



WORKBOOK 09 LESSON 08

CHALLENGE

Cambridge English – FIRST CERTIFICATE IN ENGLISH

READ THE TEXT BELOW AND CHOOSE THE CORRECT WORD FOR EACH SPACE.

THE OLDEST LEATHER SHOE IN THE WORLD

Archaeologists (0) _____ that a perfectly preserved 5,500-year-old shoe has been discovered in a cave in Armenia in south-west Asia. It is (01) _____ to be the oldest leather shoe ever found.

The shoe was made of a single piece of leather, stitched at the front and back, and was shaped to fit the wearer's foot. It had been (02) _____ with grasses, either for warmth or to make sure it kept its shape. "The shoe is relatively small but we can't say for (03) _____ whether it was worn by a man or a woman," says Dr Roni Pinhasi, an archaeologist on the research (04) _____. "We thought at first that it was about 600-700 years old because it was in such good shape."

Shoes of this type from later periods have turned (05) _____ in archaeological excavations in various places in Europe, and shoes of a very similar design were still being used on the Aran Islands off the west coast of Ireland as (06) _____ as the 1950s. It's (07) _____ a style which (08) _____ popular for thousands of years.

0	A report	B describe	C pushed	D tell	A
01	A accepted	B regarded	C assessed	D believed	D
02	A stuffed	B loaded	C pushed	D blocked	A
03	A clear	B specific	C true	D certain	D
04	A class	B force	C team	D company	C
05	A over	B into	C up	D about	C
06	A recently	B lately	C presently	D immediately	A
07	A correctly	B exactly	C precisely	D obviously	D
08	A held	B stood	C remained	D lasted	C

READ THE TEXT BELOW AND THINK OF THE WORD WHICH BEST FITS EACH GAP. USE ONLY ONE WORD IN EACH GAP.

FROM BLACK PEPPER TO CHILLI PEPPER

In the 15th century, Europeans knew nothing of the chilli pepper, but they held black pepper in high regard and had used to cooking (0) SINCE Greek and Roman times. Ships traveling east brought the black pepper from the Spice Islands in South East Asia but this (09) TOOK a long time. In 1492 Christopher Columbus was asked to find a shorter route to the Spice Islands, going westwards (10) RATHER than eastwards, and so he set (11) OUT / OFF / SAIL from Spain across the Atlantic Ocean.

Columbus didn't succeed (12) IN finding the Spice Islands but he (13) DID manage to discover the Americas. There he (14) CAME across another pepper, the chilli, which had been used in cooking in South America for thousands of years. Soon (15) AFTER Columbus's discovery, large quantities of chillies were being shipped back to Spain from the Caribbean. Later, people realized that chillies would actually grow in southern Europe and it wasn't long before fresh chillies were (16) ON / FOR sale in European markets.

READ THE TEXT BELOW. USE THE WORD GIVEN IN CAPITAL AT THE END OF SOME OF THE LINES TO FORM A WORD THAT FITS IN THE GAP IN THE SAME LINE. THERE IS AN EXAMPLE AT BEGINNING.

FAMILY BIKE FUN

National Bike Week was celebrated last week in a (0) MEMORABLE way with a Family Fun Day in Larkside Park. The event (17) PROVED to be highly successful with over five hundred people attending. **MEMORY PROOF**

Larkside Cycling Club brought along a (18) VARIETY of different bikes to demonstrate the (19) ENJOYMENT that family members of all ages can get from group cycling. **VARY ENJOY**

Basic cycling (20) SAFETY was taught using conventional bikes. There were also some rather (21) UNUSUAL bikes on display. One-wheelers, five-wheelers and even one which could carry up to six (22) RIDERS, were used of fun. **SAFE USUAL RIDE**

The club also gave information on how cycling can help to reduce (23) ENVIRONMENTAL damage. They also provided (24) SUGGESTIONS as to how people could substitute the bike for the car for daily journeys. The overall message was that cycling is great family fun and an excellent alternative to driving. By the end of the day over a hundred people had signed up for membership. **ENVIRONMENT SUGGEST**

FOR EACH QUESTION, COMPLETE THE SECOND SENTENCE SO THAT IT MEANS THE SAME AS THE FIRST. DO NOT CHANGE THE WORD GIVEN. YOU MUST USE BETWEEN TWO AND FIVE WORDS, INCLUDING THE WORD GIVEN.

Example:

0 A very friendly taxi driver drove us into town. **DRIVEN**
We _____ a very friendly taxi driver.

WERE DRIVEN INTO TOWN BY

25 Paula can't wait to hear the band's new album. **FORWARD**
Paula is really _____ the band's new album.

LOOKING FORWARD TO HEARING

26 Buying a daily newspaper seems pointless to me. **POINT**
I can't _____ a daily newspaper.

SEE THE POINT IN BUYING

SEE THE POINT OF BUYING

SEE ANY POINT IN BUYING

27 Daniel thought the fight would be more expensive than it actually was. **NOT**
The fight _____ as Daniel thought it would be.

WAS NOT SO EXPENSIVE AS

WAS NOT AS EXPENSIVE AS

28 It's a shame I'm not able to come to your party on Saturday. **COULD**
I _____ to your party on Saturday.

WISH (THAT) I COULD COME

29 There were no trainers left in Denzel's size anywhere on the website. **SOLD**
The website had _____ trainers in Denzel's size.

(COMPLETELY) SOLD OUT OF (THE)

30 Gwenda deleted her sister's photographs by accident. **MEAN**
Gwenda _____ her sister's photographs.

DIDN'T MEAN TO DELETE

YOU ARE GOING TO READ AN ARTICLE ABOUT A WOMAN WHO TRAINS ACTORS IN FIGHTING SKILLS. CHOOSE THE ANSWER A, B, C OR D WHICH YOU THINK FITS THE BEST ACCORDING TO THE TEXT.

KOMBAT KATE

James Stanton meets "Kombat Kate" Waters, who trains theatre actors in how to "fight" on stage

There must be few occasions when it would be really rude to refuse an invitation to head-but someone you've just met! But I'm in one of those right now. I'm in a rehearsal room in a theatre with a group of actors, facing up to stage fighting director Kate Waters. I've already dragged her around the room and slapped her on the arm. Now she wants me to head-but her. But fear not, this is all strictly pretended!

"Imagine there's a tin can on my shoulder," she says. "Now try to knock it off." I lower my head as instructed, then lift it sharply, aiming for the imaginary can, hoping desperately that I don't miscalculate the angle and end up doing damage to her face. To my amazement, I get it right. "That was good," says Waters. "Now maybe try it again without smiling."

Waters, known in the industry as Kombat Kate, is showing me how actors fight each other without getting hurt, and that includes sword-fighting. (She inspires fierce devotion: when I tweet that I'm meeting Waters, one actress friend responds: "She's amazing. She taught me how to be a secret service agent in two days.")

Perhaps the most famous play Kate has worked on recently was called *Noises Off*. She taught the cast how to fall down stairs without breaking any bones. One of the fight scenes is fairly close, Kate tells me, to the one we're trying out now. "I've just slowed it down a bit," she says tactfully, before inviting me to throw her against the wall. I obey, making sure I let go of her quickly, so she can control her own movement. Push your opponent too hard, and they will hit the wall for real. I watch her hit the wall before falling to the ground. She's fine, of course. "That's my party trick," she says with a grin. "Works every time."

The lesson is over Kate tells me how she became one of the only two women on the official register of stage fight directors. Already a keen martial arts expert from childhood, Kate did drama at university, and one module of her course introduced her to stage combat. When she made enquiries about the possibility of teaching as a career, she was told about the register qualifications she'd need to be accepted onto it. It was no small order: as well as a certificate in advanced stage combat, she would need a black belt in karate and proficiency in fencing, a sport she'd never tried before.

line 35

But she rose to the challenge and taught the subject for several years at a drama college before going freelance and becoming a fight advisor for the theatrical world. The play she's working on is Shakespeare's *Richard III*. This involves a famous sword fight. With no instructions left by the great playwright other than – Enter Richard and Richmond: they fight, Richard dies – the style and sequence of the fight is down to Kate and the actors.

"I try to get as much information as possible about what a fight would have been like in a particular period," Kate explains. "But because what I'm eventually doing is telling a dramatic story, not all of it is useful. The scene has to be exciting and do something for the audience."

line 49

Ultimately, of course, a stage fight is all smoke and mirrors. In our lesson, Kate shows me how an actor will stand with his or her back to the audience ahead of a choreographed slap or punch. When the slap comes it makes contact not with skin but with air: the actor whacks his chest or leg to make the sound of the slap.

In the rehearsal room, I can't resist asking Kate how she thinks she would fare in a real fight. Would she give her attacker a hard time? She laughs, "Oh, I'd be awful," she says. "I only know how to fake it." I can't help thinking, however, that she's just being modest.

31 IN THE FIRST PARAGRAPH THE WRITER IS AWARE OF?

- A a critical attitude from Kate
- B the concern of the other actors
- C the need to reassure his readers
- D having been in a similar situation before

32 HOW DOES THE WRITER FEEL WHEN KATE MENTIONS THE TIN CAN?

- A worried about hurting Kate
- B relieved that Kate is just pretending
- C concerned that it may injure his head
- D convinced that he won't take it seriously enough

33 WHEN KATE AND THE WRITER REPEAT THE FIGHT SCENE FROM NOISE OFF, WE LEARN THAT

- A the writer isn't sure of his instructions
- B Kate has adapted it slightly for the writer to try
- C the writer is initially unwilling to try
- D Kate has to react quickly to a mistake the writer makes

34 WHAT DOES THE PHRASE "NO SMALL ORDER" (LINE 22) TELL US ABOUT STAGE COMBAT?

- A Kate knew she would love learning about it
- B It is something very few people ever perfect
- C Studying it required a lot of obedience and respect
- D Qualifying to teach it would be a long and difficult process

35 WHAT DOES THE WRITER TELL US ABOUT THE SWORD FIGHT IN THE PLAY RICHARD III?

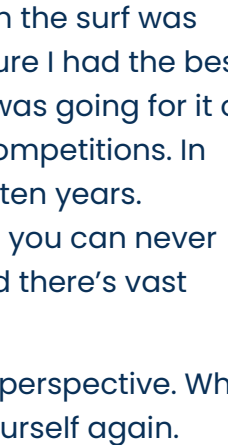
- A Its details need to be made up
- B It's a particularly challenging scene to do
- C Its action is conveyed through spoken words
- D It is widely agreed to be the most exciting of its kind

36 WHAT DOES "IT" REFER TO IN LINE 30?

- A information
- B a fight
- C a particular period
- D a dramatic story

YOU ARE GOING TO READ A NEWSPAPER ARTICLE ABOUT THE MAN WHO DESIGNED THE RECYCLING SYMBOL. SIX SENTENCES HAVE BEEN REMOVED FROM THE ARTICLE. CHOOSE FROM THE SENTENCES A – G THE ONE FITS EACH GAP. THERE IS NO EXTRA SENTENCE WHICH YOU DO NOT NEED TO USE.

How the recycling symbol was created
Gary Anderson designed a symbol which we see everywhere nowadays



I studied engineering at the University of Southern California at a time when there was a lot of interest in the United States on training young people to be engineers. That said, I eventually switched to architecture. I just couldn't get a grasp on electronics and architecture seemed more concrete to me.

It was around that time that I saw a poster advertising a design competition being run by the Container Corporation of America. The idea was to create a symbol to represent recycled paper. One of my college requirements had been a graphic course so I thought I'd give it a go. It didn't take me long to come up with my design: only a day or two. **37 (E)** But I already had arrows and angles in my mind because on my course I'd done a presentation on recycling waste water. I'd come up with a graphic that described this process very simply.

The problem with the design I'd done earlier was that it seemed flat, two-dimensional. So when I sat down to enter the competition, I thought back to a field trip in elementary school to a newspaper office where we'd been shown how paper was fed over rollers as it was printed. **38 (B)** The three arrows in it look like strips of folded-over paper. I drew them in black ink. These days, with computer graphics packages, it's rare that designs are quite so plain.

I think I found out I'd won the competition in a letter. Was I excited? Well, yes of course – but not that excited. **39 (G)** So it just seemed like, of course I would win! There was a monetary prize, though for the life of me I can't remember how much it was... about \$2,000?

When I finished my studies, I decided to go into urban planning and I moved to Los Angeles. It seems funny, but I really played down the fact that I'd won this competition. I was afraid it would make me look as though I was interested in graphics, rather than urban planning. **40 (F)** I remember seeing it once a leaflet which had been produced on recycled paper, but then it disappeared.

A while after graduating, I flew to Amsterdam for a holiday. I'll never forget: when I walked on the beach, I saw my course I'd won a big recycling bin. And it was bigger than a plane ball. **41 (D)** I was really taken aback. That was quite a long time ago though. Since then, I've got more qualifications and worked for quite a few different firms, some more environmentally aware than others.

I feel much prouder of the recycling symbol now than I used to, probably because it is so widely seen. Maybe this design has become more important to me than I'd thought. **42 (A)** There's more to me than the recycling symbol.

- A Still, I'd hate to think that my life's work is defined by it.
- B I used what I'd seen to create the image.
- C I'm no expert on recycling but I can certainly see its value.
- D I hadn't thought about it for years and there it was right in my face.
- E I realise that seems ridiculous for something that's been so successful.
- F Also, nothing much happened to the symbol for a while.
- G I guess at that point in my life I had an exaggerated sense of my own importance.

YOU ARE GOING TO READ PART OF THE AUTOBIOGRAPHY OF A SURFING INSTRUCTOR.

FOR THE QUESTIONS, CHOOSE THE ANSWER FROM THE SECTIONS A – E. THE SECTIONS MAY BE CHOSEN MORE THAN ONCE.

Walking on waves

Sarah Whiteley talks about her love of surfing and how it began.

A My journey to the sea began when I was tiny. My mum, who used to surf then, would sit me on one of her old boards and push into the little waves in a few centimetres of water. We both soon realised I had an unstoppable appetite for the waves, something which has never faded. Soon after that we moved to a house which was almost on the beach. I could literally walk out of the garden into the sea. Living by the sea is something you never take for granted if you surf. I open the curtains in the morning and my hearts leaps as I see the long perfect lines of waves rolling into the bay.

B Being the only girl in the water when I was learning to surf never bothered me because I'd always been trying to keep up with an elder brother who was exceptionally good at sports. So there I was, a tiny little thing, itching to better my surfing by checking out other surfers and looking for new moves. I was surfing four times a day in the summer holidays, before and after school right through the winter months as the temperatures dropped and the sea was really wild. I just couldn't get enough of it.

C Things started to get competitive as I got older and stronger. I was tackling more challenging waves: faster, more powerful and more dangerous, but I was gaining confidence and building up my experience, and it was really rewarding to see myself improving. And that's when the boys started to notice me, and they weren't too sure how to cope with it. They seemed to think along the lines of "She is only a girl – she won't manage that wave, so I'll get in there and show her how to do it." Convincing them that I could hold my own in the waves wasn't going to happen overnight.

D Over time and after a few hair-raising moments, I made some friends and mutual respect blossomed between me and the guys who spent all their time in waves with me. When I started pulling off some good moves on my surfboard and throwing a bit of spray on the waves, they began giving me a bit of credit, so that if I was going out when the surf was really big, they would shout out instructions to make sure I had the best chance. They knew I wasn't messing about and that I was going for it out there. Things got really interesting when I went in for competitions. In fact, I entered every national surfing competition over ten years.

Competition surfing can be extremely frustrating, since you can never guarantee waves at a certain time on a certain day and there's vast amounts of hanging around.

E Now I've set up a surf school and I've got a whole new perspective. When you start teaching something, you have to learn for yourself again. Everything you've been doing instinctively without really noticing for the last fifteen years has now got to be passed on, and it gets surprisingly detailed and tricky in parts. But it's been fantastic introducing so many people to the sport, and it's even better when you get to see their big grins when they stand up for the first time and ride a wave into the shore. Surfing has taken me all over the world and now it feels like it's brought me home again.

IN WHICH SECTION DOES THE WRITER MENTION

43 (C) feeling satisfaction that her determination resulted in better performance?

44 (D) the problem of having to wait for conditions to be favorable for surfing?

45 (A) a change which helped her to pursue her hobby?

46 (B) continuing to surf even when the conditions were unfavorable?

47 (E) the pleasure she gets from seeing others succeed?

48 (C) being aware that it would take time for her abilities to be recognized?

49 (A) her enthusiasm for the sea being recognized by someone else?

50 (E) an admission that she doesn't think about what she is doing when surfing?

51 (B) not being concerned that she stood out from the others?

52 (D) people appreciating her serious attitude towards her surfing?