (know) each other for ages.
- 2 Paul:** What was Anna so angry about?
Juan: Well, she _____ (wait) to see the bank manager for over an hour when they told her she had to leave because they were closing.
- 3 Luke:** Do you reckon you'll be able to get in to work today?
Nicola: No way! It _____ (snow) since about eight o'clock last night and doesn't show any signs of stopping.
- 4 Liz:** What's the gossip? Who's Emma's new boyfriend?
Kate: I'm not sure – all we really know is that she _____ (see) him for very long.
- 5 Matthew:** How come you managed to find your keys so quickly?
Ben: Well, luckily I _____ (put) a tracking device on them, so it was actually pretty straightforward.
- 6 Daniel:** _____ you _____ (live) in London all your life?
Shane: Yeah, pretty much. I can't imagine living anywhere else really.
- 7 Hussam:** You look tired – are you OK?
Ryan: Yes, we _____ (repaint) the kitchen. Anyway, we've nearly finished, so that's good.
- 8 Claudia:** What was your uni ski trip like?
Marta: OK, but I felt a bit left out because I was the only one who _____ (not/ski) before.

Inversion

2 Rewrite each sentence using inversion and starting with the words in bold.

1 You shouldn't agree to these terms and conditions **under** any circumstances.

2 I will **never** go along with another of your idiotic ideas again.

3 You mustn't let them see how keen you are to make this deal **on** any account.

4 My brother **not** only cleaned the car, but he filled it up with petrol as well.

5 There has **seldom** been such enthusiasm for a new leader.

6 It was **only** when I made an official complaint that they started to take me seriously.

7 They did **not** begin to feel safe until the plane had taken off.

8 We would have gone to the park if we **had** realised how close it was.

9 If I **were** you, I'd accept the job offer.

10 She **rarely** loses her temper.



LISTENING

Listening Part 1

Multiple choice 01-03

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

Extract One

You hear a part of a radio interview with a history professor.

- 1 The professor says that the study of history
- A attracts more students than in the past.
 - B helps us understand the connections between people.
 - C focuses on a wider range of events than it used to.
- 2 The professor states that one of the advantages of studying history is that it can
- A help students improve their written work.
 - B encourage the critical evaluation of information.
 - C provide solutions to political problems.

Extract Two

You hear two friends talking about football.

- 3 The man attributes the team's poor performance to
- A a lack of investment in facilities.
 - B low expectations of the players.
 - C there being no exceptional members in the team.
- 4 What does the woman think would make the greatest difference to the team?
- A the appointment of a new coach
 - B the adoption of a new strategy
 - C the training of new players

Extract Three

You hear an executive talking to a journalist about advertising.

- 5 The woman thinks the practice of using celebrities to advertise products works best when
- A there is interaction between the celebrity and the product.
 - B the advertising budget is generous.
 - C the celebrity invests money in the product.
- 6 What does the woman say is the main risk of paying a celebrity to endorse a product?
- A The public only respond to the most famous celebrities.
 - B The fees that celebrities demand are excessive.
 - C The appeal of a celebrity may diminish rapidly.

Reading and Use of English Part 2

Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Back to your roots

Looking back into your family history may sound (0) *LIKE* an interesting idea, but (1) or not it turns out to be a good one is dependent (2) what you discover about your ancestors in the process. That was certainly the case for the American actress Brooke Shields, who was invited to take part (3) a TV programme to trace the roots of her family.

She was aware that her own mother and father had come from very different backgrounds. Looking into her mother's family, (4) became clear they had suffered generations of poverty and hardship. There had been family tragedies and injustice. In short, there was (5) to be happy to learn about.

The contrast with her father's side (6) hardly have been greater. Her ancestor Giovanni had enjoyed great success as a businessman (7) moving into banking and setting up the first private bank in Italy. Prior (8) that, the family had lived in France. Brooke came across another ancestor called Christine Marie who was born in the royal *Palais du Louvre* in 1606, making the actress a relative (albeit a very distant one) of King Henri IV of France himself.

Writing Part 1

Essay

- 1 Read the exam task and model answer. Which of the factors did the writer choose to include in the essay?

You have watched a TV discussion about the factors that help people to achieve success. You have made the notes below.

Which factors help people to achieve success?

- luck
- hard work
- role models

Some opinions expressed in the discussion:

'It's mainly a question of being in the right place at the right time.'

'In order to be successful, you must be willing to put in the hours.'

'A role model can provide the inspiration you need.'

Write an essay discussing **two** of the factors in your notes. You should **explain which factor is more important** in achieving success, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

People can achieve success in almost any aspect of their life, whether it is at school, at work or attempting something such as learning a musical instrument. (1) Although these kinds of success may differ, there are often similarities in the factors that make them possible.

The first, of course, is luck, and this is something that successful people have often had. Sometimes people make it (2) because of coming up with a great idea and acting on it; sometimes a chance meeting with another person at a particular time can start you off in a new direction. Luck, (3) however, is very rarely enough on its own.

The one thing that almost all people say about their success is that it has come about as a result of hard work. There are some cases where working hard does not play a role. (4) For example, there are musical geniuses who can simply play something on the piano after hearing it once, but these cases are few and far between. It is almost always a matter of dedication – they say that you can become an expert at almost anything after ten thousand hours of practice – which requires a lot of focus and dedication (5) as well.

(6) In conclusion, although there are many different types of success, the one thing successful people have in common is the need for hard work and commitment. There are times when luck can play a role, (7) but it is usually a secondary factor.

2 Match the headings A–D to the paragraphs in the model answer.

- A arguments looking at the role of hard work
- B conclusion
- C introducing the topic
- D arguments looking at the role of luck

3 Look at the underlined linking words and phrases 1–7 in the model answer. For each one, underline the linking word or phrase below that could be used in exactly the same position with the same meaning.

- | | |
|---------------|--------------|
| 1 Despite | Even though |
| 2 as a result | as |
| 3 though | even so |
| 4 Such as | For instance |
| 5 moreover | too |
| 6 To sum up | Eventually |
| 7 however | furthermore |

4 Complete sentences 1–5 with an unused word or phrase from exercise 3.

- 1 He won the match _____ being injured.
- 2 The company are hoping to _____ open a branch in New York.
- 3 I don't think he should have won the award, but, _____, I think he should've at least been nominated.
- 4 _____ she was driving to work, she realised she'd forgotten her phone.
- 5 The gallery houses many great works of art _____ *The Starry Night*.

5 Write an answer to the following Part 1 task in 220–260 words.

You have attended a discussion about factors which encourage students to work harder at school or university. You have made the notes below.

Factors which encourage students to work harder at school or university

- great teachers
- good facilities
- competition

Some opinions expressed in the discussion:

'Looking back, I was better at subjects where I had engaging teachers.'

'Kids really respond well to modern technology.'

'Creating a competitive atmosphere encourages students to try harder.'

Write an essay discussing two of the factors in your notes. You should explain which factor is more important in encouraging students to work harder, giving reasons to support your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Remember

Only choose TWO of the items in the notes and the comments that relate to them. Make each one the topic of your two main paragraphs.