

Dr Browne: Thank you for having me in the studio, Miranda. Binge drinking is defined as consuming a large amount of alcohol in a short time, with the aim of getting drunk. In almost all countries and at almost all times in history, alcohol has been connected to social activity. Whether it's at home or out of the house, we drink while we're with people we like. But when we binge drink, we drink in order to get drunk. Do you see the difference? The aim is very specifically not to be sober. To have a good time because you're completely and utterly trashed – so drunk you've lost all sense, in other words!

Miranda: Why has binge drinking got so bad?

Dr Browne: There are a number of reasons. One is that it has become a part of youth culture. When people go to university, it's simply the thing to do. So we can call it a common habit. Another important point is that, despite the economic crisis and the high-unemployment, people have more choices and more possibilities than they have had at any time in history.

Miranda: But why would having choices make a person binge-drink?

Dr Browne: Choice is incredibly confusing. There's always that voice in your head that says – maybe I should have gone for a different option. People must decide about what they study, for example, or which job they choose, where they live, who they live with. Drinking is a very easy way to escape the stress of the choices you have to make.

Miranda: So you're saying that young people drink because they've got too much freedom?

Dr Browne: Well, freedom, but only in some areas. In other areas, their sense of power and control is extremely limited. At the same time as being swamped with life choices, having far too many to choose from, young people are also bombarded by bad news. Environmental crisis. War. Famine. And unless you're particularly creative or self-confident, it's very hard to see a way to do anything about it.

Miranda: But there have always been wars and poverty.

Dr Browne: But I think young people feel helpless because there hasn't always been the media announcing it to such an extent. And there hasn't always been the ecological crisis, which the media now expose a lot. To grow up in a world which scientists are telling you won't, in fifty years, exist because of human actions? So you're encouraged to be as successful as you can be, but you're also taught that human success is destroying our environment.

Miranda: So – you also think we can blame the ecological crisis for binge drinking?

Dr Browne: (laughs) I don't think we can blame any one thing. I'm simply saying that we live in a world where young people are surrounded by possibilities but at the same time are limited in their ability to act, or at least they feel that way. They are taught that they can do anything, and yet in areas that really matter, they absorb the information that they can't do a thing. And this can lead to a kind of hopeless attitude, where they just don't care about anything, and they think – let's just get drunk. To drink is also a very quick and easy way of feeling connected, so if you don't feel connected to the world around

you, it's an easy – though not very helpful – way to fix that.

CD Track 27 Bridge p. 27

PART FOUR (Questions 22–26)

You will hear five teachers talking about their profession. For questions 22–26, choose from the list A–G what each teacher says. There are two extra answers that you will not use.

CD Track 28 Bridge p. 27

Speaker One

Actually, I could never imagine doing anything else. Sure it's hard sometimes. I'm not a fan of teaching the last class of the day. But when you get down to it, you're inspiring people, aren't you? You're not working in a factory making some junk no one's ever going to use, or working at a bank working with numbers. You're sitting down with kids day after day and giving them the knowledge that they need to deal with life. There's this line from an old Irish poem: "I am the one who lights the fire in the head." We get to do that. When you think about it, that's just incredible.

Speaker Two

I teach English and geography. I have to admit, I find geography easier. It's very hard to engage young people nowadays with literature. Facebook, Twitter, I know everyone says it, but social media simply is affecting their concentration. Last term we tried to do *Great Expectations* by Charles Dickens. You should have heard the complaints. "Why does he use fifty words to say something when he could say it in five? I don't care what the door handle looked like. It's boring." Believe me, that was some of the more intelligent criticism. Most of them wanted to discuss the sex appeal of Pip in some television version, and that was about as far as it went.

Speaker Three

To be absolutely honest, I think it just depends where you are. I know it sounds cynical, but in England, unless you're incredibly tough, you're just going to enjoy your job more if you work in a private school. The respect is better, the discipline, the students are easier to deal with; they're very often a pleasure to teach. I admire people who work in the toughest state schools, I really do. But I couldn't do it. The truth is, sometimes it's no good trying to make a difference unless you're in a place where you can make a difference.

Speaker Four

Yes, I'm a substitute teacher. Colleagues ask me: How can you do it? My worst experience was in a class of fifteen year olds when I came in, and one of the kids was pretending to be the teacher. I literally couldn't tell – some of these young teachers don't look a day over

sixteen. She was very polite and kept saying to me: "There's no need for a substitute, thank you, I'm perfectly capable of taking my class." Well, what if she had been a teacher? Imagine some idiot coming in and trying to force her to sit down and get on with her work! I had to leave and come back with the headmaster. I don't think I can remember ever feeling so humiliated – but the students certainly enjoyed the joke!

Speaker Five

I'm a drama teacher. I think it's easier in a way, because acting is something most people naturally enjoy. Playing games. Using your imagination. For me, there's no point being overly strict with the kids, giving them loads of homework, and punishment for being late. The truth is, if they enjoy your classes, they are going to behave well and respect you. Actually, drama class is often a good space to get even the most non-motivated kids involved. We put on a performance of *A Midsummer Night's Dream* last summer, a modern adaptation. And you should have seen some of the shy kids come out of their shells, marching around speaking their lines without a care in the world. It's a wonderful thing.

SOLUTIONS

LOWER LEVEL

LISTENING

Part 1: 1C, 2A, 3B, 4C, 5C
Part 2: 6F, 7T, 8T, 9F, 10F, 11T, 12F
Part 3: 13 local music school, 14 students' concert, 15 sister, 16 wardrobe, 17 Chopin Festival, 18 were stopped / stopped, 19 2005–2006
Part 4: 20C, 21C, 22B, 23C, 24B

READING

Part 1: 1A, 2C, 3D, 4B, 5A
Part 2: 6T, 7T, 8T, 9F, 10T, 11T, 12F, 13F, 14F
Part 3: 15A, 16D, 17B, 18A, 19D, 20D
Part 4: 21D, 22B, 23E, 24G, 25C; not used: A, F
Part 5: 26B, 27A, 28B, 29C, 30C, 31C, 32B, 33A, 34B, 35C, 36A, 37C, 38B, 39C

PET – READING: 1B, 2A, 3A, 4B, 5A, 6B, 7B, 8A, 9B, 10B

SPEAKING

Part 1 – Let's Practise: A6, B2, C5, D1, E4; not used: 3

HIGHER LEVEL

LISTENING

Part 1: 1D, 2B, 3C, 4D, 5C
Part 2: 6T, 7F, 8F, 9F, 10T, 11F, 12T, 13F, 14T, 15F
Part 3: 16B, 17C, 18A, 19C, 20C, 21B
Part 4: 22F, 23D, 24C, 25B, 26A; not used: E, G

READING

Part 1: 1C, 2C, 3B, 4C, 5B
Part 2: 6H, 7A, 8E, 9D, 10G, 11B; not used: C, F
Part 3: 12B, 13C, 14B, 15D, 16B, 17C, 18C
Part 4: 19E, 20A, 21D, 22B, 23E, 24C, 25A, 26B, 27D, 28C
Part 5: 29B, 30C, 31B, 32A, 33B, 34A, 35C, 36C, 37A, 38B, 39C, 40C, 41A, 42B, 43A
Part 6: 44 appearance, 45 easily, 46 activity, 47 adorable, 48 height, 49 irresistible, 50 patience, 51 unexpected, 52 difference, 53 alphabetical



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TEACHERS' FILE

Teachers' File (TF) contains transcripts of the sample listening tests for the Lower Level and the Higher Level of the final maturita exam, as well as the solutions to the tasks. The headings indicate which CD track corresponds to the text.

RECORDING SCRIPTS

The TF is also available at www.bridge-online.cz in the "UČITELÉ" section, password PLEASE.

CD Track 1

Introduction

Toto CD obsahuje dva poslechové testy k maturitní zkoušce.

Základní úroveň obtížnosti

Poslechový test se skládá ze čtyř částí, jednotlivé části jsou od sebe odděleny následujícím zvukovým signálem. Po uplynutí vymezeného času na seznámení se s úlohami nebo zaznamenání odpovědí uslyšíte tento zvukový signál. Všechny nahrávky uslyšíte vždy dvakrát. Pokyny pro jednotlivé části jsou v anglickém jazyce.

CD Track 2 Bridge p. 4

EXAM TIME Listening

Lower Level

PART ONE (Questions 1–5)

You will hear people talking in five different situations. For questions 1–5, choose the correct picture: A, B or C.

Question 1: Why is the boy nervous?

Mum: Well, Peter! I sold your old computer today!

Peter: What?! And the external hard drive, too?

Mum: Yes! It was taking up too much space in your room.

Peter: But I didn't erase my files!

Mum: Erase your files? Why? You're always talking about how bad it is to erase –

Peter: Yeah, on a computer you're using, Mum! But now the buyer will be able to see (groan)... the music I downloaded... (groan) the movies...

Mum: I'm sure Mr Hartwell won't care.

Peter: Mr Hartwell?! You sold it to Mr Hartwell?

Mum: Yes...

Peter: Mum! He's my Copyright Law professor!

CD Track 3 Bridge p. 4

Question 2: What does Miss Green want Joyce to do?

Answering machine: Joyce, hi, it's Miss Green. Listen, please could you go to lunch

after 12:30 today? I'm expecting an important document from our client, Mr Johnson. The delivery service will bring it to the office between 11:30 and 12:30. I know that's your regular time for going to lunch, but please wait for it. He tried to send it by regular post, but you know how long the lines are when you go to the post office. Thanks, Joyce. – Oh, I should be back in the office by 1:30.

CD Track 4 Bridge p. 4

Question 3: What should Joe bring from the shop?

Joe: Oh, man, it's lunchtime already! And I'm really hungry! I'm going out to the store. Can I bring you anything? Want a nice, big sandwich?

Alice: Hmm... no thanks. It's too hot to eat much today. I just want to drink cold drinks all day – iced tea, iced coffee, and fruit-flavored water.

Joe: I know what you mean. Still, it's going to be a long afternoon. Wouldn't you like something more?

Alice: Yeah! I want one of those paper cups of ice cream with the big pieces of chocolate! That and a lot of water will be the only way I'm going to stay cool today!

CD Track 5 Bridge p. 4

Question 4: What did Romana leave in Henry's car?

Answering machine: Henry? Listen, I think I left something in your car when we went for a bike ride in the park on Saturday. I've been so forgetful recently! I lost the key to my bike lock again, but I found it in my jacket pocket on Monday. I'm also missing that library book I showed you on Tuesday about mountain bike tours. And now I can't find that plastic bag of plums from Grandpa's cottage. Could you take a look and see if it's behind your back seat? Because if you don't, you might smell it there pretty soon! Thanks! And I'll go and look for the book...

CD Track 6 Bridge p. 4

Question 5: What does the man's dog look like?

Dog owner: Hey, have you seen a dog running around here?

Man: There's a lot of dogs around here – this is a popular park for dog walking. I just saw a big black dog with curly hair run by...

Dog owner: No, mine's a little dog – light brown, with a purple collar that says

"Heinrich," although he's probably lost it again, and –

Man: Is that him over by the tree? I can see it's brown, but I can't see its collar from here.

Dog owner: Maybe. Uh, no, it doesn't have black feet like Heinrich. I'll have to keep looking.

Man: Well, good luck. I hope you will find your dog soon. You might try closer to the water.

Dog owner: OK, thanks.

CD Track 7 Bridge p. 5

PART TWO (Questions 6–12)

Listen to the radio interview about cats and gardens. For questions 6–12, decide whether each statement is true (T), or false (F).

CD Track 8 Bridge p. 5

Interviewer: Today we're talking with Kay McGee, a woman who loves both cats and gardens. Welcome, Kay. Please tell us how cats and gardens go together.

Kay: Thanks. Well, I love gardening. It's not my job – I'm actually a hairdresser, but working in gardens has been my hobby for more than 20 years. But now I live in a small flat with no garden space. One day on my daily walk, I saw a big, empty piece of land right next to the Animal Harbor.

Interviewer: Animal Harbor – that's the special home for injured or unwanted dogs and cats, right?

Kay: Right, although they only take in cats now. They're what they call a "no-kill" shelter, which means that, unlike other places for homeless animals, they will not kill any unwanted cats. I believe they have over a thousand of them now!

Interviewer: Wow!

Kay: Anyway, I asked the shelter and they told me it was their lot, but that I could use it to plant a small garden. I also asked if some of the cats could play outside while I was working there. It has a big fence all around so I don't have to worry.

Interviewer: So the shelter agreed?

Kay: Yes. The cats get a chance to play in the fresh air, and I have a beautiful garden full of potatoes, tomatoes, and beans.

Interviewer: Why just those three vegetables?

Kay: Because I donate all the food from my garden to the local home for hurt and homeless women. It's funny, isn't it? I help homeless women and homeless cats at the same time!

Interviewer: Yes, it's great. But now I understand there's a little problem.