

# Unit 4

## Introduction

1  
Students' own answers

- 2
- a upfront / tactless
  - b non-confrontational
  - c hypocritical
  - d tactful
  - e non-confrontational / cooperative / passive
  - f passive
  - g passive / timid
  - h impetuous
  - i cooperative / sympathetic
  - j tolerant
  - k forceful / pugnacious

3, 4  
Students' own answers

- 5
- a 150
  - b the number of people you can keep in mind at any one time is limited by the size of your brain
  - c relationships (with friends as opposed to acquaintances) are very deeply personalised
  - d they can express the nature of emotions and relationships in language (better than the rest of us)

6  
Students' own answers

## Reading & Use of English – Part 6

1  
Students' own answers

2  
**POSSIBLE ANSWER**

Lang Lang's relationship with his father has been close but sometimes difficult and stormy.

3  
1 D 2 G 3 E 4 F 5 H 6 A 7 C  
Paragraph B is not needed.

- 4
- a prestigious
  - b take his own life
  - c *off we went*: the particle is used before the verb for emphasis; *The way I see it is ...*: fronting for a more personal emphasis

- d home truths
- e *fired* meaning: dismiss someone from a job

- 5
- a became completely crazy (angry)
  - b did better than his father had hoped
  - c the available money was reduced
  - d realizes or knows all about
  - e doesn't manage to be exceptional (at something)
  - f the lowest/worst point so far
  - g made somebody do something by talking or behaving in an aggressive way
  - h a printed version of a piece of music

6  
Students' own answers

## Listening – Part 4

1, 2  
Students' own answers

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

- 4
- |           |         |
|-----------|---------|
| a say     | f chest |
| b humble  | g take  |
| c message | h have  |
| d teeth   | i fall  |
| e sense   | j miss  |

5  
Students' own answers

## Speaking – Part 3

1

### POSSIBLE ANSWERS

- a the band: the members need to spend a lot of time together and work well to write music, play and perform; the doctor and patient: it's important they respect each other and communicate clearly since the information is important for the health of the patient; the open-plan office: the people need to respect their colleagues' needs
- b the band: certain members may get or want more attention (from the fans) than other members, they may feel they are doing more of the work or they may have habits which annoy each other when on tour; the doctor and patient: the patient may disagree with the doctor's advice or get frustrated if it doesn't seem to have any effect in making them better; the open-plan office: there may be personality clashes, disagreements about interruptions and noise levels

2  
Students' own answers

3

**POSSIBLE ANSWERS**

- a How do you think life with siblings (brothers and sisters) is different from being an only child?
- b Student 1 gives a better answer because he gives his personal opinion, followed by contrastive reasons. He also tries to prompt or encourage Student 2 to answer the question. Student 2 only gives personal information about her siblings, and doesn't really answer the examiner's question about the two situations.
- c Students' own answers

4

a 3 b 4 c 5 d 1 e 6 f 2 g 8 h 7

The speakers in 3 use all of discourse markers a–h (except for *By the way*, *Let's see*, *Still*, *Besides*, *From my point of view*, *Because of this*).

5

Students' own answers

## Reading & Use of English – Part 4

1

**POSSIBLE ANSWER**

changes from the following perspectives: social, familial, gender, work, education

2, 3

Students' own answers

4

- a present perfect
- b present perfect continuous
- c past perfect
- d past simple
- e future perfect

5

- a present perfect: has ... affected; has remained (ever since); have ... affected; have ... marked out (since then); has replaced (Consequently); has ... expanded
- b present perfect continuous: has been (steadily) declining
- c past perfect: had fallen (By the middle of the 20th century); had expected (until relatively recently)
- d past simple: emerged (in the mid-20th century), was, employed, paid (Before then); were brought up (in the second half of the 19th century); encountered (At one time); gave; made; allowed; were expected to (in the 19th century); was raised
- e future perfect: will have outlawed (within a very short time)

6

- 1 were
- 2 have actually led
- 3 have almost put
- 4 now travel / are now travelling
- 5 began
- 6 have sustained

7 have also created

8 were

9 emerged

10 have become

7

- 1 having written
- 2 have caused
- 3 Having lived

In these examples, the use of the perfect form emphasizes that the event happened before now, whereas the other options express the idea that the event is currently continuing (a, c) or is always true (b).

8

- a 1 The speaker is giving a reason why they felt exhausted at that time in the past by referring to the activity that led up to it.
- 2 The speaker is referring to one particular occasion that occurred at an unspecified time in the past which resulted in discovering Jim was a cheat.
- b 1 This sentence refers to an activity that has continued from an unspecified time in the past until now. The activity is not finished.
- 2 This refers to the result in the present of something completed in an unspecified time in the past.
- c 1 The speaker has phoned so many times (without success) that it feels like a continuous process.
- 2 The speaker has phoned on one or more separate occasions so that it feels like he/she is reporting the present result of an earlier action, or a repeated series of separate actions, at an unspecified time in the past.
- d 1 This sentence refers to an activity that continued up to an unspecified time in the past. At that time, Jack was still living with the speaker and had been since his arrival.
- 2 This sentence refers to an activity that was completed by an unspecified time in the past. At that time, Jack was no longer living with the speaker.

9

- a have had
- b had been damaged / was damaged
- c emptied, took, haven't had
- d had studied, had erased
- e had been sitting
- f have been meaning (non-stative use), am / have been
- g has been getting

10

**POSSIBLE ANSWERS**

- a have ever seen snow
- b I (must) have put on weight; They (must) have shrunk
- c ridiculous/exciting I've ever seen
- d haven't been trying very hard / haven't tried very hard; didn't try very hard / weren't trying very hard; weren't paying attention
- e have you been doing / have you been up to

f has been raining for weeks; won't stop raining

### 11

- 1 I've always held the view
- 2 My family and I have been living / have lived in the same area
- 3 I've made a lot of friends here
- 4 I was having / had a long chat
- 5 how important my friendships were / are to me
- 6 he was / is in complete agreement
- 7 my family have not been influential
- 8 I think what I've been trying / am trying to say
- 9 if it had not been / wasn't for my friends
- 10 I would have been / would be a different person

### 12

Students' own answers

### 13

- 1 a couple communicate, the happier
- 2 raise people's expectations that they will succeed in
- 3 the Taylors' marriage had run into difficulties/problems/trouble
- 4 at ease with/in the presence of
- 5 has come to be seen/regarded/thought of/considered
- 6 put the success of their marriage down to

## Writing – Part 1

### 1

- a summarize and evaluate the key ideas contained in two texts of approximately 100 words each
- b There are two main ideas in the first text: 1) inheritance of physical characteristics from parents, 2) theory that both DNA and the environment play a role; there are two main ideas in the second text: 1) how twins provide an insight into the role of nature and nurture when raised together or apart, 2) the belief that genes and the environment both have an effect. Note that in the exam there will always be two main ideas in each input text.
- c complementary

### 2

- a
- 1 it is commonly accepted
- 2 are rooted in
- 3 determine their development
- 4 remarkably
- 5 brought up
- b I personally feel; I would dispute this and argue that;  
In conclusion
- c by asking two rhetorical questions

### 3

followed by a cause: stem from, be rooted in  
followed by an effect: make, create, develop, determine, account for

### 4

cause: due to, result from, since, as, on account of, as a result (of), because

effect: result in, hence, mean (that), thus, provoke, trigger, therefore, give rise to, consequently

### 5

#### POSSIBLE ANSWERS

- a Aspects of our adult behaviour often result from the environment we were brought up in as children. / Our childhood environment often accounts for aspects of our adult behaviour.
- b A strong personality can result in stereotyping on the part of others. / A strong personality is due to a range of natural influences and acquired behaviours.
- c The modern-day study of genetics means that we now know more about what determines people's physical characteristics. / We now know more about what determines people's physical characteristics on account of the modern-day study of genetics.

### 6

#### POSSIBLE ANSWER

One area of personality development that is frequently studied is that of criminality. Essentially, many of the studies are investigating whether a criminal is born or made, and as both texts point out, this issue is still very much under debate.

The first text begins by looking at genetic links to criminality, some of which have even claimed that body shape can determine criminality. Personally, I am surprised that such claims have ever been made and can only assume they were dispelled as a myth a significant time ago. However, as the first text also states, few would contend that our environment plays a role in shaping a criminal nature. Being surrounded by people of a criminal disposition in prison must surely exert a strong influence on someone.

I feel, however, that the inseparability of environment and genetics is a key issue. Ultimately, for most people, those responsible for the genetic code of an individual are also the ones that shape their environment, especially in formative years. As the second text points out, the children of criminals also often become criminals themselves, but is this due to environment or genetics? I feel it is not a question of either one or the other but the extent to which each plays a role and the interconnected influences. In conclusion, I believe that whilst genetics are clearly part of who we are, it is the environment that shapes one's genetic inheritance that will play the most fundamental role in determining a person's path in life.