

## TEST PRZYKŁADOWY

### University of Warsaw Language Certificate Examination English Language C1

- For questions 1-10 (subtest 1.1), questions 16-30 (subtest 2.1 and 2.2), and 31-50 (subtest 3.1) write your answers on answer sheet 1.
- For questions 11-15 (subtest 1.2) and 51-75 (subtest 3.2) write your answers on answer sheet 2.
- Write your response to part 4 on answer sheet 3.

**Total marks for the test: 170**

**Total time allowed: 195 minutes**

**Read carefully the instructions that appear at the beginning of each part of the test before attempting to answer any of the questions in that part.**

**At the beginning of the examination you should receive the test booklet as well as 3 answer sheets and a pencil.**

**Complete answer sheet 1 in the following way:**

For each question there may be 4, 5 or 6 options provided, marked a, b, c, d, e, f.

For each question there is only ONE correct answer.

Using a **pencil**, for each question mark your answer on the answer sheet by **completely** filling in the appropriate rectangle.

You may use the test booklet for rough work, but you **must** make sure **you transfer your answers** onto the answer sheet.

**Complete answer sheet 2 in the following way:**

Use a **biro/ballpoint pen** to write your answers on this answer sheet.

You may use the test booklet for rough work, but you **must** make sure **you transfer your answers** onto the answer sheet.

***Remember to write clearly. Illegible answers will not be considered.***

**Complete answer sheet 3 in the following way:**

**Part 4 should be completed on this answer sheet using a biro/ballpoint pen.**

You may use the reverse side of the test booklet to plan and draft your writing.

**You should leave yourself at least 40 minutes to complete this section of the test.**

**REMEMBER TO LEAVE YOURSELF ENOUGH TIME TO TRANSFER ALL YOUR ANSWERS TO THE CORRECT ANSWER SHEET.**

1. Listening Comprehension - Questions 1-15 (35 marks)

**1.1: Questions 1 – 10 (20 marks)**

**You will listen twice to an extract from a lecture on happiness. Below, there are 10 questions about the lecture. Before listening, read the questions. You may make notes in the question booklet while listening to the lecture. Answer each question by choosing the right option. Mark your answers on answer sheet 1.**

1. At the beginning of the extract, the speaker focuses on
  - a. how our physical appearance has changed over time.
  - b. how our brain structure is different from that of our ancestors'.
  - c. the structure and complexity of the human skull.
  - d. the challenges of describing 2 million years of evolution.
2. According to the speaker, a unique characteristic of present-day human beings is that we can
  - a. be trained in a flight simulator to become an airline pilot.
  - b. learn from our own mistakes.
  - c. distinguish fiction from reality.
  - d. experience things in our mind before experiencing them in real life.
3. One year after the event, people who win the lottery and paraplegics, who lose the use of their legs,
  - a. are equally happy with their lives.
  - b. reevaluate their lives.
  - c. want to change their lives radically.
  - d. would like to swap places.
4. Research on *impact bias* shows that our experience simulator
  - a. can be switched on and off.
  - b. favours positive experiences.
  - c. is mostly accurate.
  - d. is often mistaken.
5. A recent study suggests that after three months, a major upsetting event in our lives
  - a. impacts variably on people depending on their personal characteristics.
  - b. has a dramatic, long-term impact on a person's levels of happiness.
  - c. has little impact on a person's levels of happiness in the long term.
  - d. affects people for a variable duration depending on the specific event.
6. In 1642 Sir Thomas Brown concluded that he was the happiest man alive because
  - a. he knew how to emulate Achilles.
  - b. he had never taken part in battles.
  - c. he had a knack of converting poverty to material wealth.
  - d. his attitude enabled him to adapt to changing circumstances.
7. Our psychological immune system protects us against
  - a. failure.
  - b. feeling unhappy.
  - c. pricks of conscience.
  - d. developing a mental illness.

8. According to the lecturer, most of us think of happiness as something that
  - a. can be found.
  - b. is unsurpassable.
  - c. can be synthesized.
  - d. is usually out of reach.
9. The example of Jim Wright shows that failure
  - a. results from a lack of effort.
  - b. can make people thoroughly unhappy.
  - c. can turn out to be a new beginning.
  - d. is very difficult to overcome.
10. The experimental results on happiness that the lecturer reports throughout the lecture
  - a. confirmed his expectations.
  - b. were surprising, even to him.
  - c. were inconsistent and unconvincing.
  - d. were refuted by other experts.

**1.2: Questions 11-15 (15 marks)**

**You will hear twice a discussion about successful reality TV programmes like Big Brother and Survivor. Based on the information provided, answer the questions by completing each of the sentences 11-15 with a phrase, using no more than 6 words in each case. You may use your own words to complete the sentences. You may also make notes in the test booklet while you are listening. Write your answers clearly on answer sheet 2.**

11. The interviewer is discussing with Charlie Parsons and Louise Pederson one of the major changes in television in recent years which is \_\_\_\_\_ of television programmes.
12. 'Survivor', a show which is nowadays familiar to audiences around the world, struggled initially because it \_\_\_\_\_ and therefore it was difficult to find a place for it.
13. Before a show is offered for sale abroad, it has to \_\_\_\_\_ somewhere.
14. The skills-set needed to sell a show includes an understanding of how \_\_\_\_\_.
15. For a show to sell abroad, it has to be a good, unique product which can be \_\_\_\_\_.

**(Part 2 continued on the next page)**

## 2. Reading Comprehension – Questions 16 - 30 (30 marks)

### 2.1 Questions 16 – 25 (20 marks)

**Read the following text carefully and then answer the questions by selecting the correct answer from the four options given. For each question there is only ONE correct answer. Mark your answer on answer sheet number 1. Some questions refer to specific words or phrases that have been underlined in the text.**

#### **Schools and wider society must wake up to the distinct sleep needs of adolescents**

By Russell Foster, *New Scientist*, 22 April, 2013

"MAKING teens start school in the morning is 'cruel', brain doctor claims." So declared a British newspaper headline in 2007 after a talk I gave at an academic conference. One disbelieving reader responded: "This man sounds brain-dead." That was a typical reaction to work I was reporting at the time on teenage sleep patterns and their effect on performance at school. Six years on there is growing acceptance that the structure of the academic day needs to take account of adolescent sleep patterns. The latest school to adopt a later start time is the UCL Academy in London; others are considering following suit. So what are the facts about teenage slumber, and how should society adjust to these needs?

The biology of human sleep timing, like that of other mammals, changes as we age. This has been shown in many studies. As puberty begins, bedtimes and waking times get later. This trend continues until 19.5 years in women and 21 in men. Then it changes. At 55 we wake at about the time we woke prior to puberty. On average this is two hours earlier than adolescents. This means that for a teenager, a 7 a.m. alarm call is the equivalent of a 5 a.m. start for a person in their 50s. Precisely why this is so is unclear but the shifts correlate with hormonal changes at puberty and the decline in those hormones as we age.

However, biology is only part of the problem. Additional factors include a more relaxed attitude to bedtimes by parents, a general disregard for the importance of sleep, and access to TVs, DVDs, PCs, gaming devices, cellphones and so on, all of which promote alertness and eat into time available for sleep.

The amount of sleep teenagers get varies between countries, geographic region and social class, but all studies show they are going to bed later and not getting as much sleep as they need because of early school starts. Mary Carskadon at Brown University in Providence, Rhode Island, who is a pioneer in the area of adolescent sleep, has shown that teenagers need about 9 hours a night to maintain full alertness and academic performance. My own recent observations at a UK school in Liverpool suggested many were getting just 5 hours on a school night. Unsurprisingly, teachers reported students dozing in class.

Evidence that sleep is important is overwhelming. Elegant research has demonstrated its critical role in memory consolidation and our ability to generate innovative solutions to complex problems.

Sleep disruption increases the level of the stress hormone cortisol. Impulsive behaviours, lack of empathy, sense of humour and mood are similarly affected. All in all, a tired adolescent is a grumpy, moody, insensitive, angry and stressed one. Perhaps less obviously, sleep loss is associated with metabolic changes. Research has shown that blood-glucose regulation was greatly impaired in young men who slept only 4 hours on six consecutive nights, with their insulin levels comparable to the early stages of diabetes. Similar studies have shown higher levels of the hormone ghrelin, which promotes hunger, and lower levels of leptin, which creates a sense of feeling full. The suggestion is that long-term sleep deprivation might be an important factor in predisposing people to conditions such as diabetes, obesity and hypertension.

Adolescents are increasingly using stimulants to compensate for sleep loss, and caffeinated and/or sugary drinks are the usual choice. The half-life of caffeine is 5 to 9 hours. So a caffeinated drink late in the day delays sleep at night. Tiredness also increases the likelihood of taking up smoking. Collectively, a day of caffeine and nicotine consumption, the biological tendency for delayed sleep and the increased alertness promoted by computer or cellphone use generates what Carskadon calls a "perfect storm" for delayed sleep in teenagers.

In the US, the observation that teenagers have biologically delayed sleep patterns compared to adults prompted several schools to put back the start of the school day. An analysis of the impact by Kyla Wahlstrom at the University of Minnesota found that academic performance was enhanced, as was attendance. Sleeping in class declined, as did self-reported depression. In the UK, Monkseaton High School near Newcastle instituted a 10 a.m. start in 2009 and saw an uptick in academic performance. However, a later start by itself is not enough. Society in general, and teenagers in particular, must start to take sleep seriously. Sleep is not a luxury or an indulgence but a fundamental biological need, enhancing creativity, productivity, mood and the ability to interact with others.

It is my strongly held view, based upon the evidence, that the efforts of dedicated teachers and the money spent on school facilities will have a greater impact and education will be more rewarding when, collectively, teenagers, parents, teachers and school governors start to take sleep seriously. In the universal language of school reports: we must do better.

16. Initially, the findings from the research into teenage sleep patterns and their impact on academic achievement were treated with

- a. compassion and empathy.
- b. Understanding and respect.
- c. astonishment and contempt.
- d. caution and scepticism.

17. In the last six years, appreciation for the findings of research into adolescent sleep patterns has

- a. remained largely unchanged.
- b. been increasing steadily.
- c. declined to some extent.
- d. shown several fluctuations.

18. Studies have shown that people in their mid-fifties
- wake up around the same time as when they were children.
  - need as much sleep as they used to when they were children.
  - experience more difficulty sleeping than when they were younger.
  - wake up two hours later than they did when they were adolescents.
19. What does “its” underlined in paragraph 5 refer to?
- memory
  - evidence
  - sleep
  - research
20. A good night’s sleep is essential for
- maintaining a high level of cortisol hormone.
  - ensuring fruitful problem-solving.
  - coping with other peoples’ impulsive behavior.
  - dealing with other people’s lack of empathy.
21. Persistent sleep deficit
- leads almost inevitably to diabetes.
  - gives symptoms resembling those of diabetes.
  - has the effect of shutting down one’s metabolism.
  - normalizes one’s blood-sugar levels.
22. It has been demonstrated that adolescents who do not get enough sleep
- could be prone to having low blood pressure.
  - have a deficiency of hunger-promoting hormone.
  - have an increased feeling of being full.
  - tend to feel empty and hungry more often.
23. Which of the following do NOT contribute to the "perfect storm" mentioned in paragraph 6?
- destructive natural factors
  - excessive caffeine and nicotine use
  - self-induced sleep-delaying techniques
  - possessing too many technological devices
24. Educational institutions that have decided to adjust their start of the school day to the sleep pattern of adolescents have
- eventually had to go back to the previous timetable.
  - observed no significant impact on the attendance levels.
  - noted some improvement in their students’ achievements.
  - noted greater student willingness to report mental problems.
25. In the final paragraph the writer implies that at the moment society
- does not yet fully appreciate the importance of sleep.
  - acknowledges the vital role of sleep sufficiently.
  - is divided where the importance of sleep is concerned.
  - ignores teenagers’ sleep requirements completely.

## 2.2 Questions 26 – 30 (10 marks)

In the article below, five fragments have been removed. Choose from A – F which one best fits each gap (26 – 30). There is one extra fragment that you will not need to use. Mark your answers on answer sheet 1.

### Making college cost less

*The Economist*, 5 April 2014

YOU cannot place a value on education. Knowledge is the food of the soul, Plato supposedly remarked. Great literature “irrigates the deserts” of our lives, as C.S. Lewis put it. But a college education comes with a price tag—up to \$60,000 a year for a four-year residential degree at an American university.

A report by PayScale, a research firm, tries to measure the returns on higher education in America. They vary enormously. A graduate in computer science from Stanford can expect to make \$1.7m more over 20 years than someone who never went to college, after the cost of that education is taken into account.

#### 26. XXXXXXXXXX

None of this matters if you are rich and studying fine art to enhance your appreciation of the family Rembrandts. But most 18-year-olds in America go to college to get a good job. That is why the country’s students have racked up \$1.1 trillion of debt—more than America’s credit-card debts. For most students college is still a wise investment, but for many it is not. Some 15% of student debtors default within three years; a startling 115,000 graduates work as caretakers.

27. XXXXXXXXXX The price of college has risen more than four times faster than inflation since 1978, easily outpacing doctors’ bills. Much of this cash has been wasted on things that have nothing to do with education—plush dormitories, gleaming stadiums and armies of administrators. In 1976 there were only half as many college bureaucrats as academic staff; now the ratio is one to one.

#### 28. XXXXXXXXXX

In time, digital education is likely to put the squeeze on universities. Online courses can be provided more cheaply than traditional ones, since they do away with the luxury-hotel aspect of college and involve no assistant deans for campus climate. Already, courses from the Massachusetts Institute of Technology (MIT) are available online, free. Ever more online educators will offer qualifications that employers both understand and value. As that happens, traditional universities will have to provide better value for money—perhaps with a mix of online and in-person tuition—or go out of business.

But although you can take MIT courses online, America’s universities do not yet offer many reputable degrees to online students. Technology is taking a while to disrupt higher education. In the meantime, the government can help push down costs.

#### 29. XXXXXXXXXX

Universities should also have more of a stake in their students’ success. They already have some incentive to ensure their alumni do not crash and burn: if a university’s student-loan default rates rise beyond 25%, then its students no longer have access to federally backed loans.

#### 30. XXXXXXXXXX

Objectors argue that such changes will doom less remunerative—especially arts—subjects. They will not. Some people will study arts and humanities for the joy of it; others who do so will find gainful employment. But the decision to pay tens of thousands of dollars for higher education is the first big decision most young people take, and one that, for better or worse, will shape the rest of their lives. America should do everything it can to help them get it right.

**A** It is already trying to do so. Last year Barack Obama unveiled the “college scorecard”, which will tell students the cost and graduation rate of the course they have chosen. But it needs to go further. Universities should be required to find out how much their graduates earn and, on the basis of that, provide students with a rate of return on their investment.

**B** This nuclear threat has been effective against the most egregious offenders, but until colleges approach that threshold, there is little reason for them to steer students in more remunerative directions. If they were made liable for a slice of unpaid student debts—say 10% or 20% of the total—they would have more skin in the game.

**C** A degree in humanities and English at Florida International University leaves you \$132,000 worse off. Arts degrees (broadly defined) at 12% of the colleges in the study offered negative returns; 30% offered worse financial rewards than putting the cash in 20-year Treasury bills.

**D** Unsurprisingly, engineering is a good bet wherever you study it. An engineering graduate from the University of California, Berkeley can expect to be nearly \$1.1m better off after 20 years than someone who never went to college. Even the least lucrative engineering courses generated a 20-year return of almost \$500,000.

**E** By the universities’ own measures, this has produced splendid results. Students are more than twice as likely to receive “A” grades now than in 1960. When outsiders do the grading, however, they are less impressed: one study found that 36% of students “did not demonstrate any significant improvement in learning” over four years of college.

**F** If the job market picks up, this dismal picture will improve. But there is another obvious way to increase the returns on a college education: make it cheaper.

**(Part 3 continued on the next page)**



### 3. Use of Language - Questions 31 - 75 (45 marks)

#### 3.1 Questions 31-50 (20 marks)

Read the following text and decide which of the four options (a, b, c or d) given in the table below the text best fits. There is only ONE correct answer. Mark your answers on answer sheet 1.

Until recently, a short course of oral antibiotics would (31) \_\_\_\_\_ the bacteria causing any infection. Now, though, the bugs (32) \_\_\_\_\_ the medicine. In a growing number of countries most cases of, for example, urinary-tract infection are (33) \_\_\_\_\_ to the standard treatment.

Scientists have feared this day would come ever since Alexander Fleming (34) \_\_\_\_\_ penicillin in 1928. (35) \_\_\_\_\_ his Nobel prize, Fleming warned that bacteria could evolve which would make antibiotics ineffective in the (36) \_\_\_\_\_. Recent years have seen repeated bouts of concern. But according to a report by the World Health Organisation (WHO), Fleming's fear is fast becoming reality.

The problem is global and (37) \_\_\_\_\_ common infections and many antibiotics. In China standard drugs are now ineffective over a third of the time when treating severe lung infections. In America a standard antibiotic for treating (38) \_\_\_\_\_ wounds fails to work even more often. Doctors are increasingly turning (39) \_\_\_\_\_ what were once treatments of last (40) \_\_\_\_\_. But bacteria are cracking these, too.

This could set medicine (41) \_\_\_\_\_ a century, to a time when infections often led to amputations. The problem is already costing lives and money. At least two million Americans each year are thought (42) \_\_\_\_\_ infections that no longer can be treated with antibiotics, so leading to some 23,000 deaths directly and (43) \_\_\_\_\_ from complications to other illnesses.

A fast (44) \_\_\_\_\_ of reproduction, and the ability to pass genes among themselves, mean bacteria evolve quickly. Misuse of antibiotics is speeding things up further. Patients often fail to take their full treatment course. That makes it less (45) \_\_\_\_\_ that their infections are completely cleared.

Member states (46) \_\_\_\_\_ ask the WHO to develop a global plan to tackle the problems associated with antibiotic use at its annual meeting. If such a plan (47) \_\_\_\_\_ to work, it will have to monitor health systems in developing countries, where antibiotics are also commonly misused. Better dispensing guidelines and diagnostic (48) \_\_\_\_\_ would also help, as would the greater use of some vaccines.

But as health officials struggle to keep old drugs working, the pipeline of new ones is running (49) \_\_\_\_\_. No new class of antibiotics has been discovered since 1987. This is partly because research has failed to make (50) \_\_\_\_\_, but also because pharmaceutical firms have had little incentive to seek new treatments as long as the old ones were effective.

(From: <http://www.economist.com/news/international/21601547-running-out-ammunition-war-germs-drugs-dont-work>)

	a	b	c	d
31	fade away	wipe out	throw away	move out
32	being beaten by	having beaten	are beating	beating
33	unwilling	failing	reluctant	resistant
34	found	discovered	uncovered	exposed
35	Accepting of	On acceptance	On accepting	With acceptance
36	long run	long running	extended run	extensive running
37	deals	inspires	affects	effects
38	infectious	infected	infecting	infection
39	out	off	to	against
40	resort	resource	retreat	result
41	up	off	aside	back
42	be suffering	suffering from	to suffer from	as suffers of
43	as much	as many	lot more	more than
44	rate	rise	change	measurement
45	probability	likelihood	likely	chance
46	are expecting to	are expected to	being expected	expected to
47	is	has	ought	seems
48	features	utensils	cures	tools
49	fewer	dry	away	less
50	breakthroughs	breakdowns	benchmarks	breakages

### 3.2 Questions 51-75 (25 marks)

Read the following text carefully and think of ONE word that best fits each gap. Make sure that the text as a whole is cohesive and is both grammatically and logically correct. Write your answers clearly on answer sheet 2. Remember to check your spelling.

I recently read a memorable quote that I sent along to many friends and colleagues: “If you live (51) \_\_\_\_\_ the approval of others, you will die from their rejection.” The statement couldn’t be more true in your job, career or life, where praise can seem fleeting.

Unfortunately, employees spend on (52) \_\_\_\_\_ 19 hours each week worrying about what their bosses say or do and if you’re like many, you (53) \_\_\_\_\_ prey to this dynamic. Rather than let their (54) \_\_\_\_\_ of acceptance consume you at work, however, you should take measures to avoid such situations occurring.

A colleague of mine, let’s call her Joanne, was quite unhappy at her banking job, but wasn’t ready to throw in the towel. She loved the firm and her co-workers and was (55) \_\_\_\_\_ of her

achievements – but like many, she was struggling with a bad boss. Her manager, let's call him Phil, had an ever-changing personality. Most of the time he was unavailable, seemed aloof, sometimes rude, and didn't (56) \_\_\_\_\_ her credit for her great ideas. Some days, he'd (57) \_\_\_\_\_ like they were best friends. He never hinted at (58) \_\_\_\_\_ her go. Joanne would waste far too much time interpreting his overly cryptic messages. She often wondered why he couldn't see that her performance would be considerably (59) \_\_\_\_\_ if he changed his attitude towards her. I then asked Joanne (60) \_\_\_\_\_ often she needed his approval. She was silent.

It's natural to want acceptance from managers. But if you focus continually on that goal, you'll find yourself unhappy for as (61) \_\_\_\_\_ as you do so. As you (62) \_\_\_\_\_ the ladder at work, praise becomes even more elusive. I suggested to Joanne that she takes (63) \_\_\_\_\_ of how her boss interacts with other co-workers. Bingo. Joanne saw that she wasn't being singled (64) \_\_\_\_\_. In fact, she began to witness more exaggerated behavior, bordering (65) \_\_\_\_\_ antagonistic towards some of her co-workers.

While this opened her eyes, she realized she still had work to do in (66) \_\_\_\_\_ to place less importance on his approval. She needed to find different ways to gain self-fulfillment in an (67) \_\_\_\_\_ perfect job.

Joanne (68) \_\_\_\_\_ several steps. She focused more on mentoring colleagues in the department and found new ways to detect what approval really looked like. Soon Joanne decided that having relatively smooth meetings and (69) \_\_\_\_\_ given more responsibility were her new forms of receiving accolades. She (70) \_\_\_\_\_ her boss updated in writing of all her achievements and in a short (71) \_\_\_\_\_ of time she (72) \_\_\_\_\_ tracking how long it took him to acknowledge (73) \_\_\_\_\_ of her messages.

Phil is still not considered a charmer in the department by (74) \_\_\_\_\_ means, but now on occasions he (75) \_\_\_\_\_ into a smile when passing by Joanne.

(From: <http://www.psychologytoday.com/blog/tame-your-terrible-office-tyrant/201403/stop-living-approval-work>)

#### 4. Writing (60 marks)

**Write an essay of 300-350 words addressing ONE of the questions below. Write your answer legibly on answer sheet 3. At the top of your answer, copy the title of your selected essay.**

**Either:** (a) Do you consider Reality TV a daring venture or merely an inferior form of entertainment?

**Or:** (b) Does a greater number of classes and lectures translate into a higher standard of undergraduate education?

**THIS IS THE END OF THE TEST**

## **Answer Key**

### **1.1**

- 1 b
- 2 d
- 3 a
- 4 d
- 5 c
- 6 d
- 7 b
- 8 a
- 9 c
- 10 b

### **1.2**

- 11. the internationalization, the globalization, international selling, global selling, selling globally, selling internationally
- 12. broke all format rules, didn't fit with natural categories, didn't fit existing formats, was different from what existed previously/earlier
- 13. have been aired/shown/produced/successful; have been on air
- 14. the programme/show was made
- 15 adapted/reconstructed for another/different country/place/territory/for a different audience

### **2.1**

- 16 c
- 17 b
- 18 a
- 19c
- 20 b
- 21 b
- 22 d
- 23 d
- 24 c
- 25 a

### **2.2**

- 26 C
- 27 F
- 28 E
- 29 A
- 30 B
- (D not used)

### **3.1**

- 31. b
- 32. c
- 33. d
- 34. b

- 35. c
- 36. a
- 37. c
- 38. b
- 39. c
- 40. a
- 41. d
- 42. c
- 43. b
- 44. a
- 45. c
- 46. b
- 47. a
- 48. d
- 49. b
- 50. a

### **3.2**

Key:

- 51 for
- 52 average
- 53 fall, become, are
- 54 lack
- 55 proud
- 56 give
- 57 behave, act
- 58 letting
- 59 better, improved
- 60 how
- 61 long
- 62 climb, ascend
- 63 note, notice
- 64 out
- 65 on
- 66 order
- 67 otherwise, almost
- 68 took, undertook
- 69 being
- 70 kept
- 71 period, amount
- 72 stopped, ceased
- 73 receipt

74 any

75 breaks

**TRANSCRIPT 1** [http://www.ted.com/playlists/4/what\\_makes\\_us\\_happy](http://www.ted.com/playlists/4/what_makes_us_happy) (total time 6 minutes)

**Starts:** Ted talks are recorded live at Ted Conference. This episode features psychologist and happiness expert Dan Gilbert ...

**Ends:** ... I am so much better off physically, mentally financially and in almost every other way. What other way would there be to be better off: vegetably, minerally, animally. He's pretty much covered in there. Rees Bickam is someone you've never heard of [fade]

**TRANSCRIPT 2** <http://www.bbc.co.uk/podcasts/series/bottomline/all> (total time 5 minutes 53 seconds)

**Starts:** Hello and welcome to the programme. Now, how does a show like 'Who Want to be a Millionaire' become ...

**Ends:** It is something has building-blocks. It's modular as a piece of intellectual property which can be reconstructed to elsewhere very easily. Sometimes building-blocks don't always work like ... I was in Columbia [fade]