

ANSWER KEY: Climate

1. Answer both subsections in this question. (2,5 points)

1.1 Indicate whether the following statements are True, False or the information is Not Given in the text (T/F/NG). In true and false cases, copy the part of the text which justifies your answer.

1. All scientists believe temperatures will rise drastically.

Not given.

2. The Spanish soil will never recover.

Not given.

3. People have died as a consequence of desert expansion.

TRUE. *"Desertification has already cost lives." (paragraph 2)*

SMART TIP: giving evidence

Remember to support your answers with evidence. It might seem obvious that the sentence in question 1 is true, but you have to *prove* it is correct by giving evidence from the text.

4. Polar bear numbers are increasing.

FALSE. *"This is sadly having a deleterious impact on local animal populations, such as polar bears." (paragraph 3)*

SMART TIP: negative and positive information

Read the sentence and the text carefully for negative and positive information. Here, the sentence in question 2 contains positive information ("increasing"), but the text contains negative information

5. We can be sure what the effects of the melted ice will be.

FALSE. *"One alarming theory suggests that the melted ice may cause a rise in sea levels." (paragraph 3)*

6. People who live by the sea in the USA may experience problems.

TRUE. *"This, in turn, could make low-lying coastal areas in northern Europe and America vulnerable to severe flooding." (paragraph 3)*

1.2. Find a synonym for each of the following words.

end = *close*

harmful = *deleterious*

consequences = *repercussions*

serious = *severe*

depressing = *gloomy*

2. Answer both subsections in this question. (2,5 points)

2.1. Write a new sentence that has the same meaning as the given one. Use the word or expression in brackets. (1,5 points)

1. Greenhouse gases are heating up the earth. (*is being*)

The earth is being heated up by greenhouse gases.

2. I think that you should do more to help the environment. (*were*)

If I were you, I'd do more to help the environment.

SMART TIP: checking verb forms in transformations

Remember, in conditional clauses we usually use the verb form “were” instead of “was” for the first and third person singular. Remember to revise conditional forms and other major grammar points (including tenses, reported speech, relative clauses, modal verbs, and the passive) in preparation for your examination. See your course book for more information.

3. Climate change is a problem that started many years ago. (*for*)

Climate change has been a problem for many years.

4. “Are you concerned about climate change?” she asked me. (*whether*)

I was asked whether I was concerned about climate change.

5. It's annoying that so many politicians ignore climate change. (*stop*)

I wish so many politicians would stop ignoring climate change.

6. “Scientists published their findings last week,” the journalist told me. (*had*)

The journalist told me that scientists had published their findings the previous week.

2.2 Pronunciation

Answer the following questions about pronunciation.

i) Write two words from the text that include the same vowel sound as “see” /i:/

(two of the following): *been, believed, recent, be, sea, we*

ii) Write two words from the text that include the same diphthong sound as “try” /ai/

(two of the following): *scientists, climate, by, lives, quite, ice, wider, might, rise, low-lying*

3. In this text, fill in the gaps with the most suitable option from the four options given for each gap. (2,5 points)

Phil: Good morning, London! Welcome to *Music Alive*, the musical programme with a difference! Today, my wonderful colleague, Lee, and I about the amazing, one and only, Maria Callas. Lee, why don't you

1. *will be chatting* / will have chatted / were chatting / would have chatted

start by telling our listeners about who Maria Callas was.

2. little / few / *a little* / a few

Lee: Sure, I'd love to Phil. Well, for of you who don't know, Maria Callas was a famous singer, a very well-known opera singer. She was born 2 December, 1923 in New York City in the USA. Her parents were Greek immigrants who had emigrated from Greece to the USA in July, 1923. Unfortunately, Maria's mother and father were not very well suited and their home was never a particularly happy one.

3. this / *those* / that / these

Phil: Well, that's a pity. When you say her parents weren't 'well suited', what exactly do you?

4. say / *mean* / tell / intend

Lee: They weren't compatible at all. They had very little in common as the father was unambitious and easy going while the mother was full of life and socially ambitious. And if that weren't enough, the father had absolutely no interest in the arts while the mother had always had dreams of a life the arts.

5. with / of / among / *in*

Phil: Right, and when that life never happened, the mother transferred her dreams to her daughter, Maria.

Lee: That's exactly right, Phil. When Maria was around three years old, her mother first realised that her daughter had a unique singing voice. From a very young age, Maria was made to sing for others, she later claimed that she hated.

6. that / when / *which* / where

Phil: And it was in 1937 that the Callas marriage ended and the mother, Maria and Maria's sister moved back to Greece.

Lee: Yes, to Athens. And that was when Maria's musical education really began. the fact that Maria's mother wanted Maria to go to the esteemed Athens Conservatoire, she didn't do well at her audition to get in and was turned down. Never one to give up, the mother then went to speak with Maria Trivella, a teacher at the Greek National Conservatoire. Upon hearing Maria sing, she agreed to be her teacher.

7. However / Because / *Despite* / In spite

Phil: With Maria Trivella as a teacher, Maria Callas excelled. After making several public appearances as a student, Maria started performing in minor roles at the Greek National Opera. In February, 1941, Maria her professional debut in a small, but important role there.

8. kept / *made* / held / did

Lee: Then, she became a leading lady for the first time in August, 1942 at the Olympia Theatre. This was when people really began to stand up and take of what a gifted performer Maria was.

9. part / interest / attention / *notice*

Phil: Yes, finally. She performed very successfully in Italy, and did further performances in various venues in Greece. It was also around this time, that she began to think about returning to the USA.

Lee: And just before her 22nd birthday, in 1945, she packed her bags and left.

Phil: And did you know, Lee, that she had made fifty-six appearances in seven operas by then?

Lee: It's really quite incredible, it? I want to tell our audience about Maria's new start in New York City, but first we need to pause for a brief message from our sponsors.

10. *isn't* / wasn't / hasn't / is

4. Write a brief composition answering this question: (2,5 points).

Do you think there is anything we can do to help the environment?

Suggested answer

In my opinion, there are many things that we can do to help the environment.

Firstly, we can all make changes to our personal lives. We could recycle paper, glass and some plastics, and we should also try to use less energy at home. Instead of travelling everywhere by car, we ought to walk, cycle or use public transport. This would reduce carbon emissions.

Secondly, we should campaign for more change. For example, we could sign petitions against companies who rely on gas or oil to fuel their factories. We could also donate money to environmental charities.

In conclusion, I think there is a lot we can do to reduce the impact of climate change, and everyone can help.

SMART TIP: thinking about tenses

Before you write, think carefully about the grammar and tenses you need to use in your composition. In this composition you will mainly need to use present tenses, especially the present simple, as you are talking about present actions and views.

You will also need to use modal verbs to make suggestions and talk about possibilities. Try to use a variety of verbs and verb forms to make your composition more interesting.

Always read your composition after you have finished and check that your grammar, spelling, punctuation and word order are correct.