# [PDF] 110 IELTS Academic Listening Practice Tests with Answers

# Test 1

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-4

Complete the schedule below.

Write NO MORE THAN THREE WORDS for each answer.

**Globetrotters Language School**

**Class Schedule**

**Chinese**

Level: Advanced

Days: 1 _____ evenings

**Japanese**

Level: 2 _____

Days: Tuesday and Thursday mornings

Level: 3 _____

Days: Monday, Wednesday, and Friday mornings

**French**

Level: Intermediate

Days: Friday 4 _____

## Questions 5-8

Complete the information below.

Write NO MORE THAN ONE NUMBER for each answer.

**Tuition Information**

| | |
|---|---|
| One week | $ 5 _____ |
| Four weeks | $ 6 _____ |
| Six weeks | $ 7 _____ |
| Twelve weeks | $ 8 _____ |

## Questions 9-10

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- Students can register for a class by visiting 9 _____.
- 10 _____ is in charge of student registration.

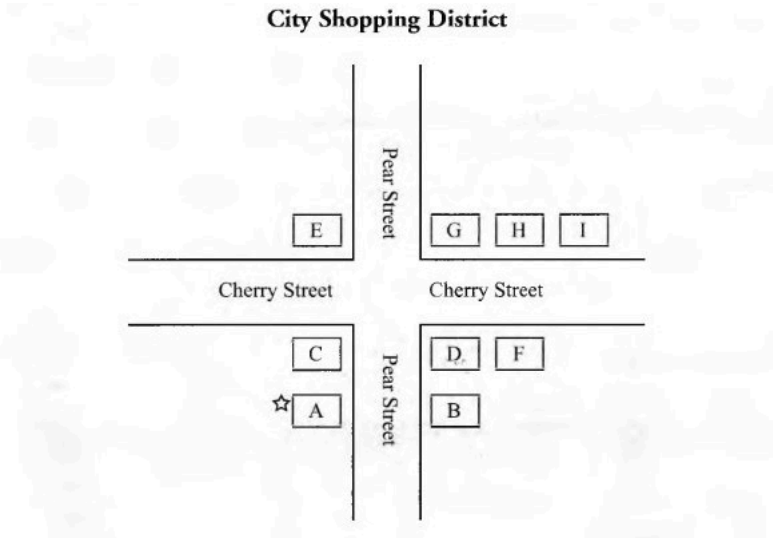
## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Label the map below.

Write the correct letter, A–J, next to questions 11–15.




| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| 11 Harbor View Bookstore | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 12 Pear Café | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 13 Souvenir Store | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 14 Art Gallery | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 15 Harbor Park | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

### Questions 16-20

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- The park was built in 16 _____.
- A 17 _____ stands in the center of the park.
- Take the path through the 18 _____.
- In the middle of the garden is a 19 _____.
- A 20 _____ takes you down to the harbor and a view of the boats.

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-24

Complete the information about the archives.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**Welcome to City Archives**

The following people may use the archives:

- University students with a valid **21** _____
- City residents with payment of **22** _____
- All others: Special permission from the director is required.

Hours:

Days: **23** _____

Hours: 9:30 A.M. until **24** _____ P.M.

## Questions 25-30

What can be found on each floor of the archives building?

Write the correct letter, A–G next to questions 25–30.

A. nineteenth-century documents

B. maps

C. personal papers

D. photographs

E. books about the city

F. newspapers

G. information about the woolen mill

**25** basement _____

**26** ground floor _____

**27** second floor _____

**28** third floor _____

**29** fourth floor _____

**30** fifth floor _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-33

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

**Historical Uses of Wind Power**

| | |
|---|---|
| Ancient China | Windmills were used to **31** _____ |
| Ancient Persia | Farmers used wind power to **32** _____ |
| The Netherlands | People used windmills to **33** _____ |

## Questions 34-40

Complete the chart below.

Write NO MORE THAN TWO WORDS for each answer.

**Wind Power**

| | | | | | |
|---|---|---|---|---|---|
| **Advantages** | Unlike oil and coal, wind power does not cause **34** _____ | There are limited supplies of oil and coal, but wind is a **35** _____ | It **36** _____ to generate electricity with the wind. | Wind turbines do not take up much land. | |
| **Disadvantages** | The cost of the initial investment is high. | The **37** _____ of the wind is not constant. | Wind turbines are usually located far from **38** _____ | Wind turbines may spoil **39** _____ | Wind turbines create as much **40** _____ as a high-speed car. |

# Transcripts

## Part 1

Narrator: You will hear a number of different recordings, and you will have to answer questions on what you will hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.

The test is in four sections. Write all of your answers on the test pages. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on page 5.

Section 1. You will hear a man asking for information about language classes over the phone.

First you have some time to look at Questions 1 to 4 on page 5.

You will see that there is an example that has been done for you. On this occasion only, the conversation relating to this will be played first.

Woman: Good morning. Globetrotters Language School. How may I help you?

Man: Yes, I was wondering if you could give me some information on language classes.

Narrator: The woman answers the phone, "Globetrotters Language School," so the word Globetrotters has been written at the top of the form. Now we shall begin. You should answer the questions as you listen, because you will not hear the recording a second time. Listen carefully and answer Questions 1 to 4.

Woman: Good morning. Globetrotters Language School. How may I help you?

Man: Yes, I was wondering if you could give me some information on language classes.

Woman: Certainly. What language are you interested in studying?

Man: Well, that's the thing. I'm interested in learning Japanese, but I'd also like to improve my Chinese. I don't know which to study right now.

Woman: Maybe the class schedule will help you decide. Did you want to study in the morning, afternoon, or evening?

Man: I work in the evenings, so mornings or afternoons would be best.

Woman: Then that decides it for you. We offer an advanced Chinese class, but it meets on Wednesday and Friday evenings.

Man: I couldn't do that. When do the Japanese classes meet?

Woman: We have beginning Japanese on Tuesday and Thursday mornings, no wait, that's intermediate Japanese. Which level do you want? Advanced?

Man: No, beginning. Definitely. I know some Chinese and some French, but I'm a real beginner with Japanese.

Woman: Well then, are you free Monday, Wednesday, and Friday mornings? That's when the beginning Japanese classes meet. We also have intermediate French on Friday mornings.

Man: I could do those mornings, but I'd prefer afternoon. Don't you have anything in the afternoon?

Woman: We have intermediate Japanese class on Wednesday and Friday afternoons.

Man: I really need a beginner class. So I'll take the morning Japanese class. Could you give me an idea of the cost? What would be the tuition for the Japanese class?

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 5 to 10 on page 5.

Now listen and answer questions 5 to 10.

Woman: The beginning-level classes meet three times a week, so they cost a bit more than the other levels. For a six-week course, the cost would be $175.

Man: That's a bit steep.

Woman: If it's hard for you to pay that much, you could sign up for just four weeks of class and pay $410. Or, you could pay for one week at a time, at $125 a week.

Man: That comes out to be much more expensive once you add up all the weeks.

Woman: That's true. You can save money by registering for two levels together. For example, pay for your beginning and intermediate classes now and you'll get twelve weeks of class for just $1,050.

Man: That's not a bad deal, but I can't come up with that much money at once. I'll just pay for the six-week course.

Woman: Fine. That class begins next week, so you need to register right away.

Man: Can't I register over the phone?

Woman: No, I'm sorry, we don't take phone registrations. What you'll need to do is visit the school office today or tomorrow. Bring a check for the tuition and a photo ID.

Man: Is that all?

Woman: Yes, we'll give you a registration form to complete, or you can save time by visiting our website and downloading the form there. Complete it and bring it into the office with your check.

Man: Great. I'll stop by this afternoon.

Woman: Fine. When you arrive, ask for Mr. Lindsay. He's in charge of student registration.

Man: I'm sorry, Mr. who?

Woman: Mr. Lindsay, spelled L-I-N-D-S-A-Y.

Man: Thank you for your help.

Woman: Thank you. We'll look forward to seeing you in class.

Narrator: That is the end of Section 1. You now have half a minute to check your answers.

## Part 2

Narrator: Now turn to Section 2 on page 6.

Section 2. You will hear a tour guide giving information about a shopping district.

First, you have some time to look at Questions 11 to 15 on page 6.

As you listen to the first part of the talk, answer Questions 11 to 15.

Tour guide: This afternoon we'll visit the city's shopping district. Several blocks in the area are closed to car traffic, and I know you'll enjoy walking around there. I'd like to give you an overview of the district now since you'll be on your own once we get there.

You'll see on this map here that the shopping district consists of two streets—Pear Street, which runs north and south, and Cherry Street, which crosses Pear Street right here. Let's start our tour here on Pear Street where the star is. This star marks the Harbor View Bookstore. It's very popular among locals as well as tourists. You can buy a range of books of local interest as well as a variety of magazines and newspapers. It's directly across the street from the City Library, which is also worth a visit. It's in one of the oldest buildings in the city and contains, among other things, an interesting collection of rare books.

Now, moving up Pear from the bookstore toward Cherry, the next building on the left is the Pear Cafe. You'll notice it's right on the corner of Pear and Cherry streets. It's a great place to relax while enjoying a delicious cup of coffee or tea. You can talk with friends or read quietly. They have a variety of books and magazines available.

From the windows of the cafe, you can look right across Cherry Street for a lovely view of City Gardens. It's a rather small garden, but it contains a variety of exotic plants and flowers.

Let's leave the cafe and cross Pear Street. On the opposite corner, we're at Caldwell's Clothing Store, which you might also want to visit. They sell both men's and women's fashions from countries around the world.

Continuing down Cherry Street, the next building on the right after Caldwell's is the souvenir shop. Stop in here to get maps and books about the local area, as well as T-shirts and postcards with pictures of the city. Now, we cross Cherry Street and we're at the art gallery, one building down from the corner. Here you can see and, of course, purchase many fine paintings and sculptures by local artists.

Let's keep going down Cherry Street toward the harbor. On the left, right after the gallery, is Harbor Park. It's a lovely place, and it's certainly worth spending some time there.

Narrator: Before you hear the rest of the talk, you have some time to look at questions 16 to 20 on page 7.

Now listen and answer questions 16 to 20.

Harbor Park was built on land donated to the city by Captain Jones, a lifelong resident of this city. Captain Jones designed the park himself, and it was built in 1876. Exactly in the center of the park a statue of Captain Jones was erected, and it's still standing there today. It shows Captain Jones on the bow of his ship.

After viewing the statue, you can follow the path that goes through the woods just behind. It will lead you to a lovely garden, in the middle of which is a fountain. This is a nice place to enjoy a few quiet moments.

If you still feel like walking, continue on to the far end of the garden. There, you'll find a wooden staircase, which will take you down to the harbor. You might enjoy the view of the boats from there. There's also a walking path along the water, which will eventually bring you back up to Cherry Street.

You can see that there's plenty to do in this part of the city. The bus leaves at 1:30.

Narrator: That is the end of Section 2. You now have half a minute to check your answers.

## Part 3

Narrator: Now turn to Section 3 on page 7.

Section 3. You will hear a conversation between a university student and a librarian about using the City Archives.

First, you have some time to look at Questions 21 to 24 on page 7.

As you listen to the first part of the conversation, answer Questions 21 to 24.

Student: Hello. I was wondering if you could give me some information about using the archives.

Librarian: I'd be happy to. Are you a resident of the city?

Student: Actually, I live just outside the city, but I study at the university downtown.

Librarian: That's fine. All you need to do is show your university identification card and you can use the archives at no charge, as long as your ID card is current, of course.

Student: Yes, it's valid. So I don't have to pay anything?

Librarian: No. City residents pay an annual fee, but students can use the archives for free. Everyone else needs to get special permission from the director, but that doesn't apply to you, of course.

Student: Oh, good. I was also wondering about the schedule. I have classes every day, Monday through Friday, and I also have a part-time job, so I could really only use the archives on weekends.

Librarian: That's not a problem at all. We're open all weekend; actually the only day we're closed is Monday. So you can come any day, Tuesday through Sunday.

Student: Are you open in the evenings?

Librarian: Yes, we're open from 9:30 in the morning until 8:30 in the evening.

Student: That will fit my schedule well.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 25 to 30 on page 8.

Now listen and answer Questions 25 to 30.

Librarian: Is there something else I can help you with?

Student: Yes. One thing I'll be needing to see for one of my class projects is old photographs. Do you have photographs of the city in the nineteenth century that I could look at?

Librarian: Yes, we store all the photographs in the basement. Those stairs over there will take you down to the photography collection. Just tell the librarian there what you're interested in, and he'll help you.

Student: Those would be nineteenth-century photographs?

Librarian: Yes, the entire collection is there. Now, if you're interested in seeing documents from the nineteenth century, those are right here on the ground floor.

Student: I would like to see some of those documents. Does that collection include newspapers, too?

Librarian: No, all the newspapers from the earliest ones, in the eighteenth century, up to the current time, are on the second floor. Here, let me just give you this map of the archives, and you'll be able to find whatever it is you need.

Student: Thank you. Oh, I see you have a whole room devoted to maps.

Librarian: Yes, on the third floor.

Student: That's great because one thing I need to do is look at how the city has developed over time.

Librarian: I'm sure you'll find a lot of helpful information there. Of course, some of the maps are several centuries old, so generally visitors are only allowed to see photographic reproductions of them.

Student: That shouldn't be a problem. What's this on the fourth floor—Ogden's Woolen Mill?

Librarian: As I'm sure you know, Ogden's Woolen Mill was the major entity responsible for the growth of this city in the nineteenth century. The Ogden heirs gave money for the archives to devote an entire floor to information about the history of the mill.

Student: Will I be able to find information about the Ogden family there—photographs, personal papers, things like that?

Librarian: Probably the family photographs are stored downstairs in the photography collection. The personal papers would be on the fifth floor, where we keep all the personal papers of famous residents of our city.

Student: Thank you so much for your help. I'll be able to do a lot of my research here.

Narrator: That is the end of Section 3. You now have half a minute to check your answers.

## Part 4

Narrator: Now turn to Section 4 on page 8.

Section 4. You will hear a lecture about wind energy.

First, you have some time to look at Questions 31 to 33 on page 8.

Now listen carefully and answer Questions 31 to 33.

Lecturer: With the rising cost of fossil fuels, there's a great deal of interest these days in developing alternative sources of energy. Today, I'd like to talk about one of these—wind power. In the past couple of decades, there's been an upsurge of interest in using the wind as a source of energy, but the idea isn't new at all. People have been harnessing the power of the wind for centuries, ever since ancient peoples first used sailboats. In ancient China, farmers used a rudimentary sort of windmill to pump water. Wind power was used in other parts of the ancient world, as well. In Persia, for example, farmers used wind-powered mills to grind their grain. During the Middle Ages in the Netherlands, people went back to the ancient idea of using the power of the wind to move water. They used windmills to drain lakes, thereby creating more land for farming.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 34 to 40 on page 9.

Now listen carefully and answer Questions 34 to 40.

Lecturer: At present, people around the world are using the wind to generate electricity, some old methods, some new. Is this the solution to our modern energy problems? Well, as with anything, there are both advantages and disadvantages to using wind power. Let's take a look at some of the reasons to use wind power. One of the biggest problems with using fuels such as oil and coal is pollution. Wind power, on the other hand, is clean. It causes no pollution and therefore doesn't contribute to global warming. Another great advantage of wind power is that it's a renewable resource. Oil and coal reserves are limited, but we'll never run out of wind. Economics is another reason to use wind power. Using the wind to generate electricity costs less, much less, than running other types of generators. In addition, since wind turbines don't take up much land, the land around them can be used for other purposes, such as farming.

There are disadvantages, however. Even though generating electricity with wind is relatively inexpensive, the technology isn't cheap. The initial costs of setting up wind turbines can be quite high. Another issue is reliability. Wind doesn't blow at a constant strength. Therefore, at times, a lot of electricity can be produced while at others there may be little or none. Wind turbines usually have to be located in rural areas where the land is open. Their distance from cities, where the most electricity is needed, is another issue. Although wind is considered to be a clean source of energy, wind turbines cause their own sort of pollution. Wind turbines are usually placed in high, open areas, where they're easy to be seen. Rural residents often feel that the beautiful local scenery is spoiled by the sight of the wind turbines. In addition, wind turbines aren't quiet. In fact, one wind turbine can produce as much noise as a car traveling at highway speeds.

Narrator: That is the end of Section 4. You now have half a minute to check your answers.

You will now have ten minutes to transfer your answers to the listening answer sheet.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Wednesday and Friday / Friday and Wednesday / Wednesday,Friday / Wednesday Friday** | We offer an advanced Chinese class, but it meets on Wednesday and Friday evenings |
| 2 | **intermediate** | We have beginning Japanese on Tuesday and Thursday mornings, no wait, that's intermediate Japanese |
| 3 | **beginning** | Well then, are you free Monday, Wednesday, and Friday mornings? That's when the beginning Japanese classes meet |
| 4 | **mornings** | We also have intermediate French on Friday mornings |
| 5 | **125** | Or, you could pay for one week at a time, at $125 a week |
| 6 | **410** | If it's hard for you to pay that much, you could sign up for just four weeks of class and pay $410 |
| 7 | **575** | For a six-week course, the cost would be $175 |
| 8 | **1,050/1050** | For example, pay for your beginning and intermediate classes now and you'll get twelve weeks of class for just $1,050 |
| 9 | **the school office** | What you'll need to do is visit the school office today or tomorrow |
| 10 | **Mr. Lindsay** | When you arrive, ask for Mr. Lindsay. He's in charge of student registration |
| 11 | **A** | Let's start our tour here on Pear Street where the star is. This star marks the Harbor View Bookstore |
| 12 | **C** | Now, moving up Pear from the bookstore toward Cherry, the next building on the left is the Pear Cafe. You'll notice it's right on the corner of Pear and Cherry streets |
| 13 | **F** | Continuing down Cherry Street, the next building on the right after Caldwell's is the souvenir shop |
| 14 | **H** | Now, we cross Cherry Street and we're at the art gallery, one building down from the corner |
| 15 | **I** | Let's keep going down Cherry Street toward the harbor. On the left, right after the gallery, is Harbor Park |
| 16 | **1876** | Captain Jones designed the park himself, and it was built in 1876 |
| 17 | **statue** | Exactly in the center of the park a statue of Captain Jones was erected, and it's still standing there today |
| 18 | **woods** | After viewing the statue, you can follow the path that goes through the woods just behind |
| 19 | **fountain** | It will lead you to a lovely garden, in the middle of which is a fountain |
| 20 | **staircase** | There, you'll find a wooden staircase, which will take you down to the harbor |
| 21 | **identification card/ID** | Librarian: That's fine. All you need to do is show your university identification card and you can use the archives at no charge, as long as your ID card is current, of course |
| 22 | **an annual fee** | No. City residents pay an annual fee, but students can use the archives for free |
| 23 | **Tuesday,Sunday / Tuesday Sunday / Tuesday through Sunday** | We're open all weekend; actually the only day we're closed is Monday. So you can come any day, Tuesday through Sunday |
| 24 | **8:30 / 8.30** | Librarian: Yes, we're open from 9:30 in the morning until 8:30 in the evening |
| 25 | **D** | Yes, we store all the photographs in the basement |
| 26 | **A** | Now, if you're interested in seeing documents from the nineteenth century, those are right here on the ground floor |
| 27 | **F** | No, all the newspapers from the earliest ones, in the eighteenth century, up to the current time, are on the second floor |
| 28 | **B** | Oh, I see you have a whole room devoted to maps. Librarian: Yes, on the third floor |
| 29 | **G** | Student: That shouldn't be a problem. What's this on the fourth floor—Ogden's Woolen Mill? Librarian: As I'm sure you know, Ogden's Woolen Mill was the major entity responsible for the growth of this city in the nineteenth century. The Ogden heirs gave money for the archives to devote an entire floor to information about the history of the mill |
| 30 | **C** | The personal papers would be on the fifth floor, where we keep all the personal papers of famous residents of our city |
| 31 | **pump water** | In ancient China, farmers used a rudimentary sort of windmill to pump water |
| 32 | **grind grain** | In Persia, for example, farmers used wind-powered mills to grind their grain |
| 33 | **drain lakes** | They used windmills to drain lakes, thereby creating more land for farming |

| # | Answer | Explanation |
|---|---|---|
| **34** | **pollution** | One of the biggest problems with using fuels such as oil and coal is pollution. Wind power, on the other hand, is clean. It causes no pollution and therefore doesn't contribute to global warming |
| **35** | **renewable resource** | Another great advantage of wind power is that it's a renewable resource |
| **36** | **costs less** | Using the wind to generate electricity costs less, much less, than running other types of generators |
| **37** | **strength** | Wind doesn't blow at a constant strength |
| **38** | **cities** | Wind turbines usually have to be located in rural areas where the land is open. Their distance from cities, where the most electricity is needed, is another issue |
| **39** | **(the) scenery / local scenery** | Rural residents often feel that the beautiful local scenery is spoiled by the sight of the wind turbines |
| **40** | **noise** | In addition, wind turbines aren't quiet. In fact, one wind turbine can produce as much noise as a car traveling at highway speeds |

# Test 2

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-5

Complete the chart below.

Write NO MORE THAN TWO WORDS for each answer.

| Days | Class/Activity | Age Group |
|---|---|---|
| Wednesday, Saturday | 1 _____ | children, teens |
| 2 _____ | Tennis | 3 _____ |
| Tuesday, Thursday | 4 _____ | children, teens, adults |
| Friday | Book club | 5 _____ |

### Questions 6-10

Complete the notes below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Membership fees $ 6 _____ (individual)

$ 7 _____ (family)

Located at 107 8 _____ Street

Parking is located 9 _____

The Center is closed on 10 _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Choose FIVE letters, A–J.

11 12 13 14 15 Which FIVE things should hikers take on the hiking trip?

- A ☐ sleeping bag
- B ☐ tent
- C ☐ food
- D ☐ dishes
- E ☐ hiking boots
- F ☐ backpack
- G ☐ walking poles
- H ☐ maps
- I ☐ jacket
- J ☐ first-aid kit

### Questions 16-20

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- Always stay ahead of the 16 _____.
- Stop and wait at any 17 _____.
- Don't try to climb 18 _____.
- Don't 19 _____ wild animals.
- Always carry 20 _____ with you.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Choose FOUR letters, A–G.

**21** **22** **23** **24** Which FOUR of the following are required of student teachers?

- **A** ☐ weekly journal
- **B** ☐ sample lesson plans
- **C** ☐ meetings with other student teachers
- **D** ☐ observing other teachers
- **E** ☐ evaluation from supervising teacher
- **F** ☐ portfolio
- **G** ☐ final exam

### Questions 25-25

Choose the correct letter, A, B, or C.

**25** Who has to sign the agreement form?

- **A** ○ the student teacher
- **B** ○ the supervising teacher
- **C** ○ the advisor

### Questions 26-30

Complete the schedule below.

Write NO MORE THAN THREE WORDS for each answer.

| | |
|---|---|
| First week | **26** _____ due |
| Fourth week | **27** _____ meeting |
| Seventh week | **28** _____ |
| Fourteenth week | **29** _____ due |
| Fifteenth week | **30** _____ |

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-35

Choose the correct letter, A, B, or C.

**31** Retailers place popular items

- **A** ○ in the back of the store.
- **B** ○ near the front entrance.
- **C** ○ at the end of the aisle.

**32** Carpet patterns are used to

- **A** ○ help shoppers feel comfortable.
- **B** ○ appeal to shoppers' decorative sense.
- **C** ○ encourage shoppers to walk in certain directions.

**33** Retailers can keep customers in the store longer by

- **A** ○ providing places to sit.
- **B** ○ keeping the doors closed.
- **C** ○ lowering the prices.

**34** Music is used in stores to

- **A** ○ entertain customers.
- **B** ○ slow customers down.
- **C** ○ make customers shop faster.

**35** The scent of vanilla has been used in

- **A** ○ ice cream shops.
- **B** ○ bakeries.
- **C** ○ clothing stores.

### Questions 36-40

Complete the chart about the effects of color.

Write NO MORE THAN TWO WORDS for each answer.

| Color | Effect |
|---|---|
| Purple | encourages people to **36** _____ |
| Orange | makes restaurant customers **37** _____ |
| Blue | conveys a sense of **38** _____ |
| Bright colors | appeal to **39** _____ |
| Soft colors | appeal to **40** _____ |

# Transcripts

## Part 1

Good afternoon. Plainfield Community Center.

Yes, hi. I'm new in town, and I was curious about the services the Community Center has to offer.

We offer a variety of recreational activities. What were you interested in, in particular?

Well, everything, I guess. OK, let's start with kids. I have a teenage son. What activities do you have for teens?

Right now, during the school year, we have tutoring sessions for children and teens, in all subjects.

That would be good. He needs help with algebra.

We can certainly help with that. Just have him come by any Wednesday or Saturday afternoon. That's when the tutoring sessions are scheduled.

Fantastic. What about sports? Do you have sports activities for teens?

We have tennis lessons on Sunday mornings for teens and Sunday afternoons for adults.

Hmmm, I don't think my son would like that, but my husband might. For myself, I'd be more interested in yoga. Do you offer yoga classes?

We do. Our yoga classes take place on Tuesday and Thursday evenings. We divide it up into several groups, so there's one class for younger children, one for teens, and one for adults.

Really? I doubt my husband and son would be interested, but I'd like to sign up for yoga. I also like reading. Do you have any book clubs?

We have one just about to start. The first meeting will be next Friday morning. It will focus on early twentieth-century novels.

Too bad it's Friday morning. I think my son would enjoy it, but of course he's in school at that time.

Well, actually, that book club is for adults only. We may start one up for teens next summer, but we have nothing for that age group right now.

Oh, well. I suppose he has enough to keep him busy for now. Now, what about fees? Do these classes and activities cost anything?

There's a small charge for non-members for each class. However, they're all free to members. Would you be interested in becoming a member?

How much does the membership cost?

Not much at all. The yearly fee is $75 for individuals and $225 for families.

What do I get with the membership?

You get free access to all classes and activities, and you can use our facilities, like the tennis court, the exercise room, and the meeting room.

It's not a bad deal, really. Could you tell me exactly where the center is located?

It's at 107 Eliot Street.

Is that Eliot with two Ls or one L?

One L. E-L-I-O-T. It's right downtown.

I think I know where it is. Do you have free parking?

Yes. You can park just across the street. There's a garage there.

That sounds easy enough. Maybe I'll come in one day next week and sign up for some classes.

That would be fine, but don't come on Monday because we're closed that day. We're open Tuesday through Sunday.

Oh. Thanks for telling me. Maybe I'll stop in on Tuesday then. Can I pay for the classes with a personal check?

We accept checks and credit cards.

OK. Thank you very much. You've been very helpful.

## Part 2

Good evening, everyone. As you know, this is our last meeting before we set off on our annual week-long hiking trip, so tonight I'll be telling you everything you'll need to know to be ready for the trip. Let's talk about equipment first. Having the right equipment is essential for your comfort and safety. First, you'll need a warm and comfortable sleeping bag. However, you won't need to worry about carrying a tent since we'll be sleeping in shelters along the way. Also, part of the fee you've paid for the trip goes toward food, so you won't need to put that on your packing list either. We've found, though, that it's more efficient for each person to bring his or her own dishes, so be sure to pack a plastic bowl, a cup, and a fork, knife, and spoon. That's all you'll need in the way of dishes.

Perhaps the most important item to put on your list is a comfortable pair of hiking boots. Nothing ruins a hike more than getting blisters and sores from ill-fitting boots. So make sure your boots fit you right. Shoes and sneakers aren't adequate for the type of hiking we'll be doing. Of course, a backpack is necessary for carrying your equipment. Make sure you have one that's lightweight and comfortable to carry. Walking poles have become popular among hikers recently, but we don't recommend them. They can get in the way when too many hikers are using them at once, and some serious injuries have been caused, so it's best to leave those at home.

Let's see...What else? Oh, yes. Some people have asked me about trail maps. They're available, but you really don't need them, as your hike leaders have scouted out the trail and will be guiding you along the way. And don't forget to bring a warm jacket. You may think you won't need one in this warm summer weather, but remember that evenings in the mountains can get quite cold. Is there anything else I need to tell you? Oh, yes, your guides will each be carrying a first-aid kit, so that's one less thing for you to pack yourself. Remember, you'll be carrying your backpack all day, so keep your load light and don't overpack.

I know you're all experienced hikers, but it's always worth repeating the rules of the trail since they're so important. These rules are in place for the safety of everyone on the trip. As you know, there'll be a hike leader walking at the head of the line, who will show the group the way. At the end of the line will be the rear leader, or sweep. It's important to always stay ahead of this person while we're on the trail.

There are several different trails on the mountain where we'll be hiking, and they cross each other at some points. When you come to any intersection of trails, stop and wait for the rest of the group to catch up. This way we can be sure that no one goes off on the wrong trail.

Let me emphasize here how important it is to stay on the trail. We'll be climbing through some steep and rocky areas. Don't be tempted to go off on your own and try to climb some rocks. That can be quite dangerous. Also, it's not likely, but it is possible that we'll encounter some large wild animals along the way. The last thing you want to do is try to feed any of them. That will just encourage them to follow us, which could lead to some dangerous situations. One last thing: Before we set off hiking each morning, be sure to fill up your water bottle. This is perhaps the most important safety rule. Dehydration can be a serious problem when you're out in the wilderness, so you must always be sure to carry an adequate supply of water with you.

I think that covers just about everything. Are there any questions?

## Part 3

I'd like to go over with you today some of the requirements for your student teaching, which you'll be undertaking next semester.

I'm really looking forward to working in a real classroom and teaching children, but I'm nervous about it, too.

One of my roles is to provide you with whatever support you may require. One thing that helps me do that is to know what you're doing in the classroom, so I require all my students to keep a journal about their teaching experience.

That sounds like a lot of work. Will I have to write in it every day?

Yes, if you can. You'll give it to me at the end of each week. Another thing I'll want from you is a few sample lesson plans. I'll let you know ahead of time exactly how I want you to do them.

Several of us from the university will be student teaching at the same school. Are we supposed to get together regularly to discuss our work?

I'll meet with each student teacher individually, but you aren't required to meet with each other. Of course, you can talk together as much as you want. You will, however, have to observe some of the other teachers in the school, besides the teacher you'll be working with.

Then will I get an evaluation from my supervising teacher at the end of the semester?

Actually, no. I'll do your evaluation, and I'll base it on several things. One is your required portfolio, which should contain samples of your class activities and your students' work. Another important thing is your term paper.

Then there won't be a final exam?

No, we don't feel that's necessary for student teaching.

I know I have to get an agreement form signed. Since you're my advisor, are you the one to do that?

No, that form is for your supervising teacher to sign, to document that he or she agrees to have you in the classroom as a student teacher.

Oh, I see. I'm concerned about the term paper I'll have to do, and the evaluation process. I'm not sure I understand what I'm supposed to do.

Regarding the term paper, the first thing is to choose a topic. It should be related to your teaching work. You should let me know your term paper topic by the end of the first week of the semester.

Will you be observing me regularly in the classroom?

Yes, and during the fourth week of the semester, we'll have our first evaluation meeting to discuss my observations.

One thing I'm really looking forward to is the student teacher conference that the university puts on every year.

I'm glad you're looking forward to it. Of course, everyone in the program is required to attend. The conference takes place, let me check, yes, the seventh week of the semester.

When will I have to turn in my term paper?

The term paper is due by the end of the fourteenth week of the semester. Then during the fifteenth and final week, we'll get together one last time for a semester review.

Wow. It looks like I have a busy semester ahead of me.

## Part 4

An understanding of customer psychology is an invaluable aid for retailers looking for ways to increase sales. Much can be done to the store environment to encourage shoppers to linger longer and spend more money. The first aspect to consider is the physical organization of the store. Placement of merchandise has a great deal of influence on what customers buy. For example, a common practice among retailers is to place the store's best-selling merchandise near the back of the store. In order to get to these popular items from the front entrance, customers have to walk down aisles filled with merchandise that they might not see otherwise. Carpets are also used to direct customers through particular areas of the store. Retailers choose carpets not only for their decorative or comfort value, but also because lines or other types of patterns in the carpets can subtly guide shoppers in certain directions. Besides encouraging shoppers to go to certain areas of the store, retailers also want to keep them in the store longer. One way to do this is to provide comfortable seating throughout the store, but not too close to the doors. This gives customers a chance to rest and then continue shopping.

Retailers can do a number of things to create a pleasant atmosphere in the store, thereby encouraging more purchases. Music is commonly used, not as entertainment, but as a calming influence. It can slow the customers' pace through the store, making them spend more time shopping and, consequentially, making more purchases. Scent's are also used in various ways. Everyone has had the experience of being drawn into a bakery by the smell of fresh bread. Experiments have been done with other types of scents, as well. For example, the scent of vanilla has been used to increase sales in clothing stores.

Use of color is another important aspect of store environment. Certain colors can affect behavior as well as mood. Light purple, for example, has been found to have an interesting effect on customer behavior. People shopping in an environment where light purple is the predominating color seem to spend money more than shoppers in other environments. Orange is a color that's often used in fast-food restaurants. It encourages customers to leave faster, making room for the next group of diners. Blue, on the other hand, is a calming color. It gives customers a sense of security, so it's a good color for any business to use. In addition to using color to create mood and affect customer behavior, color can also be used to attract certain kinds of customers to a business. Stores that cater to a younger clientele should use bold, bright colors, which tend to be attractive to younger people. Stores that are interested in attracting an older clientele will have more success with soft, subtle colors, as older people find these colors more appealing.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **tutoring sessions** | Right now, during the school year, we have tutoring sessions for children and teens, in all subjects. That would be good. He needs help with algebra. We can certainly help with that. Just have him come by any Wednesday or Saturday afternoon. That's when the tutoring sessions are scheduled |
| 2 | **Sunday** | We have tennis lessons on Sunday mornings for teens and Sunday afternoons for adults |
| 3 | **teens,adults / teens adults** | We have tennis lessons on Sunday mornings for teens and Sunday afternoons for adults |
| 4 | **Yoga** | Our yoga classes take place on Tuesday and Thursday evenings. We divide it up into several groups, so there's one class for younger children, one for teens, and one for adults |
| 5 | **adults** | Well, actually, that book club is for adults only |
| 6 | **75** | The yearly fee is $75 for individuals and $225 for families |
| 7 | **225** | The yearly fee is $75 for individuals and $225 for families |
| 8 | **Eliot** | It's at 107 Eliot Street |
| 9 | **across the street/in a garage** | Yes. You can park just across the street. There's a garage there |
| 10 | **Monday** | That would be fine, but don't come on Monday because we're closed that day |
| 11 | **A / D / E / F / I** | First, you'll need a warm and comfortable sleeping bag We've found, though, that it's more efficient for each person to bring his or her own dishes, so be sure to pack a plastic bowl, a cup, and a fork, knife, and spoon Perhaps the most important item to put on your list is a comfortable pair of hiking boots Of course, a backpack is necessary for carrying your equipment And don't forget to bring a warm jacket |
| 12 | **A / D / E / F / I** | First, you'll need a warm and comfortable sleeping bag We've found, though, that it's more efficient for each person to bring his or her own dishes, so be sure to pack a plastic bowl, a cup, and a fork, knife, and spoon Perhaps the most important item to put on your list is a comfortable pair of hiking boots Of course, a backpack is necessary for carrying your equipment And don't forget to bring a warm jacket |
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| 15 | **A / D / E / F / I** | First, you'll need a warm and comfortable sleeping bag We've found, though, that it's more efficient for each person to bring his or her own dishes, so be sure to pack a plastic bowl, a cup, and a fork, knife, and spoon Perhaps the most important item to put on your list is a comfortable pair of hiking boots Of course, a backpack is necessary for carrying your equipment And don't forget to bring a warm jacket |
| 16 | **sweep/rear leader** | At the end of the line will be the rear leader, or sweep. It's important to always stay ahead of this person while we're on the trail |
| 17 | **intersection** | When you come to any intersection of trails, stop and wait for the rest of the group to catch up |
| 18 | **rocks** | Don't be tempted to go off on your own and try to climb some rocks |
| 19 | **feed** | The last thing you want to do is try to feed any of them |
| 20 | **water** | Dehydration can be a serious problem when you're out in the wilderness, so you must always be sure to carry an adequate supply of water with you |
| 21 | **A / B / D / F** | so I require all my students to keep a journal about their teaching experience.That sounds like a lot of work. Will I have to write in it every day?Yes, if you can. You'll give it to me at the end of each week. Another thing I'll want from you is a few sample lesson plans. I'll let you know ahead of time exactly how I want you to do them.Several of us from the university will be student teaching at the same school. Are we supposed to get together regularly to discuss our work?I'll meet with each student teacher individually, but you aren't required to meet with each other. Of course, you can talk together as much as you want. You will, however, have to observe some of the other teachers in the school, besides the teacher you'll be working with.Then will I get an evaluation from my supervising teacher at the end of the semester?Actually, no. I'll do your evaluation, and I'll base it on several things. One is your required portfolio, which should contain samples of your class activities and your students' work |

| # | Answer | Explanation |
|---|---|---|
| 22 | **A / B / D / F** | so I require all my students to keep a journal about their teaching experience.That sounds like a lot of work. Will I have to write in it every day?Yes, if you can. You'll give it to me at the end of each week. Another thing I'll want from you is a few sample lesson plans. I'll let you know ahead of time exactly how I want you to do them.Several of us from the university will be student teaching at the same school. Are we supposed to get together regularly to discuss our work?I'll meet with each student teacher individually, but you aren't required to meet with each other. Of course, you can talk together as much as you want. You will, however, have to observe some of the other teachers in the school, besides the teacher you'll be working with.Then will I get an evaluation from my supervising teacher at the end of the semester?Actually, no. I'll do your evaluation, and I'll base it on several things. One is your required portfolio, which should contain samples of your class activities and your students' work |
| 23 | **A / B / D / F** | so I require all my students to keep a journal about their teaching experience.That sounds like a lot of work. Will I have to write in it every day?Yes, if you can. You'll give it to me at the end of each week. Another thing I'll want from you is a few sample lesson plans. I'll let you know ahead of time exactly how I want you to do them.Several of us from the university will be student teaching at the same school. Are we supposed to get together regularly to discuss our work?I'll meet with each student teacher individually, but you aren't required to meet with each other. Of course, you can talk together as much as you want. You will, however, have to observe some of the other teachers in the school, besides the teacher you'll be working with.Then will I get an evaluation from my supervising teacher at the end of the semester?Actually, no. I'll do your evaluation, and I'll base it on several things. One is your required portfolio, which should contain samples of your class activities and your students' work |
| 24 | **A / B / D / F** | so I require all my students to keep a journal about their teaching experience.That sounds like a lot of work. Will I have to write in it every day?Yes, if you can. You'll give it to me at the end of each week. Another thing I'll want from you is a few sample lesson plans. I'll let you know ahead of time exactly how I want you to do them.Several of us from the university will be student teaching at the same school. Are we supposed to get together regularly to discuss our work?I'll meet with each student teacher individually, but you aren't required to meet with each other. Of course, you can talk together as much as you want. You will, however, have to observe some of the other teachers in the school, besides the teacher you'll be working with.Then will I get an evaluation from my supervising teacher at the end of the semester?Actually, no. I'll do your evaluation, and I'll base it on several things. One is your required portfolio, which should contain samples of your class activities and your students' work |
| 25 | **B** | No, that form is for your supervising teacher to sign, to document that he or she agrees to have you in the classroom as a student teacher |
| 26 | **term paper topic** | You should let me know your term paper topic by the end of the first week of the semester |
| 27 | **first evaluation** | Yes, and during the fourth week of the semester, we'll have our first evaluation meeting to discuss my observations |
| 28 | **student teacher conference** | One thing I'm really looking forward to is the student teacher conference that the university puts on every year. I'm glad you're looking forward to it. Of course, everyone in the program is required to attend. The conference takes place, let me check, yes, the seventh week of the semester |
| 29 | **(the) term paper** | The term paper is due by the end of the fourteenth week of the semester |
| 30 | **(a/the) semester review** | Then during the fifteenth and final week, we'll get together one last time for a semester review |
| 31 | **A** | For example, a common practice among retailers is to place the store's best-selling merchandise near the back of the store |
| 32 | **C** | Retailers choose carpets not only for their decorative or comfort value, but also because lines or other types of patterns in the carpets can subtly guide shoppers in certain directions |
| 33 | **A** | Besides encouraging shoppers to go to certain areas of the store, retailers also want to keep them in the store longer. One way to do this is to provide comfortable seating throughout the store, but not too close to the doors |
| 34 | **B** | Music is commonly used, not as entertainment, but as a calming influence. It can slow the customers' pace through the store, making them spend more time shopping and, consequentially, making more purchases |
| 35 | **C** | For example, the scent of vanilla has been used to increase sales in clothing stores |
| 36 | **spend money** | Light purple, for example, has been found to have an interesting effect on customer behavior. People shopping in an environment where light purple is the predominating color seem to spend money more than shoppers in other environments |
| 37 | **leave faster** | Orange is a color that's often used in fast-food restaurants. It encourages customers to leave faster, making room for the next group of diners |
| 38 | **security** | Blue, on the other hand, is a calming color. It gives customers a sense of security, so it's a good color for any business to use |
| 39 | **younger people** | Stores that cater to a younger clientele should use bold, bright colors, which tend to be attractive to younger people |
| 40 | **older people** | Stores that are interested in attracting an older clientele will have more success with soft, subtle colors, as older people find these colors more appealing |

# Test 3

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-4

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Grandview Hotel**

**Reservation Form**

Arrival date: **1** _____ 13th. Number of nights: 2

Number of guests: **2** _____

Guest name: Roxanne **3** _____

Credit card number **4** _____

### Questions 5-7

Choose THREE letters, A–G.

**5** **6** **7** Which THREE places will the caller visit?

- **A** ☐ art museum
- **B** ☐ science museum
- **C** ☐ shopping mall
- **D** ☐ monument
- **E** ☐ post office
- **F** ☐ restaurant
- **G** ☐ park

### Questions 8-10

Choose the correct letters, A, B, or C.

**8** When will the caller arrive at the airport?

- **A** ○ In the morning
- **B** ○ In the afternoon
- **C** ○ At night

**9** How will the caller get to the hotel?

- **A** ○ Subway
- **B** ○ Bus
- **C** ○ Taxi

**10** What time does the hotel front desk close?

- **A** ○ 10:00
- **B** ○ 12:00
- **C** ○ 2:00

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

Complete the information below.

Write ONE NUMBER for each answer.

**City Tours**

**Fare Information**

Adult All-Day Pass: $ **11** _____

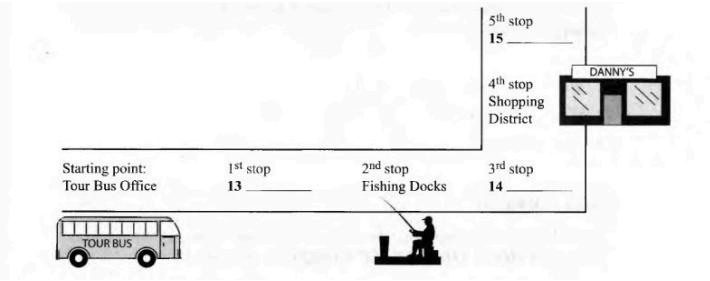
Children ages 5–12 All-Day Pass: $ **12** _____

Children under age 5: Free

### Questions 13-15

Label the map below.

Write NO MORE THAN TWO WORDS for each answer.




**13** _____

**14** _____

**15** _____

### Questions 16-20

Complete the chart below.

Write NO MORE THAN ONE WORD for each answer.

| Place | Activity |
|---|---|
| First stop | Enjoy the **16** _____ of the bay |
| Second stop | Look at the **17** _____ |
| Third stop | **18** _____ fish. |
| Fourth stop | Purchase **19** _____ |
| Fifth stop | Visit the **20** _____ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Answer the questions below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**21** When is the research project due? _____

**22** Where will the students conduct the interviews? _____

**23** How many interviews will they complete all together? _____

### Questions 24-30

Complete the outline showing the steps the students will take to complete their projects.

Write NO MORE THAN THREE WORDS for each answer.

A. Read **24** _____

B. design the **25** _____

C. Get professor's **26** _____

D. **27** _____

E. Get together to **28** _____

F. Prepare **29** _____

G. Give **30** _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the timeline below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

In 1832, Alcott was **31** _____

In her teens, Alcott worked to **32** _____

At age 17, Alcott wrote **33** _____

In **34** _____, Alcott enlisted as an army nurse.

**35** _____, Alcott published her letters in a book called Hospital Sketches.

In **36** _____, Alcott returned from her trip to Europe.

In **37** _____, Alcott published Little Women.

In 1879, **38** _____ died.

In **39** _____, Alcott set up a home for her family in Boston.

In 1888, Alcott **40** _____.

# Transcripts

## Part 1

Man: Good afternoon. Grandview Hotel.

Woman: Yes, hello. I, uh, I'm planning to spend a few days in your city next week, and I'd like to, uh, make a reservation.

Man: Of course. When did you want to stay here?

Woman: Next week. Wednesday night and Thursday night.

Man: So, that's February 13th and 14th.

Woman: Yes, that's right.

Man: And how many guests will there be?

Woman: Just me. So, do you have a room available?

Man: Yes, we do. I'll just need to take some of your information. May I have your name, please?

Woman: Oh, right, yes. It's Roxanne Wilson. W-i-l-s-o-n.

Man: Thank you, Ms. Wilson. And may I have your credit card number?

Woman: It's 2336189872.

Man: . . .9872. Got it. All right, Ms. Wilson, I have your reservation confirmed. Can I help you with anything else?

Woman: Well, yes. I was wondering, since I'll have a couple of free hours Friday morning before I leave, is there anything interesting to see close to the hotel?

Man: Do you like museums? The art museum's very close by.

Woman: I love museums, but not art. Can't stand it. I've heard your city has a very interesting science museum, though.

Man: Yes, but unfortunately it's closed in the winter. Are you interested in shopping?

Woman: Sure, I love shopping. Are there any good stores nearby?

Man: Yes. We have a large shopping mall just two bus stops away. You take the bus to Monument Square, and it's just half a block from there. Just look for the post office, and you'll see the mall entrance next to it.

Woman: Fabulous. What about lunch? I hear your city has good restaurants.

Man: Yes. There's a nice restaurant very near. It's just across the street from the park.

Woman: Sounds good. I can have lunch, then walk in the park afterwards. I have one more question. What's the best way to get to the hotel from the airport?

Man: Subway is the fastest, of course. There are buses, but they're quite slow.

Woman: I'll be arriving quite late, after 10 P.M. I thought I might have to take a taxi.

Man: The subway runs until midnight.

Woman: Oh, good. Then I'll do that. Will there be someone at the hotel front desk that late?

Man: Oh, yes. The front desk stays open until two.

## Part 2

Tour leader: Thank you for choosing City Tours. The reason so many people choose our tours when visiting this city is because you can design your tour to suit your own interests. Your all-day pass entitles you to board our bus at any stop and stay as long as you like at each place. The all-day bus pass costs $18 for adults. Children between the ages of five and twelve pay half the adult fare, and children under five ride for free. Our buses run every hour on the half hour, starting at 8:30 A.M.

Our most popular tour is the Center City Tour, which goes to all the major attractions in the center of the city. From the starting point here at the tour bus office, the bus goes to the first stop, Hill Park. As you may guess, this park is located at the top of a small hill. The next stop is the fishing docks. Following that, the bus goes on to the third stop, Bay Bridge, located at the foot of the bridge which crosses the bay. The fourth stop is in the shopping district, then the fifth and last stop is at Green Street.

There are many interesting things to do and see on the Center City Tour. At the first stop, you can enjoy a spectacular view of the bay, the city, and especially of the fishing docks, which are located at the foot of the hill. At the second stop, you can walk around and look at the boats. Fresh fish from the bay is also for sale here, since this is the place where the fishermen bring in their catch. The next stop is where some of the city's finest seafood restaurants are located, so you might want to plan a lunch stop here. You can eat fresh fish here prepared in the traditional local way. The fourth stop is, of course,

where you can do your shopping. Don't miss the opportunity to purchase some of our city's famous handmade baskets. You'll want to take several home as souvenirs of your visit to our city. Finally, at the last stop on the tour, you can visit one of the oldest buildings in our city, the theater. This building was built over 400 years ago and is still used today as a place to see plays, musicals, and other performances, as well as our annual film festival.

## Part 3

Student 1: We'd better start planning our research project, because we don't have much time left before it's due.

Student 2: I know, only three more weeks.

Student 1: Is that all? I thought we had more time than that. Well, let's get to work, then.

Student 2: OK, so we agreed we're going to interview shoppers about their spending habits. Did we decide to conduct our interviews at the department store?

Student 1: We haven't decided anything definitely yet, but I think the shopping mall would be a better place. We'd get more of a variety of shoppers there.

Student 2: Yes, that's a good point. So, let's do that. How many interviews did the professor say we had to complete?

Student 1: She said at least thirty. That sounds like a lot, doesn't it?

Student 2: Yes, but if we divide it up between the two of us, that's just fifteen each. That's not so bad.

Student 1: OK, so I guess we'd better start designing our questionnaire.

Student 2: Well, we have to do some reading first, don't we? Didn't we say we were going to compare our results to the results of a government study?

Student 1: Right, the government study about how the economic crisis has changed people's spending habits. We want to see if we get similar results.

Student 2: Yes, so we'd better read that first and then design our questionnaire. Then I guess we'll be ready to go out and interview shoppers.

Student 1: No. Don't you remember? The professor said she had to approve our questionnaire first, before we actually conducted the interviews.

Student 2: Oh, right. So we'll get her approval and then conduct the interviews. I think a Saturday would be the best day for the interviews, because everyone's out shopping then.

Student 1: Right. We'll do it on a Saturday, then.

Student 2: And let's also plan to get together the next day to analyze the results. It's best to do that while everything's fresh in our minds. Don't you think?

Student 2: Sure. That sounds like a good idea. OK, so then we're going to have to present our results to the class. Do you have any ideas for that? It's an important part of our grade, so I think we should plan it well.

Student 1: Well, I think the obvious thing is to prepare some charts showing our results and how they compare with the government study. That will help make the information a lot clearer to the class.

Student 2: Right. OK, so we'll draw up some charts of the results.

Student 1: And then that's it. All that will be left to do is give the class presentation. Do you think we can be ready on time?

Student 2: I sure hope so. Let's get started now.

## Part 4

Lecturer: Good afternoon. Today, I'd like to continue our discussion of the lives of prominent American writers by talking about Louisa May Alcott, one of the best-known nineteenth-century writers. Alcott is known for her moralistic girl's novels, but she was a much more serious individual than those novels might lead one to believe. She was born in 1832, the daughter of Bronson Alcott, who was one of the founders of the Transcendentalist Movement. Bronson Alcott was a philosopher but not a provider, and the family lived close to poverty. From an early age, Louisa was determined to find a way to improve her family's economic situation. As a teenager, she worked to support her family by taking on a variety of low-paying jobs, including teacher, seamstress, and household servant. Alcott also started writing when she was young. She wrote her first novel when she was just seventeen years old; although, it wasn't published until many years after her death. It was called The Inheritance.

In 1861, the Civil War broke out. Alcott worked as a volunteer, sewing uniforms and bandages for soldiers. The following year, she enlisted as an army nurse. She spent the war years in Washington, nursing wounded soldiers at a military hospital. While working at the hospital, she wrote many letters to her family at home in Massachusetts. After the war, she turned the letters into a book, which was published under the title Hospital Sketches. She also wrote numerous romantic stories, which she sold to magazines.

Around this same time, she was offered the opportunity to travel to Europe as the companion to an invalid. When she returned home from Europe in 1866, she found her family still in financial difficulty and in need of money, so she went back to writing. Her big break came in 1868 with the publication of her first novel for girls, Little Women. The novel achieved instant success, and the public wanted more. From then on, Alcott supported herself and her family by writing novels for girls. It wasn't the writing she had dreamed of doing, but it earned her a good income.

Alcott took care of her family for the rest of her life. In 1878, her youngest sister, May, got married. A year later, May died after giving birth to a daughter. Louisa Alcott raised her sister's orphaned child. In 1882, Bronson Alcott suffered a stroke. Soon after that, Louisa Alcott set up a house for him, her niece, her sister Anna, and Anna's two sons in Boston. Her mother was no longer living by this time. Alcott was still writing novels for girls, including two sequels to Little Women: Little Men and Jo's Boys. The latter was published in 1886.

Louisa Alcott had suffered poor health ever since she contracted typhoid fever while working as a war nurse. She died in March of 1888 at the age of 55. She was buried in Concord, Massachusetts.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **February** | So, that's February 13th and 14th |
| 2 | **one/1** | Man: And how many guests will there be? Woman: Just me |
| 3 | **Wilson** | Woman: Oh, right, yes. It's Roxanne Wilson. W-i-l-s-o-n |
| 4 | **2336189872** | Woman: It's 2336189872 |
| 5 | **C / F / G** | Woman: Sure, I love shopping. Are there any good stores nearby? Man: Yes. We have a large shopping mall just two bus stops away. You take the bus to Monument Square, and it's just half a block from there. Just look for the post office, and you'll see the mall entrance next to it. Woman: Fabulous. What about lunch? I hear your city has good restaurants. Man: Yes. There's a nice restaurant very near. It's just across the street from the park. Woman: Sounds good. I can have lunch, then walk in the park afterwards |
| 6 | **C / F / G** | Woman: Sure, I love shopping. Are there any good stores nearby? Man: Yes. We have a large shopping mall just two bus stops away. You take the bus to Monument Square, and it's just half a block from there. Just look for the post office, and you'll see the mall entrance next to it. Woman: Fabulous. What about lunch? I hear your city has good restaurants. Man: Yes. There's a nice restaurant very near. It's just across the street from the park. Woman: Sounds good. I can have lunch, then walk in the park afterwards |
| 7 | **C / F / G** | Woman: Sure, I love shopping. Are there any good stores nearby? Man: Yes. We have a large shopping mall just two bus stops away. You take the bus to Monument Square, and it's just half a block from there. Just look for the post office, and you'll see the mall entrance next to it. Woman: Fabulous. What about lunch? I hear your city has good restaurants. Man: Yes. There's a nice restaurant very near. It's just across the street from the park. Woman: Sounds good. I can have lunch, then walk in the park afterwards |
| 8 | **C** | I'll be arriving quite late, after 10 P.M. I thought I might have to take a taxi |
| 9 | **A** | Man: The subway runs until midnight. Woman: Oh, good. Then I'll do that |
| 10 | **C** | The front desk stays open until two |
| 11 | **18** | The all-day bus pass costs $18 for adults |
| 12 | **9** | The all-day bus pass costs $18 for adults. Children between the ages of five and twelve pay half the adult fare, and children under five ride for free |
| 13 | **Hill Park** | From the starting point here at the tour bus office, the bus goes to the first stop, Hill Park |
| 14 | **Bay Bridge** | Following that, the bus goes on to the third stop, Bay Bridge, located at the foot of the bridge which crosses the bay |
| 15 | **Green Street** | The fourth stop is in the shopping district, then the fifth and last stop is at Green Street |
| 16 | **view** | At the first stop, you can enjoy a spectacular view of the bay, the city, and especially of the fishing docks, which are located at the foot of the hill |
| 17 | **boats** | At the second stop, you can walk around and look at the boats |
| 18 | **eat** | The next stop is where some of the city's finest seafood restaurants are located, so you might want to plan a lunch stop here. You can eat fresh fish here prepared in the traditional local way |
| 19 | **baskets** | Don't miss the opportunity to purchase some of our city's famous handmade baskets |
| 20 | **theater** | Finally, at the last stop on the tour, you can visit one of the oldest buildings in our city, the theater |
| 21 | **in three weeks/in 3 weeks / three more weeks/3 more weeks** | Student 1: We'd better start planning our research project, because we don't have much time left before it's due. Student 2: I know, only three more weeks |
| 22 | **a shopping mall / the shopping mall** | Student 1: We haven't decided anything definitely yet, but I think the shopping mall would be a better place. We'd get more of a variety of shoppers there. Student 2: Yes, that's a good point. So, let's do that |
| 23 | **thirty/30 / at least thirty/at least 30** | How many interviews did the professor say we had to complete? Student 1: She said at least thirty |
| 24 | **a government study / the government study** | Well, we have to do some reading first, don't we? Didn't we say we were going to compare our results to the results of a government study |
| 25 | **questionnaire** | Yes, so we'd better read that first and then design our questionnaire |
| 26 | **approval/approval for questionnaire** | The professor said she had to approve our questionnaire first, before we actually conducted the interviews. Student 2: Oh, right. So we'll get her approval and then conduct the interviews |

| # | Answer | Explanation |
|---|---|---|
| **27** | **conduct interviews / conduct the interviews** | Student 2: Oh, right. So we'll get her approval and then conduct the interviews |
| **28** | **analyze results / analyze the results** | Student 2: And let's also plan to get together the next day to analyze the results |
| **29** | **(some) charts / charts (showing results)** | Well, I think the obvious thing is to prepare some charts showing our results and how they compare with the government study |
| **30** | **(the) class presentation** | And then that's it. All that will be left to do is give the class presentation |
| **31** | **born** | She was born in 1832, the daughter of Bronson Alcott, who was one of the founders of the Transcendentalist Movement |
| **32** | **support her family / support the family** | As a teenager, she worked to support her family by taking on a variety of low-paying jobs, including teacher, seamstress, and household servant |
| **33** | **the first novel/her first novel/The Inheritance** | She wrote her first novel when she was just seventeen years old; although, it wasn't published until many years after her death. It was called The Inheritance |
| **34** | **1862** | In 1861, the Civil War broke out. Alcott worked as a volunteer, sewing uniforms and bandages for soldiers. The following year, she enlisted as an army nurse |
| **35** | **after the war** | After the war, she turned the letters into a book, which was published under the title Hospital Sketches |
| **36** | **1866** | When she returned home from Europe in 1866, she found her family still in financial difficulty and in need of money, so she went back to writing |
| **37** | **1868** | Her big break came in 1868 with the publication of her first novel for girls, Little Women |
| **38** | **May/her youngest sister/Alcott's sister/Alcott's youngest sister** | In 1878, her youngest sister, May, got married. A year later, May died after giving birth to a daughter |
| **39** | **1882** | In 1882, Bronson Alcott suffered a stroke. Soon after that, Louisa Alcott set up a house for him, her niece, her sister Anna, and Anna's two sons in Boston |
| **40** | **died** | She died in March of 1888 at the age of 55 |

# Test 4

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**ClearPoint Telephone Company**

**Customer Order Form**

Order taken by: Ms. Jones

Name: Harold **1** _____

Address: **2** _____ Fulton Avenue, apartment 12

Type of service: **3** _____

Employer: Wrightsville Medical Group

Occupation: **4** _____

Work phone: **5** _____

Time at current job: **6** _____

Special services:

- **7** _____
- **8** _____

Installation scheduled for:

- Day: **9** _____
- Time of day: **10** _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Choose the correct letter, A, B, or C.

**11** The fair will take place at the

- **A** ○ fairgrounds.
- **B** ○ park.
- **C** ○ school.

**12** The fair will begin on Friday

- **A** ○ morning.
- **B** ○ afternoon.
- **C** ○ evening.

**13** The fair will begin with a

- **A** ○ parade.
- **B** ○ dance performance.
- **C** ○ speech by the mayor.

**14** There will be free admission on

- **A** ○ Friday.
- **B** ○ Saturday.
- **C** ○ Sunday.

### Questions 15-20

Complete the chart below.

Write NO MORE THAN ONE WORD for each answer.

| Day/Time | Event |
|---|---|
| Saturday afternoon | **15** _____ show |
| Saturday evening | **16** _____ by the lake |
| Sunday afternoon | **17** _____ contest |
| All weekend | **18** _____ food |
| | **19** _____ for children |
| | **20** _____ for sale |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Complete the information below.

Write NO MORE THAN TWO WORDS for each answer.

**How to get academic credit for work experience**

First, read the **21** _____. Find courses that match your work experience. Then write **22** _____ of your work experience. Submit that together with a letter from your **23** _____ to the university admissions office.

### Questions 24-28

Where can the items listed below be found?

A. admissions office

B. counseling center

C. library

**24** university catalog _____

**25** application for admission form _____

**26** requirements list _____

**27** recommendation forms _____

**28** job listings _____

### Questions 29-30

Choose the correct letters, A, B, or C.

**29** What are full-time students eligible for?

- **A** ○ Discounted books
- **B** ○ The work-study program
- **C** ○ A free bus pass

**30** How can a student get financial assistance?

- **A** ○ Speak with a counselor
- **B** ○ Apply to the admissions office
- **C** ○ Make arrangements with a bank

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-35

Complete the chart with information about the black bear.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

| | |
|---|---|
| Range | Lives in **31** _____ of North America |
| Diet | Ninety percent of diet consists of **32** _____.<br>Also eats **33** _____ |
| Cubs | Baby bear cubs are born in **34** _____ |
| Life span | Black bears live for about **35** _____ in the wild. |

### Questions 36-40

Which characteristics fit black bears and which fit grizzly bears?

Write A if it is a characteristic of black bears. Write B if it is a characteristic of grizzly bears.

A. characteristic of black bears

B. characteristic of grizzly bears

**36** Has a patch of light fur on its chest _____

**37** Weighs 225 kilos _____

**38** Has a shoulder hump _____

**39** Has pointed ears _____

**40** Has shorter claws _____

# Transcripts

## Part 1

Woman: This is the ClearPoint Telephone Company customer service office. My name is Ms. Jones. How may I help you?

Man: Yes. I'm moving, and I'd like to arrange to have a phone line installed.

Woman: Of course. Let me get some information from you first. May I have your name, please?

Man: It's Kramer. Harold Kramer.

Woman: And would you spell your last name for me, please?

Man: K-R-A-M-E-R.

Woman: M-E-R. Got it. OK, could I have the address where you'd like to have the telephone connected?

Man: That would be number 58 Fulton Avenue, apartment 12.

Woman: Is that a business or a residence?

Man: A residence. It's my new home address.

Woman: Then the type of phone service you want is residential, not business?

Man: Yes, yes. It's for my home.

Woman: All right. Fine. Now let me get your employment information. Who is your current employer?

Man: I work at the Wrightsville Medical Group.

Woman: Then your occupation is doctor?

Man: No, I work for the doctors. I'm the office manager.

Woman: OK. And could I have your work phone number?

Man: It's 637-555-9014.

Woman: 9014. Great. Just one more thing, I need to know how long you've been at your current job.

Man: I've been working there for quite a while now, let me see, eight, no, nine, that's right, nine years.

Woman: OK, good. You've been there long enough, so I don't need to ask about any other work history. Now, in addition to our basic phone service, we have several special services available.

Man: Could you explain them to me?

Woman: Most customers opt for unlimited long-distance service. It really saves you money if you make a lot of long-distance calls.

Man: That sounds like a good idea.

Woman: Then I'll put you down for long-distance service. Another popular service is voicemail. Voicemail takes all your messages electronically, and all it takes is one simple phone call to retrieve them.

Man: Hmmm, voicemail. No, I don't think so. I have an answering machine to take my messages. It's old, but it still works fine.

Woman: We also provide Internet service if you're interested in that.

Man: I am. Please put me down for Internet as well as phone service.

Woman: Right. OK, I think we're almost finished. I just need to schedule a time for the technician to go to your apartment and do the installation. Let me see.... What about next Tuesday? Would that work for you?

Man: No, not Tuesday. I'll be at a conference all day. Wednesday would work, though.

Woman: I'm afraid I won't have any technicians in your area on Wednesday. I could send someone on Friday.

Man: That would be fine.

Woman: What time of day works best for you? Morning or afternoon?

Man: Morning would be best.

Woman: All right then. It's on the schedule. Do you have any questions?

Man: No, I don't think so.

Woman: Thank you for calling ClearPoint.

## Part 2

Man: Good afternoon, and welcome to City Hour, the radio show that brings you all the latest information about events in and around our city. Today we have with us Cynthia Smith, who is heading up this year's City Fair. Cynthia, would you start by giving us some of the basic information about the fair? Where will it take place this year?

Woman: I'm glad you asked that question, because I know most people will be expecting the fair to be at the fairgrounds as usual, but we've had to change the location this year due to some construction work. You know, they're building the new high school in that neighborhood, and they've been using the fairgrounds as a place to store construction materials. So we've moved the fair to City Park, which I think is a wonderful location.

Man: Yes, that will be a great place for the fair. I understand that the fair begins on Friday morning with a special opening event.

Woman: Actually, it won't begin until that evening, but you're right about the special event. Traditionally, we've begun with a parade, but this year our opening event will be a special dance performance, and the most exciting part is that the mayor will be one of the dancers.

Man: The mayor is a woman of many talents. Cynthia, could you tell our listeners about the price of admission? What will it cost to attend the fair?

Woman: We're trying to keep the price down as much as possible. A three-day pass is just $25. Or you can buy a Saturday- or Sunday-only pass for $15. The opening event on Friday, the dance performance, doesn't cost anything to attend, and we're hoping a lot of people will come watch that.

Man: Could you tell us about some of the events planned for Saturday and Sunday, the main days of the fair?

Woman: We have a lot of exciting things planned. There are a number of events especially for children, including a clown show on Saturday afternoon. On Saturday evening, we've got an event that can be enjoyed by the whole family—a concert by the lake.

Man: I'm sure that will be a popular event. Is there anything special planned for Sunday?

Woman: Yes, a really fun event, and we hope a lot of people will participate. There will be a singing contest in the afternoon. It's open to everyone, at no charge. It doesn't matter whether you're an experienced singer or not. If you've always dreamed of singing on stage, this is your chance.

Man: That sounds like a lot of fun.

Woman: I think it will be. I'd also like your listeners to know that besides the special events I've mentioned, there will be things taking place all weekend. For example, at the food court, international food will be served. You'll be able to sample dishes from all around the world. There will also be special games for children at different locations around the fair.

Man: Will there be things people can buy, souvenirs, anything like that?

Woman: We have a large area set aside where there will be crafts for sale. This will be an opportunity to buy many lovely handmade things, and to get to know some of our local artists and craftspeople, as well.

Man: It sounds like there will be a lot of fun for everyone at this year's fair. Thank you for sharing the information with us, Cynthia.

Woman: Thank you for inviting me.

## Part 3

Student: I'm interested in entering your Business Administration program, and I'd like some information on how to apply. I'm a little concerned because I've been out of school for a number of years.

Advisor: That could actually work to your advantage. It's possible to get academic credit for work experience, if that experience is related to courses in our program.

Student: I've been working in business for several years. How would I get academic credit for that?

Advisor: First, you'll need to read the university catalog to see if any of the course descriptions match your specific job experience. For example, if you've worked in accounting, you may be able to get credit for an accounting course.

Student: So then what would I do?

Advisor: You would write a summary of your work experience, relating it to specific courses we offer. Submit that to the Admissions Office with a letter from your work supervisor confirming your experience.

Student: Would I submit those things at the same time that I apply for admission?

Advisor: That would be the best idea. Have you seen a copy of our university catalog?

Student: Not the most recent one. I have a copy from last year.

Advisor: You'll need to look at the latest one. Unfortunately, I've run out of copies, but you can get one from the library for now, and I'll send you your own copy as soon as I have more available.

Student: Thank you. How does the admissions process work?

Advisor: Well, first you'll need to get an application for admission. Those are available in the Admissions Office. The application form contains all the instructions you'll need.

Student: That sounds simple enough.

Advisor: Of course, you'll need to make sure you meet all the admissions requirements.

Student: How can I know what those are?

Advisor: We have copies of the requirements lists for all university programs here in the Counseling Center. I'll give you one before you leave today.

Student: Will I need to get recommendations from my employer or former teachers?

Advisor: Yes, you will. The recommendation forms are available in the Admissions Office. Now, I don't know if you'll also be applying for a part-time job through the university work-study program.

Student: I'm considering that. How can I find out what kinds of jobs are offered?

Advisor: You can access the job listings from the computers in the library. Are you planning to study full time or part time?

Student: I want to be a full-time student.

Advisor: Good. Then you'll qualify for the work-study program. Part-time students aren't eligible.

Student: As a full-time student, would I be eligible for a free bus pass?

Advisor: No, unfortunately, we don't have those available for any of our students. However, you can apply for financial assistance to help pay for your books or for your tuition.

Student: I'd like to look into that. Do I apply for that at the Admissions Office?

Advisor: No, that's through us. You'll need to make an appointment with a counselor.

## Part 4

Lecturer: The black bear, or Ursus americanus, has a wide range, inhabiting forested areas of North America, including Canada, the United States, and parts of northern Mexico. Black bears are omnivores, getting their nutrition from a wide variety of plants and animals. The particular foods any one bear eats depends on what's available in the area where that bear lives, as well as on the season of the year. Generally speaking, plant foods make up 90 percent of the bear's diet. The rest of its meals consist of animal foods such as insects and fish.

Bears have a relatively long gestation period. Mating takes place in the spring or early summer, but bear cubs aren't born until the following winter. Usually, two cubs are born at a time, although some litters may have as many as five cubs. Bear cubs are dependent on their mother and may stay with her for close to two years. Wild black bears can live as long as 25 years. They've lived for as long as 30 years or more in captivity.

Much of the black bear's range coincides with the range of its close cousin, the grizzly bear. Although these bears are somewhat similar in appearance and habits, it isn't difficult to tell the difference between them. Color isn't necessarily a distinguishing characteristic, as both species of bears occur in a range of colors from almost blonde to dark brown or black. Many black bears, however, have a patch of fur on their chests that's lighter in color than the rest of their fur. Grizzly bears don't have this patch. Size isn't always a distinguishing feature either, although grizzly bears are usually heavier, with an average weight of 225 kilos. Black bears average 140 kilos in weight. Grizzly bears spend time digging in the ground for roots and tubers that make up part of their diet. The large muscles they need for this give them a distinct shoulder hump. This hump is absent in black bears, which don't do the same kind of digging. The shape of the face and ears is also different in each species of bear. Grizzly bears have a depression between the eyes and nose and short, round ears. Black bears, on the other hand, have a straighter profile and longer, more pointed ears. Grizzly bears are known for their fearsome long, sharp claws. Black bears have shorter claws, which are better suited for climbing trees.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Kramer** | Man: It's Kramer. Harold Kramer |
| 2 | **58** | Man: That would be number 58 Fulton Avenue, apartment 12 |
| 3 | **residential** | Woman: Then the type of phone service you want is residential, not business? Man: Yes, yes. It's for my home |
| 4 | **office manager** | Woman: Then your occupation is doctor? Man: No, I work for the doctors. I'm the office manager |
| 5 | **6375559014** | Woman: OK. And could I have your work phone number? Man: It's 637-555-9014 |
| 6 | **nine years/9 years** | I've been working there for quite a while now, let me see, eight, no, nine, that's right, nine years |
| 7 | **long distance / long-distance (service)** | Woman: Most customers opt for unlimited long-distance service. It really saves you money if you make a lot of long-distance calls. Man: That sounds like a good idea. Woman: Then I'll put you down for long-distance service |
| 8 | **Internet (service)** | Woman: We also provide Internet service if you're interested in that. Man: I am. Please put me down for Internet as well as phone service |
| 9 | **Friday** | Woman: I'm afraid I won't have any technicians in your area on Wednesday. I could send someone on Friday. Man: That would be fine |
| 10 | **morning** | Woman: What time of day works best for you? Morning or afternoon? Man: Morning would be best |
| 11 | **B** | So we've moved the fair to City Park, which I think is a wonderful location |
| 12 | **C** | Actually, it won't begin until that evening, but you're right about the special event |
| 13 | **B** | Traditionally, we've begun with a parade, but this year our opening event will be a special dance performance, and the most exciting part is that the mayor will be one of the dancers |
| 14 | **A** | The opening event on Friday, the dance performance, doesn't cost anything to attend, and we're hoping a lot of people will come watch that |
| 15 | **clown** | There are a number of events especially for children, including a clown show on Saturday afternoon |
| 16 | **concert** | On Saturday evening, we've got an event that can be enjoyed by the whole family—a concert by the lake |
| 17 | **singing** | There will be a singing contest in the afternoon |
| 18 | **international** | For example, at the food court, international food will be served |
| 19 | **games** | There will also be special games for children at different locations around the fair |
| 20 | **crafts** | We have a large area set aside where there will be crafts for sale |
| 21 | **university catalog** | First, you'll need to read the university catalog to see if any of the course descriptions match your specific job experience |
| 22 | **a summary** | You would write a summary of your work experience, relating it to specific courses we offer |
| 23 | **work supervisor** | Submit that to the Admissions Office with a letter from your work supervisor confirming your experience |
| 24 | **C** | Unfortunately, I've run out of copies, but you can get one from the library for now, and I'll send you your own copy as soon as I have more available |
| 25 | **A** | Well, first you'll need to get an application for admission. Those are available in the Admissions Office. The application form contains all the instructions you'll need |
| 26 | **B** | We have copies of the requirements lists for all university programs here in the Counseling Center |
| 27 | **A** | The recommendation forms are available in the Admissions Office |
| 28 | **C** | You can access the job listings from the computers in the library |
| 29 | **B** | Advisor: Good. Then you'll qualify for the work-study program. Part-time students aren't eligible |
| 30 | **A** | No, that's through us. You'll need to make an appointment with a counselor |
| 31 | **forested area(s)** | The black bear, or Ursus americanus, has a wide range, inhabiting forested areas of North America, including Canada, the United States, and parts of northern Mexico |
| 32 | **plant foods** | Generally speaking, plant foods make up 90 percent of the bear's diet |
| 33 | **animal foods / insects/fish/insects,fish** | The rest of its meals consist of animal foods such as insects and fish |
| 34 | **(the) winter** | Mating takes place in the spring or early summer, but bear cubs aren't born until the following winter |

| # | Answer | Explanation |
|---|---|---|
| **35** | **twenty-five years/25 years** | Wild black bears can live as long as 25 years |
| **36** | **A** | Many black bears, however, have a patch of fur on their chests that's lighter in color than the rest of their fur |
| **37** | **B** | Size isn't always a distinguishing feature either, although grizzly bears are usually heavier, with an average weight of 225 kilos |
| **38** | **B** | The large muscles they need for this give them a distinct shoulder hump. This hump is absent in black bears, which don't do the same kind of digging |
| **39** | **A** | Black bears, on the other hand, have a straighter profile and longer, more pointed ears |
| **40** | **A** | Black bears have shorter claws, which are better suited for climbing trees |

# Test 5

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-4

Complete the form below.

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

Tour name: River Valley tour Tour month: **1** _____

Customer Name: **2** _____ Schmidt

Address: P.O. Box **3** _____ Manchester

Bicycle rental required? ___ Yes X No

Dietary restrictions: **4** _____

### Questions 5-7

Choose the correct letters, A, B, or C.

**5** What size deposit does the caller have to pay?

- **A** ○ 5 percent
- **B** ○ 30 percent
- **C** ○ 50 percent

**6** When does the deposit have to be paid?

- **A** ○ Two weeks from now
- **B** ○ Four weeks from now
- **C** ○ Six weeks from now

**7** How will the luggage be carried?

- **A** ○ By bus
- **B** ○ By bicycle
- **C** ○ By van

### Questions 8-10

Choose THREE letters, A–F.

**8** **9** **10** Which THREE things should the caller take on the tour?

- **A** ☐ raincoat
- **B** ☐ spare tire
- **C** ☐ maps
- **D** ☐ water bottle
- **E** ☐ camera
- **F** ☐ guide book

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

What change has been made to each part of the health club?

Write the correct letter, A–F next to questions 11–15.

A. installed a new floor

B. repainted

C. moved to a new location

D. rebuilt

E. enlarged

F. replaced the equipment

**11** swimming pools _____

**12** locker rooms _____

**13** exercise room _____

**14** tennis court _____

**15** club store _____

### Questions 16-18

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- Tomorrow, **16** _____ for adults and children will start.
- On Wednesday, there will be a **17** _____ .
- A **18** _____ is planned for next weekend.

### Questions 19-20

Answer the questions below.

Choose the correct letter, A, B, or C.

**19** How many months did it take to complete the renovation work?

- **A** ○ three
- **B** ○ nine
- **C** ○ twelve

**20** What project is planned for next year?

- **A** ○ An indoor pool
- **B** ○ An outdoor tennis court
- **C** ○ An outdoor pool

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-25

Choose FIVE letters, A–I.

What FIVE things will the students do during their museum internship?

A. art conservation

B. administrative duties

C. guide tours

D. attend board meetings

E. give classes

F. research

G. write brochures

H. plan a reception

I. meet artists

**21** First internship duty _____

**22** Second internship duty _____

**23** Third internship duty _____

**24** Fourth internship duty _____

**25** Fifth internship duty _____

## Questions 26-30

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**City Art Museum**

The main part of museum was built in **26** _____

The **27** _____ was built sixty years later.

Collections: modern art, works by **28** _____, sculpture, European art.

Classes: **29** _____ classes for adults

Arts and crafts workshops for children

Weekly **30** _____ in the fall and winter

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-35

Choose the correct letter, A, B, or C.

**31** The tomato originally came from

- **A** ○ Mexico.
- **B** ○ Spain.
- **C** ○ Peru.

**32** The original color of the tomato was

- **A** ○ red.
- **B** ○ green.
- **C** ○ yellow.

**33** The Aztec word for tomato means

- **A** ○ golden apple.
- **B** ○ plump thing.
- **C** ○ small fruit.

**34** In the 1500s, people in Spain and Italy

- **A** ○ enjoyed eating tomatoes.
- **B** ○ used tomatoes as ornamental plants.
- **C** ○ made medicine from tomatoes.

**35** In the 1600s, the British

- **A** ○ saw tomatoes as poisonous.
- **B** ○ published tomato recipes.
- **C** ○ ate tomato sauce daily.

### Questions 36-40

Complete the timeline with information about the history of the tomato in the United States.

Write NO MORE THAN TWO WORDS for each answer.

1806, Tomatoes were mentioned as food in a **36** _____

1809, Thomas Jefferson **37** _____ at his home in Virginia.

1820, A man proved that tomatoes were not poisonous by eating them **38** _____

1830s, **39** _____ appeared in newspapers and magazines.

1930s, People began to eat **40** _____

# Transcripts

## Part 1

Narrator: You will hear a number of different recordings, and you will have to answer questions on what you will hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.

The test is in four sections. Write all of your answers on the test pages. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on page 163.

Section 1. You will hear a woman booking a bicycle tour over the phone.

First you have some time to look at Questions 1 to 4 on page 163.

You will see that there is an example that has been done for you. On this occasion only, the conversation relating to this will be played first.

Man: Global Bicycle Tours. May I help you?

Woman: Yes, thank you. I'd like to sign up for a bicycle tour.

Narrator: The man answers the phone, "Global Bicycle Tours," so the word "Global" has been written at the top of the form. Now we shall begin. You should answer the questions as you listen, because you will not hear the recording a second time. Listen carefully and answer Questions 1 to 4.

Man: Global Bicycle Tours. May I help you?

Woman: Yes, thank you. I'd like to sign up for a bicycle tour.

Man: Which tour were you interested in? We have the River Valley tour coming up in June and the Mountain tour in July.

Woman: The River Valley tour is in June? I thought it was in May.

Man: It actually takes place the first week of June.

Woman: Oh, I see. Well, I can still do that. The River Valley tour is the one I want.

Man: Splendid. Just let me take your information. May I have your name please?

Woman: Karla Schmidt. That's Karla with a K, not a C. K-A-R-L-A.

Man: Thank you, Ms. Schmidt. Address?

Woman: Do you need a street address, or can I give you my post office box?

Man: A post office box is fine.

Woman: It's P. O. Box 257, Manchester.

Man: Thank you. OK, next. Will you be bringing your own bicycle, or do you want to rent one from us?

Woman: I'll bring my own.

Man: Excellent. Now, we provide all the meals, so we need to know if you have any dietary restrictions.

Woman: I don't think so. What do you mean?

Man: I mean if there's any food you can't eat. Some people have food allergies or are vegetarian or have to avoid dairy products, things like that.

Woman: Oh, I see. Well, yes, I'm a vegetarian. I never eat meat.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 5 to 10 on page 163.

Now listen and answer Questions 5 to 10.

Man: All right. I'll make a note of that. Now, the total cost of the tour is $750.

Woman: That much!

Man: The price includes everything—food, hotel, transportation, everything.

Woman: Everything?

Man: Yes, everything. The only other thing is you'll want to tip the tour guide. We usually recommend five percent of the total tour cost.

Woman: A five-percent tip. I guess that's reasonable.

Man: In order to reserve your space on the tour I'll need a 30 percent deposit.

Woman: Do you need that right away?

Man: We generally ask for the deposit at least four weeks before the tour begins. The River Valley tour begins, let me see, six weeks from now. So you'll need to pay the deposit in two weeks.

Woman: I think I can do that. I wonder if you could tell me something. How will our luggage be transported? Do we carry it on our bicycles?

Man: No, you leave that to us. We have a van that carries your luggage from hotel to hotel each day, so you don't have to worry about it.

Woman: Great! I have a luggage rack for my bike, but I guess I won't have to bring that.

Man: No, you won't. But there are a few items we recommend that you bring. We can't control the weather, so you should bring a raincoat or raingear.

Woman: Yes, that's a good idea. And I should have my own spare tire, too, shouldn't I?

Man: Actually, you don't need that, as our guide always carries some. And, of course, you won't need maps either, since our guide has the route all planned.

Woman: What about a water bottle? I'll need that, won't I?

Man: Yes, you should definitely have a water bottle. A camera would be a good idea, too, since that tour goes through some very scenic areas.

Woman: I have a guide book of that area. I wonder if I should bring it along.

Man: We don't recommend guide books. It would just be extra weight, and the tour guide knows a great deal about the area.

Woman: Yes, I see. Is there anything else I need to know?

Man: I think we've covered the important points. I'll send you a tour brochure, and you can call again if you have any questions.

Woman: Thank you very much.

Narrator: That is the end of Section 1. You now have half a minute to check your answers.

## Part 2

Narrator: Now turn to Section 2 on page 164.

Section 2. You will hear a tour of a newly renovated health club.

First, you have some time to look at Questions 11 to 15 on page 164.

As you listen to the first part of the talk, answer Questions 11 to 15.

Guide: Thank you all for coming to see the new renovations to the Hartford Health Club. I know you'll be as pleased as I am to see the wonderful results of our months of hard work to improve the club and bring you the best facilities ever. We'll begin in here with the swimming pool. You'll notice the new color of the adult pool, a lovely, cool green. Now walk over here and look at the children's pool. It's the same green but, as you see, with brightly colored sea creatures painted everywhere. Both of the pools needed painting, not only for maintenance, but I think the new color greatly improves the atmosphere of this part of the club. Next, let's take a look at the locker rooms. Don't worry, there's no one using them just now. Doesn't it feel roomy in here? We've expanded both the men's and women's locker rooms, so now they'll be much more comfortable to use. There are bigger lockers, a good deal more room in the dressing area, and more places to store extra towels and equipment. Be careful as you walk through here. The floor has just been polished and may be a bit slippery.

Let's go up to the exercise room next. Here you'll notice the new floor. Walk on it. Doesn't that feel comfortable? It's a special material, softer than the old floor, an ideal surface for jogging and exercising. They had to move all the exercise equipment out while they were working on the floor, but don't worry, it will be brought back in before the end of today. Let's step outside now and look at the tennis courts. We haven't done a great deal here except to the equipment. We replaced all the nets and the ball-throwing machine. Otherwise, everything is the same as it was before. Let's walk down this hallway, and here we are at the club store in its new location. We thought here by the entrance was a better place for it than where it used to be by the swimming pool. But it still has all the same items for sale: sports equipment and clothes in the club colors.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 16 to 20 on page 164.

Now listen and answer Questions 16 to 20.

Guide: We're excited about the upcoming activities and events to take place in our newly renovated club. Now that the pools are ready for use again, swimming lessons will begin tomorrow, for both adults and children. If you haven't signed up yet, you can stop by the office before you leave today and put your name on the list. If you're a tennis player, you'll be interested to hear about the tennis competition coming up on Wednesday. Players from different clubs all over the region will be participating. If you'd like to watch the event, tickets are available in the office.

Also, I want to be sure you all know you're invited to our club party, coming up next weekend. We're celebrating the completion of the renovation work, and we have a lot to celebrate. The entire renovation project was finished in just nine months. That's three months less than the twelve months we had originally planned on. We're proud of that and proud that we came in under budget, too. Because we've had such good results with this project, we're already planning the next one. We already have two indoor pools, and next year we plan to install an outdoor pool right next to the tennis courts. Details of these plans will be made available to all club members soon.

All right, I think we've covered just about everything. Are there any questions?

Narrator: That is the end of Section 2. You now have half a minute to check your answers.

## Part 3

Narrator: Now turn to Section 3 on page 165.

Section 3. You will hear a museum director talking to several student interns, explaining their internship duties at the museum.

First, you have some time to look at Questions 21 to 25 on page 165.

As you listen to the first part of the conversation, answer Questions 21 to 25.

Dr. Johnson: Welcome to the City Museum of Art. I'm Dr. Shirley Johnson, the director of the museum's internship program. Today I'll be giving you an orientation to the museum and our museum administrator's internship program.

Student 1: Will we get a chance to tour the museum today?

Dr. Johnson: Yes. We'll start right now with a tour of the building. We'll skip the basement. Most of that part of the building is devoted to art conservation, which won't be part of your internship. Let's begin here on the ground floor with the museum offices.

Student 2: I guess this is where we'll be spending most of our time, helping with the office work.

Dr. Johnson: You'll spend some time working in here so you can learn what the administrative duties involve, but you'll also get a chance to experience all aspects of museum work. This room in here is the Museum Tours Office.

Student 3: I'm interested in that. I'd really like to help out with the tours.

Dr. Johnson: That's great because you'll all have a chance to lead some tours and maybe even to develop a tour of your own, too. Let's go up to the second floor now.

Student 1: This is the board room in here, isn't it? Will we get to go to board meetings?

Dr. Johnson: Only members of the Board of Directors attend those. Now, back here behind the galleries are the classrooms. You're all welcome to attend any class you want at no charge.

Student 2: But we won't be teaching any, will we?

Dr. Johnson: No, the staff of the Education Department is responsible for that. Let's move up to the third floor now and the Research Department. Each of you will spend some time working in here.

Student 3: Great. I'd like to help with the research.

Dr. Johnson: We're working on some very interesting research projects right now. Also, as an extension of your research work, you'll probably contribute to some of the museum's brochures.

Student 1: I'm looking forward to that. I like writing about art. Another thing I've been hoping to be able to do is meet some artists.

Dr. Johnson: You're in luck, then. We've planned a reception for the first day of your internship, and you'll have the chance to meet several local artists then.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 26 to 30 on page 165.

Now listen and answer Questions 26 to 30.

Student 2: Could you give us a little background of the museum? I mean, when it was built and some information about the collections and things like that?

Dr. Johnson: Of course. The main part of the museum was built in 1895, with a combination of public and private funds. The new wing was built 60 years later, with a donation from the Rhinebeck family.

Student 3: That part of the museum was built for the modern art collection, wasn't it?

Dr. Johnson: Yes, it was. In the main part of the museum, we have a gallery devoted to works by local artists, our sculpture collection, and a small collection of classical European art.

Student 1: You mentioned classes earlier. What kinds of classes does the museum offer?

Dr. Johnson: In our Adult Education program, we offer a series of art history classes, and for children we have a program of arts and crafts workshops. You can get a brochure from the office that will give you more information.

Student 2: I saw a lot of chairs set up in the main hall. What are those for?

Dr. Johnson: Those are there for tonight's musical performance. We offer a weekly concert series during the fall and winter, and, of course, all of you are welcome to attend. Now, if there are no more questions, let's step into my office and I'll show you your schedules.

Narrator: That is the end of Section 3. You now have half a minute to check your answers.

## Part 4

Narrator: Now turn to Section 4 on page 166.

Section 4. You will hear a lecture about the history of the tomato.

First, you have some time to look at Questions 31 to 35 on page 166.

Now listen carefully and answer Questions 31 to 35.

Lecturer: The tomato is a popular vegetable, which figures in the cuisine of many countries around the world. It is particularly prominent in Italian cooking, but it was unknown in Europe until Spanish explorers brought it back from the Americas. The tomato originated in the highlands of Peru. From there, it eventually found its way to Mexico, where it was cultivated by the Aztecs. The Aztec tomato wasn't the large red vegetable we know today. Rather, it was small and yellow. When this small, round fruit arrived in Italy, it was named "golden apple" for its bright yellow color. You'll notice I just called it a fruit. That's because a tomato is botanically a fruit, even though most everyone calls it a vegetable. The actual word tomato comes from the Aztec name for the vegetable, meaning "plump thing."

The tomato arrived in Europe in the 1500s and quickly became a popular food in Spain and Italy. In the late 1600s, the Italians began publishing recipes that used tomatoes. The British, however, had a different attitude toward the vegetable. It was grown as an ornamental plant in Britain in the 1600s, but it wasn't eaten because it was thought to be poisonous. It wasn't until the 1700s that tomatoes became part of the daily diet in Britain.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 36 to 40 on page 167.

Now listen carefully and answer Questions 36 to 40.

Lecturer: In the United States, tomatoes were also used as ornamental plants rather than as food for a long time. This attitude began to change in the 1800s. In 1806, a gardener's calendar mentioned that tomatoes could be used to improve the flavor of soups and other foods. Thomas Jefferson did much to enhance the tomato's reputation as a food. He first served tomatoes to visitors at his home in Virginia in 1809. Then, in 1820, a man named Robert Gibbon Johnson decided it was time to discard, once and for all, the idea that tomatoes were poisonous. To prove his point, he ate one kilo of ripe red tomatoes in public. Two thousand people gathered to watch this feat, which took place on the steps of the court house in Salem, Massachusetts. Amazingly enough, Johnson survived this stunt! The popularity of the tomato as a food began growing rapidly. Soon, people all around the country were eating tomatoes. By the 1830s, American newspapers and magazines were publishing thousands of tomato recipes. However, all those recipes involved using tomatoes in some cooked form. Tomato salads and sandwiches were still unknown. It wasn't until a century later, in the 1930s, that it became popular for people to eat raw tomatoes.

Narrator: That is the end of Section 4. You now have half a minute to check your answers.

You will now have ten minutes to transfer your answers to the listening answer sheet.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **June** | We have the River Valley tour coming up in June and the Mountain tour in July |
| 2 | **Karla** | Woman: Karla Schmidt. That's Karla with a K, not a C. K-A-R-L-A |
| 3 | **257** | It's P. O. Box 257, Manchester |
| 4 | **vegetarian** | Oh, I see. Well, yes, I'm a vegetarian. I never eat meat |
| 5 | **B** | In order to reserve your space on the tour I'll need a 30 percent deposit |
| 6 | **A** | Man: We generally ask for the deposit at least four weeks before the tour begins. The River Valley tour begins, let me see, six weeks from now. So you'll need to pay the deposit in two weeks |
| 7 | **C** | We have a van that carries your luggage from hotel to hotel each day, so you don't have to worry about it |
| 8 | **A / D / E** | We can't control the weather, so you should bring a raincoat or raingear. Woman: Yes, that's a good idea. And I should have my own spare tire, too, shouldn't I? Man: Actually, you don't need that, as our guide always carries some. And, of course, you won't need maps either, since our guide has the route all planned. Woman: What about a water bottle? I'll need that, won't I? Man: Yes, you should definitely have a water bottle. A camera would be a good idea, too, since that tour goes through some very scenic areas. Woman: I have a guide book of that area. I wonder if I should bring it along. Man: We don't recommend guide books. It would just be extra weight, and the tour guide knows a great deal about the area |
| 9 | **A / D / E** | We can't control the weather, so you should bring a raincoat or raingear. Woman: Yes, that's a good idea. And I should have my own spare tire, too, shouldn't I? Man: Actually, you don't need that, as our guide always carries some. And, of course, you won't need maps either, since our guide has the route all planned. Woman: What about a water bottle? I'll need that, won't I? Man: Yes, you should definitely have a water bottle. A camera would be a good idea, too, since that tour goes through some very scenic areas. Woman: I have a guide book of that area. I wonder if I should bring it along. Man: We don't recommend guide books. It would just be extra weight, and the tour guide knows a great deal about the area |
| 10 | **A / D / E** | We can't control the weather, so you should bring a raincoat or raingear. Woman: Yes, that's a good idea. And I should have my own spare tire, too, shouldn't I? Man: Actually, you don't need that, as our guide always carries some. And, of course, you won't need maps either, since our guide has the route all planned. Woman: What about a water bottle? I'll need that, won't I? Man: Yes, you should definitely have a water bottle. A camera would be a good idea, too, since that tour goes through some very scenic areas. Woman: I have a guide book of that area. I wonder if I should bring it along. Man: We don't recommend guide books. It would just be extra weight, and the tour guide knows a great deal about the area |
| 11 | **B** | Both of the pools needed painting, not only for maintenance, but I think the new color greatly improves the atmosphere of this part of the club |
| 12 | **E** | We've expanded both the men's and women's locker rooms, so now they'll be much more comfortable to use |
| 13 | **A** | Let's go up to the exercise room next. Here you'll notice the new floor |
| 14 | **F** | Let's step outside now and look at the tennis courts. We haven't done a great deal here except to the equipment. We replaced all the nets and the ball-throwing machine |
| 15 | **C** | Let's walk down this hallway, and here we are at the club store in its new location |
| 16 | **swimming lessons** | Now that the pools are ready for use again, swimming lessons will begin tomorrow, for both adults and children |
| 17 | **tennis competition** | If you're a tennis player, you'll be interested to hear about the tennis competition coming up on Wednesday |
| 18 | **party/club party** | Also, I want to be sure you all know you're invited to our club party, coming up next weekend |
| 19 | **B** | The entire renovation project was finished in just nine months |
| 20 | **C** | We already have two indoor pools, and next year we plan to install an outdoor pool right next to the tennis courts |
| 21 | **B** | You'll spend some time working in here so you can learn what the administrative duties involve, but you'll also get a chance to experience all aspects of museum work |
| 22 | **C** | Dr. Johnson: That's great because you'll all have a chance to lead some tours and maybe even to develop a tour of your own, too |
| 23 | **F** | Let's move up to the third floor now and the Research Department. Each of you will spend some time working in here |
| 24 | **G** | Also, as an extension of your research work, you'll probably contribute to some of the museum's brochures |
| 25 | **I** | Dr. Johnson: You're in luck, then. We've planned a reception for the first day of your internship, and you'll have the chance to meet several local artists then |
| 26 | **1895** | The main part of the museum was built in 1895, with a combination of public and private funds |

| # | Answer | Explanation |
|---|---|---|
| **27** | **new wing** | The new wing was built 60 years later, with a donation from the Rhinebeck family |
| **28** | **local artists** | In the main part of the museum, we have a gallery devoted to works by local artists, our sculpture collection, and a small collection of classical European art |
| **29** | **art history** | In our Adult Education program, we offer a series of art history classes, and for children we have a program of arts and crafts workshops |
| **30** | **concerts/concert series** | We offer a weekly concert series during the fall and winter, and, of course, all of you are welcome to attend |
| **31** | **C** | The tomato originated in the highlands of Peru |
| **32** | **C** | The Aztec tomato wasn't the large red vegetable we know today. Rather, it was small and yellow |
| **33** | **B** | The actual word tomato comes from the Aztec name for the vegetable, meaning "plump thing." |
| **34** | **A** | The tomato arrived in Europe in the 1500s and quickly became a popular food in Spain and Italy |
| **35** | **A** | It was grown as an ornamental plant in Britain in the 1600s, but it wasn't eaten because it was thought to be poisonous |
| **36** | **(gardener's) calendar** | In 1806, a gardener's calendar mentioned that tomatoes could be used to improve the flavor of soups and other foods |
| **37** | **served tomatoes** | He first served tomatoes to visitors at his home in Virginia in 1809 |
| **38** | **in public** | To prove his point, he ate one kilo of ripe red tomatoes in public |
| **39** | **tomato recipe / tomato recipes** | By the 1830s, American newspapers and magazines were publishing thousands of tomato recipes |
| **40** | **raw tomatoes** | It wasn't until a century later, in the 1930s, that it became popular for people to eat raw tomatoes |

# Test 6

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-5

Complete the information below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**City Library**

**Head Librarian:** Example: *Mrs. Phillips*

**Hours:** 1 _____ to 4:30

**Books:**

Ground floor: 2 _____

Second floor: Adult collection

Third floor: 3 _____

**Book carts:**

Brown cart: books to re-shelve

Black cart: books to 4 _____

White cart: books to 5 _____

### Questions 6-10

Complete the library schedule below.

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

| Activity | Location | Day and Time |
|---|---|---|
| Story Time | Children's Room | 6 _____ at 11:00 |
| 7 _____ | Reference Room | Saturday at 8 _____ |
| Lecture Series | 9 _____ Room | Friday at 10 _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Choose FIVE letters, A–I.

**11** **12** **13** **14** **15** Which FIVE activities are available at Golden Lake Resort?

- **A** ☐ swimming
- **B** ☐ boating
- **C** ☐ waterskiing
- **D** ☐ fishing
- **E** ☐ tennis
- **F** ☐ golf
- **G** ☐ horseback riding
- **H** ☐ hiking
- **I** ☐ arts and crafts

### Questions 16-20

Complete the schedule below.

Write NO MORE THAN ONE WORD for each answer.

| Night | Activity |
|---|---|
| Sunday | **16** _____ |
| Monday | Dessert Night |
| Tuesday | **17** _____ Night |
| Wednesday | **18** _____ |
| Thursday | **19** _____ |
| Friday | Talent Show |
| Saturday | **20** _____ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Choose THREE letters, A–F.

**21** **22** **23** Which THREE things are the students required to submit to their professor?

- **A** ☐ a written summary
- **B** ☐ maps
- **C** ☐ a case study
- **D** ☐ charts and graphs
- **E** ☐ a list of resources used
- **F** ☐ a video

### Questions 24-25

Answer the questions below.

Write NO MORE THAN THREE WORDS for each answer.

**24** What two sources of information will the students use when preparing their presentation? _____

**25** What will the students show during their presentation? _____

### Questions 26-30

Choose the correct letter, A, B, or C.

**26** Only rescue birds that are

- **A** ○ all alone.
- **B** ○ obviously hurt.
- **C** ○ sitting on the ground.

**27** Protect yourself by wearing

- **A** ○ gloves.
- **B** ○ a hat.
- **C** ○ protective glasses.

**28** Put the bird in a

- **A** ○ cage.
- **B** ○ box.
- **C** ○ bag.

**29** Keep the bird calm by

- **A** ○ petting it.
- **B** ○ talking to it.
- **C** ○ leaving it alone.

**30** When transporting the bird,

- **A** ○ speak quietly.
- **B** ○ play music.
- **C** ○ drive very slowly.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-33

Complete the information about the Great Barrier Reef.

Write NO MORE THAN TWO WORDS for each answer.

The Great Barrier Reef is made up of 3,000 **31** _____ and 600 **32** _____. Over 400 kinds of **33** _____ can be found there.

### Questions 34-38

Choose FIVE letters, A–I.

**34** **35** **36** **37** **38** Which FIVE of these kinds of animals inhabiting the Great Barrier Reef are mentioned?

- **A** ☐ sharks
- **B** ☐ starfish
- **C** ☐ seahorses
- **D** ☐ clams
- **E** ☐ whales
- **F** ☐ dolphins
- **G** ☐ sea turtles
- **H** ☐ crocodiles
- **I** ☐ frogs

### Questions 39-40

Answer the questions below.

Write NO MORE THAN THREE WORDS for each answer.

**39** What causes coral bleaching? _____

**40** What has been one response to this problem? _____

# Transcripts

## Part 1

Woman: Hello. I'm Mrs. Phillips, the head librarian. You're the new library assistant, aren't you?

Man: Yes, I'm Robert Haskell, but please call me Bob.

Woman: All right, Bob. Let me take a few minutes to explain how the library works and what your duties will be. First, the library opens at 8:30 in the morning, so, naturally, we expect you to be here and ready to work by then.

Man: Of course.

Woman: And you can go home at 4:30 when the library closes. Now, let me explain where everything's kept.

Man: It looks like here on the ground floor is where the reference books are.

Woman: Yes, that's right. Up on the second floor is where the Adult Collection is, both fiction and nonfiction.

Man: And the children's books are there, too, aren't they? I thought I saw them in the room by the stairway.

Woman: No, those are magazines and newspapers for adults. Children's books are up one more flight on the third floor. We'll take a look at them later. Let me show you how we organize our work. Do you see that brown book cart over there?

Man: The one by the door?

Woman: Yes, that one. Those books have been checked in and need to go back on the shelves.

Man: OK, so the brown book cart has books to re-shelve. What about this black cart by the desk?

Woman: Those books have torn pages or damaged covers. They're all books that need to be repaired.

Man: OK, I know how to do a lot of that. I'm pretty good at mending torn pages and covers.

Woman: That's great because we really need help with that.

Man: And that white cart in the corner? What are those books for?

Woman: Those are old books that we've taken off the shelves to make room for new ones. We sell them as used books to raise money for the library.

Man: So they're all ready to sell?

Woman: Yes, that's right. So, now you know what to do with the books in the carts. Lets talk about our activities schedule.

Man: I understand this library has a number of interesting activities every week.

Woman: Yes, our activities are quite popular. The most popular one is Story Time for the children.

Man: Do a lot of children show up for that?

Woman: Yes, a good many. It takes place in the Children's Room on Thursday mornings at eleven.

Man: Isn't there a family movie night, too?

Woman: Yes, but it's not at night anymore. We used to have Family Movies on Fridays when the library is open until nine, but now we have a different activity at that time, so we had to switch Family Movies to the weekend—Saturday afternoon.

Man: How much do you charge for the movies?

Woman: They're all free. The movie always starts at 2:30 in the Reference Room. But you don't have to worry about that since you don't work on weekends.

Man: And what takes place on Friday evenings?

Woman: We've just started a weekly Lecture Series. We have a different speaker every week, and the lectures cover all different kinds of topics.

Man: That sounds like something I'd be interested in attending.

Woman: Good, because we'll need your help with that. You'll be working Friday evenings, and one of your duties will be to set up the Meeting Room on the first floor for the lecture.

Man: What time will you need that done?

Woman: Let's say by 6:15. The lecture starts at 6:30, and the room needs to be ready well ahead of time. A lot of people arrive early.

Man: Maybe I should have the room ready by six?

Woman: That wouldn't be a bad idea. OK, why don't I take you upstairs and show you the rest of the collection..... (voice fades out.)

## Part 2

Woman: Good afternoon, and welcome to today's show. The warm months are with us, and many of you are getting ready to plan vacation trips. To help you with that, we have a special guest today, Robert Sampson, director of the Golden Lake Resort. Robert, I understand Golden Lake is a popular place for families to spend their vacations.

Man: Yes, families enjoy spending time at Golden Lake. Many come back year after year. We have a spectacular location and fun activities for both children and adults.

Woman: Could you describe for us some of the activities available at Golden Lake?

Man: We have a lot of water activities, of course, since we're right on the lake. We have a pleasant sandy beach for swimming. We also have canoes and sailboats available, and many of our guests enjoy boating on the lake.

Woman: I imagine water skiing would be popular among your guests.

Man: Actually, we don't permit waterskiing in the resort area. It can be dangerous for swimmers and for the canoeists, too. We do have a great location for fishing, though, and you'll often see guests fishing from our dock or from the canoes.

Woman: That sounds very relaxing. What about activities on land? Do you have facilities for tennis?

Man: We had tennis in the past, but the courts fell out of repair and since we found that most of our guests weren't interested in the game, we closed the courts down. So that's no longer an option. And, naturally, because of our location in the woods, we don't have an adequate area for a golf course. But I'd like to let your listeners know that we'll be adding a new activity this year. We've made an arrangement with a local stable, so now we're going to have horseback riding available for our guests. We've created several riding trails around the lake.

Woman: That sounds lovely. Now, what about rainy days? What can your guests do when the weather's bad?

Man: We have a games room and a crafts room. When the weather's rainy, some of our very talented staff members offer arts and crafts classes, for all ages.

Woman: What fun. Do you offer any other classes or activities?

Man: We have a weekly schedule of evening activities, which anyone can attend if they choose. Every Sunday we show a film, always something that's suitable for the whole family. Monday's my favorite night because that's dessert night. Our cook prepares a variety of desserts, and we get to taste them all.

Woman: Mmmmm. I'd like to be there for that.

Man: Yes, it's great. We get more serious toward the middle of the week. Our discussion night is on Tuesday.

Woman: Discussion night?

Man: Yes, we discuss different current events, depending on what's happening that week in the news. Then on Wednesdays we have lectures. We invite different experts to talk about local history or nature topics. This is actually one of our most popular evening activities. We've found that our guests are really interested in learning about the local area.

Woman: It sounds quite interesting.

Man: Yes, we've had some excellent speakers. Thursday nights are totally different because that's when we play games. That's especially fun for the children. The children love Fridays, too, because that's talent show night. Everyone gets in on that, staff, guests, everyone.

Woman: It looks like you have a lot of fun at Golden Lake Resort.

Man: We do. And we end every week with big fun, with a dance on Saturday night.

Woman: Now I understand a little more why Golden Lake is such a popular place for family vacations. With such a variety of activities, there's something for every member of the family there.

Man: There is, and I hope your listeners will consider spending their next vacation with us.

## Part 3

Student 1: OK, let's go over the requirements and see what we have left to do.

Student 2: Let's see...We have to give the professor a written summary of the information we've gathered on our topic: wild bird rescue and rehabilitation.

Student 1: The other written thing we have to turn in is a case study of the rehabilitation of one bird. We've have the information on that already.

Student 2: Right. All we have to do is write it up. What about charts and graphs? Do we need to include something like that?

Student 1: I don't think so. They aren't really relevant. But we do have to turn in a list of the resources we used.

Student 2: Naturally. What about videos? I heard some of the other students were doing that.

Student 1: Well, I guess that must be optional, because I don't see it on the requirements list. OK. We should start planning our class presentation since that counts for half the grade.

Student 2: We've looked at lots of sources of information, but I think our best source was the interviews we did with the wildlife rehabilitators.

Student 1: Agreed. That and the journal articles. I think we have enough information from those two sources, for the presentation anyhow. The books we looked at weren't all that helpful.

Student 2: I wonder if we should try to bring in some live birds for the presentation?

Student 1: That would be too difficult, don't you think? But we have lots of photos of rehabilitated birds. We can show those.

Student 2: Right. OK, I think we should start by talking about how to rescue a bird. Probably first we should help people understand which birds need rescuing.

Student 1: Yeah, that's really important because a lot of times people see a baby bird that's all alone, or they find a bird sitting on the ground, and they think it needs to be rescued.

Student 2: And usually those are just baby birds learning to fly, so we should emphasize that people should only attempt to rescue a bird that's clearly injured.

Student 1: For certain kinds of birds, the rescuer needs to wear protective gloves, because some of those birds have sharp claws and can tear your shirt or, worse, injure your face or some other part of your body.

Student 2: Yes. that's an important point. OK, next, let's tell people to put the injured bird in a box, a box with good air circulation. We should let them know that a cage isn't necessary and a bag, especially a plastic one, could hurt the bird more.

Student 1: Another thing we need to say is that the best way to help the bird stay calm is not by petting it or talking to it, but by leaving it completely alone. Then people should take the bird to the bird rescue center as soon as possible.

Student 2: Right, and we should also point out that when they're driving the bird to the rescue center, it's better not to play music on the radio or talk loudly because those things just stress the bird.

Student 1: Yes, it's better just to speak quietly while you have the bird in the car. OK, we've got that part covered. Next, we should talk about what happens at the rescue center.....

## Part 4

Lecturer: Despite its name, the Great Barrier Reef isn't just one large coral reef. Rather, it's a system of coral reefs that stretches along the east coast of Australia, covering an area of around three hundred thousand square kilometers. The Great Barrier Reef is composed of approximately three thousand individual reefs, which range in size from one hectare to more than ten thousand hectares each. In addition, around 600 islands are scattered throughout the area, particularly at the northern and southern ends. The reefs themselves are composed of over 400 different kinds of coral, the largest variety of corals found anywhere in the world.

Thousands of species of sea animals live in and around the reefs. All together, approximately fifteen hundred species of fish inhabit the reef area, including a number of different kinds of sharks. One of the more interesting mollusks to be found in the reefs is the giant clam. This huge shellfish can live for more than 100 years and can weigh as much as two hundred kilos. Sea mammals abound in the area, which serves as the breeding ground for certain types of whales, many of which are endangered. Over 200 species of sea and shore birds feed, roost, or nest among the reefs and islands. Many types of reptiles can also be found living among and near the reefs. Saltwater crocodiles, for example, inhabit the marshes along coastal areas. Amphibians include at least seven species of frogs inhabiting the islands of the reef.

Unfortunately, this wondrous area of the world is threatened by climate change. Rising sea temperatures have led to an effect called coral bleaching, that is, large numbers of corals dying off, especially in the shallower areas of the reef. The Great Barrier Reef Marine Park Authority is attempting to find effective ways to deal with this issue that threatens the reef. One proposed solution involves shading the reef in certain areas to help keep the surrounding water temperatures down.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **8:30** | First, the library opens at 8:30 in the morning, so, naturally, we expect you to be here and ready to work by then |
| 2 | **reference books** | It looks like here on the ground floor is where the reference books are. Woman: Yes, that's right |
| 3 | **children's books** | Children's books are up one more flight on the third floor |
| 4 | **be repaired/repair** | Woman: Those books have torn pages or damaged covers. They're all books that need to be repaired |
| 5 | **be sold/sell** | Woman: Those are old books that we've taken off the shelves to make room for new ones. We sell them as used books to raise money for the library. Man: So they're all ready to sell? Woman: Yes, that's right |
| 6 | **Thursday** | It takes place in the Children's Room on Thursday mornings at eleven |
| 7 | **(family) movies** | We used to have Family Movies on Fridays when the library is open until nine, but now we have a different activity at that time, so we had to switch Family Movies to the weekend—Saturday afternoon. Man: How much do you charge for the movies? Woman: They're all free. The movie always starts at 2:30 in the Reference Room |
| 8 | **2:30** | The movie always starts at 2:30 in the Reference Room |
| 9 | **meeting** | You'll be working Friday evenings, and one of your duties will be to set up the Meeting Room on the first floor for the lecture |
| 10 | **6:30** | The lecture starts at 6:30, and the room needs to be ready well ahead of time |
| 11 | **A / B / D / G / I** | We have a pleasant sandy beach for swimming. We also have canoes and sailboats available, and many of our guests enjoy boating on the lake We do have a great location for fishing, though, and you'll often see guests fishing from our dock or from the canoes We've made an arrangement with a local stable, so now we're going to have horseback riding available for our guests When the weather's rainy, some of our very talented staff members offer arts and crafts classes, for all ages |
| 12 | **A / B / D / G / I** | We have a pleasant sandy beach for swimming. We also have canoes and sailboats available, and many of our guests enjoy boating on the lake We do have a great location for fishing, though, and you'll often see guests fishing from our dock or from the canoes We've made an arrangement with a local stable, so now we're going to have horseback riding available for our guests When the weather's rainy, some of our very talented staff members offer arts and crafts classes, for all ages |
| 13 | **A / B / D / G / I** | We have a pleasant sandy beach for swimming. We also have canoes and sailboats available, and many of our guests enjoy boating on the lake We do have a great location for fishing, though, and you'll often see guests fishing from our dock or from the canoes We've made an arrangement with a local stable, so now we're going to have horseback riding available for our guests When the weather's rainy, some of our very talented staff members offer arts and crafts classes, for all ages |
| 14 | **A / B / D / G / I** | We have a pleasant sandy beach for swimming. We also have canoes and sailboats available, and many of our guests enjoy boating on the lake We do have a great location for fishing, though, and you'll often see guests fishing from our dock or from the canoes We've made an arrangement with a local stable, so now we're going to have horseback riding available for our guests When the weather's rainy, some of our very talented staff members offer arts and crafts classes, for all ages |
| 15 | **A / B / D / G / I** | We have a pleasant sandy beach for swimming. We also have canoes and sailboats available, and many of our guests enjoy boating on the lake We do have a great location for fishing, though, and you'll often see guests fishing from our dock or from the canoes We've made an arrangement with a local stable, so now we're going to have horseback riding available for our guests When the weather's rainy, some of our very talented staff members offer arts and crafts classes, for all ages |
| 16 | **film/movie** | Every Sunday we show a film, always something that's suitable for the whole family |
| 17 | **discussion** | Our discussion night is on Tuesday |
| 18 | **lectures** | Then on Wednesdays we have lectures |
| 19 | **games** | Thursday nights are totally different because that's when we play games |
| 20 | **dance** | And we end every week with big fun, with a dance on Saturday night |
| 21 | **A / C / E** | We have to give the professor a written summary of the information we've gathered on our topic: wild bird rescue and rehabilitation. Student 1: The other written thing we have to turn in is a case study of the rehabilitation of one bird. We've have the information on that already. Student 2: Right. All we have to do is write it up. What about charts and graphs? Do we need to include something like that? Student 1: I don't think so. They aren't really relevant. But we do have to turn in a list of the resources we used |

| # | Answer | Explanation |
|---|---|---|
| **22** | **A / C / E** | We have to give the professor a written summary of the information we've gathered on our topic: wild bird rescue and rehabilitation. Student 1: The other written thing we have to turn in is a case study of the rehabilitation of one bird. We've have the information on that already. Student 2: Right. All we have to do is write it up. What about charts and graphs? Do we need to include something like that? Student 1: I don't think so. They aren't really relevant. But we do have to turn in a list of the resources we used |
| **23** | **A / C / E** | We have to give the professor a written summary of the information we've gathered on our topic: wild bird rescue and rehabilitation. Student 1: The other written thing we have to turn in is a case study of the rehabilitation of one bird. We've have the information on that already. Student 2: Right. All we have to do is write it up. What about charts and graphs? Do we need to include something like that? Student 1: I don't think so. They aren't really relevant. But we do have to turn in a list of the resources we used |
| **24** | **interviews,journal articles / journal articles,interviews** | Student 2: We've looked at lots of sources of information, but I think our best source was the interviews we did with the wildlife rehabilitators. Student 1: Agreed. That and the journal articles. I think we have enough information from those two sources, for the presentation anyhow |
| **25** | **photos (of birds)** | Student 1: That would be too difficult, don't you think? But we have lots of photos of rehabilitated birds. We can show those |
| **26** | **B** | And usually those are just baby birds learning to fly, so we should emphasize that people should only attempt to rescue a bird that's clearly injured |
| **27** | **A** | For certain kinds of birds, the rescuer needs to wear protective gloves, because some of those birds have sharp claws and can tear your shirt or, worse, injure your face or some other part of your body |
| **28** | **B** | OK, next, let's tell people to put the injured bird in a box, a box with good air circulation |
| **29** | **C** | Another thing we need to say is that the best way to help the bird stay calm is not by petting it or talking to it, but by leaving it completely alone |
| **30** | **A** | Yes, it's better just to speak quietly while you have the bird in the car |
| **31** | **individual reefs/coral reefs** | The Great Barrier Reef is composed of approximately three thousand individual reefs, which range in size from one hectare to more than ten thousand hectares each |
| **32** | **islands** | In addition, around 600 islands are scattered throughout the area, particularly at the northern and southern ends |
| **33** | **coral(s)** | The reefs themselves are composed of over 400 different kinds of coral, the largest variety of corals found anywhere in the world |
| **34** | **A / D / E / H / I** | All together, approximately fifteen hundred species of fish inhabit the reef area, including a number of different kinds of sharks. One of the more interesting mollusks to be found in the reefs is the giant clam. This huge shellfish can live for more than 100 years and can weigh as much as two hundred kilos. Sea mammals abound in the area, which serves as the breeding ground for certain types of whales, many of which are endangered. Over 200 species of sea and shore birds feed, roost, or nest among the reefs and islands. Many types of reptiles can also be found living among and near the reefs. Saltwater crocodiles, for example, inhabit the marshes along coastal areas. Amphibians include at least seven species of frogs inhabiting the islands of the reef |
| **35** | **A / D / E / H / I** | All together, approximately fifteen hundred species of fish inhabit the reef area, including a number of different kinds of sharks. One of the more interesting mollusks to be found in the reefs is the giant clam. This huge shellfish can live for more than 100 years and can weigh as much as two hundred kilos. Sea mammals abound in the area, which serves as the breeding ground for certain types of whales, many of which are endangered. Over 200 species of sea and shore birds feed, roost, or nest among the reefs and islands. Many types of reptiles can also be found living among and near the reefs. Saltwater crocodiles, for example, inhabit the marshes along coastal areas. Amphibians include at least seven species of frogs inhabiting the islands of the reef |
| **36** | **A / D / E / H / I** | All together, approximately fifteen hundred species of fish inhabit the reef area, including a number of different kinds of sharks. One of the more interesting mollusks to be found in the reefs is the giant clam. This huge shellfish can live for more than 100 years and can weigh as much as two hundred kilos. Sea mammals abound in the area, which serves as the breeding ground for certain types of whales, many of which are endangered. Over 200 species of sea and shore birds feed, roost, or nest among the reefs and islands. Many types of reptiles can also be found living among and near the reefs. Saltwater crocodiles, for example, inhabit the marshes along coastal areas. Amphibians include at least seven species of frogs inhabiting the islands of the reef |
| **37** | **A / D / E / H / I** | All together, approximately fifteen hundred species of fish inhabit the reef area, including a number of different kinds of sharks. One of the more interesting mollusks to be found in the reefs is the giant clam. This huge shellfish can live for more than 100 years and can weigh as much as two hundred kilos. Sea mammals abound in the area, which serves as the breeding ground for certain types of whales, many of which are endangered. Over 200 species of sea and shore birds feed, roost, or nest among the reefs and islands. Many types of reptiles can also be found living among and near the reefs. Saltwater crocodiles, for example, inhabit the marshes along coastal areas. Amphibians include at least seven species of frogs inhabiting the islands of the reef |

| # | Answer | Explanation |
|---|---|---|
| **38** | **A / D / E / H / I** | All together, approximately fifteen hundred species of fish inhabit the reef area, including a number of different kinds of sharks. One of the more interesting mollusks to be found in the reefs is the giant clam. This huge shellfish can live for more than 100 years and can weigh as much as two hundred kilos. Sea mammals abound in the area, which serves as the breeding ground for certain types of whales, many of which are endangered. Over 200 species of sea and shore birds feed, roost, or nest among the reefs and islands. Many types of reptiles can also be found living among and near the reefs. Saltwater crocodiles, for example, inhabit the marshes along coastal areas. Amphibians include at least seven species of frogs inhabiting the islands of the reef |
| **39** | **rising sea temperatures** | Rising sea temperatures have led to an effect called coral bleaching, that is, large numbers of corals dying off, especially in the shallower areas of the reef |
| **40** | **shading the reef/shading certain areas** | One proposed solution involves shading the reef in certain areas to help keep the surrounding water temperatures down |

# Test 7

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

### Bankside Recruitment Agency

- Address of agency: 497 Eastside, Docklands
- Name of agent: Becky [1] _____
- Phone number: 07866 510333
- Best to call her in the [2] _____

**Typical jobs**

- Clerical and admin roles, mainly in the finance industry
- Must have good [3] _____ skills
- Jobs are usually for at least one [4] _____
- Pay is usually £[5] _____ per hour

**Registration process**

- Wear a [6] _____ to the interview
- Must bring your [7] _____ to the interview
- They will ask questions about each applicant's [8] _____

**Advantages of using an agency**

- The [9] _____ you receive at interview will benefit you
- Will get access to vacancies which are not advertised
- Less [10] _____ is involved in applying for jobs

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-14

Choose the correct letter, **A**, **B** or **C**.

### Matthews Island Holidays

**11** According to the speaker, the company

- **A** ◯ has been in business for longer than most of its competitors.
- **B** ◯ arranges holidays to more destinations than its competitors.
- **C** ◯ has more customers than its competitors.

**12** Where can customers meet the tour manager before travelling to the Isle of Man?

- **A** ◯ Liverpool
- **B** ◯ Heysham
- **C** ◯ Luton

**13** How many lunches are included in the price of the holiday?

- **A** ◯ three
- **B** ◯ four
- **C** ◯ five

**14** Customers have to pay extra for

- **A** ◯ guaranteeing themselves a larger room.
- **B** ◯ booking at short notice.
- **C** ◯ transferring to another date.

## Questions 15-20

Complete the table below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

| **Timetable for Isle of Man holiday** | | |
|---|---|---|
| | **Activity** | **Notes** |
| Day 1 | Arrive | Introduction by manager<br><br>Hotel dining room has view of the **15** _____ |
| Day 2 | Tynwald Exhibition and Peel | Tynwald may have been founded in **16** _____ not 979. |
| Day 3 | Trip to Snaefell | Travel along promenade in a tram; train to Laxey; train to the **17** _____ of Snaefell |
| Day 4 | Free day | Company provides a **18** _____ for local transport |

| | | |
|---|---|---|
| | | and heritage sites. |
| Day 5 | Take the **19** _____ railway train from Douglas to Port Erin | Free time, then coach to Castletown – former **20** _____ has old castle. |
| Day 6 | Leave | Leave the island by ferry or plane |

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

What did findings of previous research claim about the personality traits a child is likely to have because of their position in the family?

*Choose **SIX** answers from the box and write the correct letter, **A-H**, next to Questions*

**Personality Traits**

**A** outgoing

**B** selfish

**C** independent

**D** attention-seeking

**E** introverted

**F** co-operative

**G** caring

**H** competitive

**Position in family**

**21** the eldest child _____

**22** a middle child _____

**23** the youngest child _____

**24** a twin _____

**25** an only child _____

**26** a child with much older siblings _____

## Questions 27-28

Choose the correct letter, **A**, **B** or **C**.

**27** What do the speakers say about the evidence relating to birth order and academic success?

- **A** ◯ There is conflicting evidence about whether oldest children perform best in intelligence tests.
- **B** ◯ There is little doubt that birth order has less influence on academic achievement than socio-economic status.
- **C** ◯ Some studies have neglected to include important factors such as family size.

**28** What does Ruth think is surprising about the difference in oldest children's academic performance?

- **A** ◯ It is mainly thanks to their roles as teachers for their younger siblings.
- **B** ◯ The advantages they have only lead to a slightly higher level of achievement.
- **C** ◯ The extra parental attention they receive at a young age makes little difference.

## Questions 29-30

Choose **TWO** letters, **A-E**.

**29** **30** Which **TWO** experiences of sibling rivalry do the speakers agree has been valuable for them?

- **A** ☐ learning to share
- **B** ☐ learning to stand up for oneself
- **C** ☐ learning to be a good loser
- **D** ☐ learning to be tolerant
- **E** ☐ learning to say sorry

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

### The Eucalyptus Tree in Australia

**Importance**

- it provides **31** _____ and food for a wide range of species
- its leaves provide **32** _____ which is used to make a disinfectant

**Reasons for present decline in number**

**A) Diseases**

(i) 'Mundulla Yellows'

- Cause – lime used for making **33** _____ was absorbed

– trees were unable to take in necessary iron through their roots

(ii) 'Bell-miner Associated Die-back'

- Cause – **34** _____ feed on eucalyptus leaves

– they secrete a substance containing sugar

– bell-miner birds are attracted by this and keep away other species

**B) Bushfires**

William Jackson's theory:

- high-frequency bushfires have impact on vegetation, resulting in the growth of **35** _____
- mid-frequency bushfires result in the growth of eucalyptus forests, because they:

– make more **36** _____ available to the trees

– maintain the quality of the **37** _____

- low-frequency bushfires result in the growth of '**38** _____ rainforest', which is:

– a **39** _____ Ecosystem

– an ideal environment for the **40** _____ of the bell-miner

# Transcripts

## Part 1

AMBER: Hello William. This is Amber – you said to phone if I wanted to get more information about the job agency you mentioned. Is now a good time?

WILLIAM: Oh, hi Amber. Yes. Fine. So the agency I was talking about is called Bankside – they're based in Docklands – I can tell you the address now – 497 Eastside.

AMBER: OK, thanks. So is there anyone in particular I should speak to there?

WILLIAM: The agent I always deal with is called Becky Jamieson.

AMBER: Let me write that down – Becky …

WILLIAM: Jamieson J-A-M-I-E-S-O-N.

AMBER: Do you have her direct line?

WILLIAM: Yes, it's in my contacts somewhere – right, here we are: 078 double 6, 510 triple 3. I wouldn't call her until the afternoon if I were you – she's always really busy in the morning trying to fill last-minute vacancies. She's really helpful and friendly so I'm sure it would be worth getting in touch with her for an informal chat.

AMBER: It's mainly clerical and admin jobs they deal with, isn't it?

WILLIAM: That's right. I know you're hoping to find a full-time job in the media eventually – but Becky mostly recruits temporary staff for the finance sector – which will look good on your CV – and generally pays better too.

AMBER: Yeah – I'm just a bit worried because I don't have much office experience.

WILLIAM: I wouldn't worry. They'll probably start you as a receptionist, or something like that. So what's important for that kind of job isn't so much having business skills or knowing lots of different computer systems – it's communication that really matters – so you'd be fine there. And you'll pick up office skills really quickly on the job. It's not that complicated.

AMBER: OK good. So how long do people generally need temporary staff for? It would be great if I could get something lasting at least a month.

WILLIAM: That shouldn't be too difficult. But you're more likely to be offered something for a week at first, which might get extended. It's unusual to be sent somewhere for just a day or two.

AMBER: Right, I've heard the pay isn't too bad – better than working in a shop or a restaurant.

WILLIAM: Oh yes – definitely. The hourly rate is about £10, 11 if you're lucky.

AMBER: That's pretty good. I was only expecting to get eight or nine pounds an hour.

———————————————

WILLIAM: Do you want me to tell you anything about the registration process?

AMBER: Yes, please. I know you have to have an interview.

WILLIAM: The interview usually takes about an hour and you should arrange that about a week in advance.

AMBER: I suppose I should dress smartly if it's for office work – I can probably borrow a suit from Mum.

WILLIAM: Good idea. It's better to look too smart than too casual.

AMBER: Will I need to bring copies of my exam certificates or anything like that?

WILLIAM: No – they don't need to see those, I don't think.

AMBER: What about my passport?

WILLIAM: Oh yes – they will ask to see that.

AMBER: OK.

WILLIAM: I wouldn't get stressed about the interview though. It's just a chance for them to build a relationship with you – so they can try and match you to a job which you'll like. So there are questions about personality that they always ask candidates – fairly basic ones. And they probably won't ask anything too difficult like what your plans are for the future.

AMBER: Hope not.

WILLIAM: Anyway, there are lots of benefits to using an agency – for example, the interview will be useful because they'll give you feedback on your performance so you can improve next time.

AMBER: And they'll have access to jobs which aren't advertised.

WILLIAM: Exactly – most temporary jobs aren't advertised.

AMBER: And I expect finding a temporary job this way takes a lot less time – it's much easier than ringing up individual companies.

WILLIAM: Yes indeed. Well I think …

## Part 2

Good morning. My name's Erica Matthews, and I'm the owner of Matthews Island Holidays, a company set up by my parents. Thank you for coming to this presentation, in which I hope to interest you in what we have to offer. We're a small, family-run company, and we believe in the importance of the personal touch, so we don't aim to compete with other companies on the number of customers. What we do is build on our many years' experience – more than almost any other rail holiday company – to ensure we provide perfect holidays in a small number of destinations, which we've got to know extremely well.

I'll start with our six-day Isle of Man holiday. This is a fascinating island in the Irish Sea, with Wales to the south, England to the east, Scotland to the north and Northern Ireland to the west. Our holiday starts in Heysham, where your tour manager will meet you, then you'll travel by ferry to the Isle of Man. Some people prefer to fly from Luton instead, and another popular option is to go by train to Liverpool and take a ferry from there.

You have five nights in the hotel, and the price covers five breakfasts and dinners, and lunch on the three days when there are organised trips: day four is free, and most people have lunch in a café or restaurant in Douglas.

The price of the holiday includes the ferry to the Isle of Man, all travel on the island, the hotel, and the meals I've mentioned. Incidentally, we try to make booking our holidays as simple and fair as possible, so unlike with many companies, the price is the same whether you book six months in advance or at the last minute, and there's no supplement for single rooms in hotels. If you make a booking then need to change the start date, for example because of illness, you're welcome to change to an alternative date or a different tour, for a small administrative fee.

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OK, so what does the holiday consist of? Well, on day one you'll arrive in time for a short introduction by your tour manager, followed by dinner in the hotel. The dining room looks out at the river, close to where it flows into the harbour, and there's usually plenty of activity going on.

On day two you'll take the coach to the small town of Peel, on the way calling in at the Tynwald Exhibition. The Isle of Man isn't part of the United Kingdom, and it has its own parliament, called Tynwald. It's claimed that this is the world's oldest parliament that's still functioning, and that it dates back to 979. However, the earliest surviving reference to it is from 1422, so perhaps it isn't quite as old as it claims!

Day three we have a trip to the mountain Snaefell. This begins with a leisurely ride along the promenade in Douglas in a horse-drawn tram. Then you board an electric train which takes you to the fishing village of Laxey. From there it's an eight-kilometre ride in the Snaefell Mountain Railway to the top. Lunch will be in the café, giving you spectacular views of the island.

Day four is free for you to explore, using the pass which we'll give you. So you won't have to pay for travel on local transport, or for entrance to the island's heritage sites. Or you might just want to take it easy in Douglas and perhaps do a little light shopping.

The last full day, day five, is for some people the highlight of the holiday, with a ride on the steam railway, from Douglas to Port Erin. After some time to explore, a coach will take you to the headland that overlooks the Calf of Man, a small island just off the coast. From there you continue to Castletown, which used to be the capital of the Isle of Man, and its mediaeval castle.

And on day six it's back to the ferry – or the airport, if you flew to the island – and time to go home.

Now I'd like to tell you …

## Part 3

RUTH: Ed, how are you getting on with the reading for our presentation next week?

ED: Well, OK, Ruth – but there's so much of it.

RUTH: I know, I hadn't realised birth order was such a popular area of research.

ED: But the stuff on birth order and personality is mostly unreliable. From what I've been reading a lot of claims about how your position in the family determines certain personality traits are just stereotypes, with no robust evidence to support them.

RUTH: OK, but that's an interesting point – we could start by outlining what previous research has shown. There are studies going back over a hundred years.

ED: Yeah – so we could just run through some of the typical traits. Like the consensus seems to be that oldest children are generally less well-adjusted because they never get over the arrival of a younger sibling.

RUTH: Right, but on a positive note, some studies claimed that they were thought to be good a nurturing – certainly in the past when people had large families they would have been expected to look after the younger ones.

ED: There isn't such a clear picture for middle children – but one trait that a lot of the studies mention is that they are easier to get on with than older or younger siblings.

RUTH: Generally eager to please and helpful – although that's certainly not accurate as far as my family goes – my middle brother was a nightmare – always causing fights and envious of whatever I had.

ED: As I said – none of this seems to relate to my own experience. I'm the youngest in my family and I don't recognise myself in any of the studies I've read about. I'm supposed to have been a sociable and confident child who made friends easily – but I was actually terribly shy.

RUTH: Really? That's funny. There have been hundreds of studies on twins but mostly about nurture versus nature…

ED: There was one on personality, which said that a twin is likely to be quite shy in social situations because they always have their twin around to depend on for support.

RUTH: My cousins were like that when they were small – they were only interested in each other and found it hard to engage with other kids. They're fine now though.

ED: Only children have had a really bad press – a lot of studies have branded them as loners who think the world revolves around them because they've never had to fight for their parents' attention.

RUTH: That does seem a bit harsh. One category I hadn't considered before was children with much older siblings – a couple of studies mentioned that these children grow up more quickly and are expected to do basic things for themselves – like getting dressed.

ED: I can see how that might be true – although I expect they're sometimes the exact opposite – playing the baby role and clamouring for special treatment.

———————————

RUTH: What was the problem with most of these studies, do you think?

ED: I think it was because in a lot of cases data was collected from only one sibling per family, who rated him or herself and his or her siblings at the same time.

RUTH: Mmm. Some of the old research into the relationship between birth order and academic achievement has been proved to be accurate though. Performances in intelligence tests decline slightly from the eldest child to his or her younger siblings. This has been proved in lots of recent studies.

ED: Yes. Although what many of them didn't take into consideration was family size. The more siblings there are, the likelier the family is to have a low socioeconomic status – which can also account for differences between siblings in academic performance.

RUTH: The oldest boy might be given more opportunities than his younger sisters, for example.

ED: Exactly.

RUTH: But the main reason for the marginally higher academic performance of oldest children is quite surprising, I think. It's not only that they benefit intellectually from extra attention at a young age – which is what I would have expected. It's that they benefit from being teachers for their younger siblings, by verbalising processes.

ED: Right, and this gives them status and confidence, which again contribute, in a small way, to better performance.

So would you say sibling rivalry has been a useful thing for you?

RUTH: I think so – my younger brother was incredibly annoying and we found a lot but I think this has made me a stronger person. I know how to defend myself. We had some terrible arguments and I would have died rather than apologise to him – but we had to put up with each other and most of the time we co-existed amicably enough.

ED: Yes, my situation was pretty similar. But I don't think having two older brothers made me any less selfish – I was never prepared to let me brothers use any of my stuff …

RUTH: That's perfectly normal, whereas …

## Part 4

Today I'm going to talk about the eucalyptus tree. This is a very common tree here in Australia, where it's also sometimes called the gum tree. First I'm going to talk about why it's important, then I'm going to describe some problems it faces at present.

Right, well the eucalyptus tree is an important tree for lots of reasons. For example, it gives shelter to creatures like birds and bats, and these and other species also depend on it for food, particularly the nectar from its flowers. So it supports biodiversity. It's useful to us humans too, because we can kill germs with a disinfectant made from oil extracted from eucalyptus leaves.

The eucalyptus grows all over Australia and the trees can live for up to four hundred years. So it's alarming that all across the country, numbers of eucalyptus are falling because the trees are dying off prematurely. So what are the reasons for this?

One possible reason is disease. As far back as the 1970s the trees started getting a disease called Mundulla Yellows. The trees' leaves would gradually turn yellow, then the tree would die. It wasn't until 2004 that they found the cause of the problem was lime, or calcium hydroxide to give it its proper chemical name, which was being used in the construction of roads. The lime was being washed away into the ground and affecting the roots of the eucalyptus trees nearby. What is was doing was preventing the trees from sucking up the iron they needed for healthy growth. When this was injected back into the affected trees, they immediately recovered.

But this problem only affected a relatively small number of trees. By 2000, huge numbers of eucalyptus were dying along Australia's East Coast, of a disease known as Bell-miner Associated Die-back. The bell-miner is a bird, and the disease seems to be common where there are high populations of bell-miners. Again it's the leaves of the trees that are affected. What happens is that insects settle on the leaves and eat their way round them, destroying them as they go, and at the same time they secrete a solution which has sugar in it. The bell-miner birds really like this solution, and in order to get as much as possible, they keep away other creatures that might try to get it. So these birds and insects flourish at the expense of other species, and eventually so much damage is done to the leaves that the tree dies.

————————

But experts say that trees can start looking sick before any sign of Bell-miner Associated Die-back. So it looks as if the problem might have another explanation. One possibility is that it's to do with the huge bushfires that we have in Australia. A theory proposed over 40 years ago be ecologist William Jackson is that the *frequency* of bushfires in a particular region affects the type of vegetation that grows there. If there are very frequent bushfires in a region, this encourages grass to grow afterwards, while if the bushfires are rather less frequent, this results in the growth of eucalyptus forests.

So why is this? Why do fairly frequent bushfires actually support the growth of eucalyptus? Well, one reason is that the fire stops the growth of other species which would consume water needed by eucalyptus trees. And there's another reason. If these other quick-growing species of bushes and plants are allowed to proliferate, they harm the eucalyptus in another way, by affecting the composition of the soil, and removing nutrients from it. So some bushfires are actually essential for the eucalyptus to survive as long as they are not too frequent. In fact there's evidence that Australia's indigenous people practised regular burning of bush land for thousands of years before the arrival of the Europeans.

But since Europeans arrived on the continent, the number of bushfires has been strictly controlled. Now scientists believe that this reduced frequency of bushfires to low levels had led to what's known as 'dry rainforest', which seems an odd name as usually we associate tropical rainforest with wet conditions. And what's special about this type of rainforest? Well, unlike tropical rainforest which is a rich ecosystem, this type of ecosystem is usually a simple one. It has very thick, dense vegetation, but not much variety of species. The vegetation provides lots of shade, so one species that does find it ideal is the bell-miner bird, which builds its nests in the undergrowth there. But again that's not helpful for the eucalyptus tree.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Jamieson** | Jamieson J-A-M-I-E-S-O-N. |
| 2 | **afternoon** | I wouldn't call her until the afternoon if I were you – she's always really busy in the morning trying to fill last-minute vacancies. |
| 3 | **communication** | it's communication that really matters |
| 4 | **week** | But you're more likely to be offered something for a week at first, which might get extended. |
| 5 | **10 / ten** | The hourly rate is about £10, 11 if you're lucky. |
| 6 | **suit** | I can probably borrow a suit from Mum. |
| 7 | **passport** | What about my passport? |
| 8 | **personality** | So there are questions about personality that they always ask candidates – fairly basic ones. |
| 9 | **feedback** | the interview will be useful because they'll give you feedback on your performance so you can improve next time. |
| 10 | **time** | And I expect finding a temporary job this way takes a lot less time |
| 11 | **A** | What we do is build on our many years' experience – more than almost any other rail holiday company |
| 12 | **B** | Our holiday starts in Heysham, where your tour manager will meet you |
| 13 | **A** | You have five nights in the hotel, and the price covers five breakfasts and dinners, and lunch on the three days when there are organised trips |
| 14 | **C** | If you make a booking then need to change the start date, for example because of illness, you're welcome to change to an alternative date or a different tour, for a small administrative fee. |
| 15 | **river** | The dining room looks out at the river |
| 16 | **1422** | However, the earliest surviving reference to it is from 1422, so perhaps it isn't quite as old as it claims! |
| 17 | **top** | From there it's an eight-kilometre ride in the Snaefell Mountain Railway to the top. |
| 18 | **pass** | Day four is free for you to explore, using the pass which we'll give you. |
| 19 | **steam** | The last full day, day five, is for some people the highlight of the holiday, with a ride on the steam railway, from Douglas to Port Erin. |
| 20 | **capital** | From there you continue to Castletown, which used to be the capital of the Isle of Man, and its mediaeval castle. |
| 21 | **G** | Right, but on a positive note, some studies claimed that they were thought to be good a nurturing – certainly in the past when people had large families they would have been expected to look after the younger ones. |
| 22 | **F** | Generally eager to please and helpful |
| 23 | **A** | I'm supposed to have been a sociable and confident child who made friends easily |
| 24 | **E** | There was one on personality, which said that a twin is likely to be quite shy in social situations because they always have their twin around to depend on for support. |
| 25 | **B** | Only children have had a really bad press – a lot of studies have branded them as loners who think the world revolves around them because they've never had to fight for their parents' attention. |
| 26 | **C** | One category I hadn't considered before was children with much older siblings – a couple of studies mentioned that these children grow up more quickly and are expected to do basic things for themselves – like getting dressed. |
| 27 | **C** | Although what many of them didn't take into consideration was family size. |
| 28 | **A** | It's that they benefit from being teachers for their younger siblings, by verbalising processes. |
| 29 | **B / D** | I know how to defend myself. we had to put up with each other and most of the time we co-existed amicably enough. |
| 30 | **B / D** | I know how to defend myself. we had to put up with each other and most of the time we co-existed amicably enough. |
| 31 | **shelter** | For example, it gives shelter to creatures like birds and bats, and these and other species also depend on it for food, particularly the nectar from its flowers. |
| 32 | **oil** | we can kill germs with a disinfectant made from oil extracted from eucalyptus leaves. |
| 33 | **roads** | which was being used in the construction of roads. |
| 34 | **insects** | What happens is that insects settle on the leaves and eat their way round them, destroying them as they go, and at the same time they secrete a solution which has sugar in it. |

| # | Answer | Explanation |
|---|---|---|
| **35** | **grass / grasses** | this encourages grass to grow afterwards |
| **36** | **water** | Well, one reason is that the fire stops the growth of other species which would consume water needed by eucalyptus trees. |
| **37** | **soil** | by affecting the composition of the soil |
| **38** | **dry** | Now scientists believe that this reduced frequency of bushfires to low levels had led to what's known as 'dry rainforest', which seems an odd name as usually we associate tropical rainforest with wet conditions. |
| **39** | **simple** | Well, unlike tropical rainforest which is a rich ecosystem, this type of ecosystem is usually a simple one. |
| **40** | **nest / nests** | which builds its nests in the undergrowth there |

# Test 8

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-4

Complete the table below.

Write ONE WORD ONLY for each answer.

**Festival information**

| Date | Type of event | Details |
|---|---|---|
| 17th | a concert | performers from Canada |
| 18th | a ballet | company called **1** _____ |
| 19th-20th (afternoon) | a play | type of play: a comedy called *Jemima* has had a good **2** _____ |
| 20th (evening) | a **3** _____ show | show is called **4** _____ |

### Questions 5-10

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

**Workshops**

- Making **5** _____ food
- (children only) Making **6** _____
- (adults only) Making toys from **7** _____ using various tools

**Outdoor activities**

- Swimming in the **8** _____
- Walking in the woods, led by an expert on **9** _____

See the festival organiser's **10** _____ for more information

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-14

Choose the correct letter, **A**, **B** or **C**.

### Minster Park

**11** The park was originally established

- **A** ◯ as an amenity provided by the city council.
- **B** ◯ as land belonging to a private house.
- **C** ◯ as a shared area set up by the local community.

**12** Why is there a statue of Diane Gosforth in the park?

- **A** ◯ She was a resident who helped to lead a campaign.
- **B** ◯ She was a council member responsible for giving the public access.
- **C** ◯ She was a senior worker at the park for many years.

**13** During the First World War, the park was mainly used for

- **A** ◯ exercises by troops.
- **B** ◯ growing vegetables.
- **C** ◯ public meetings.

**14** When did the physical transformation of the park begin?

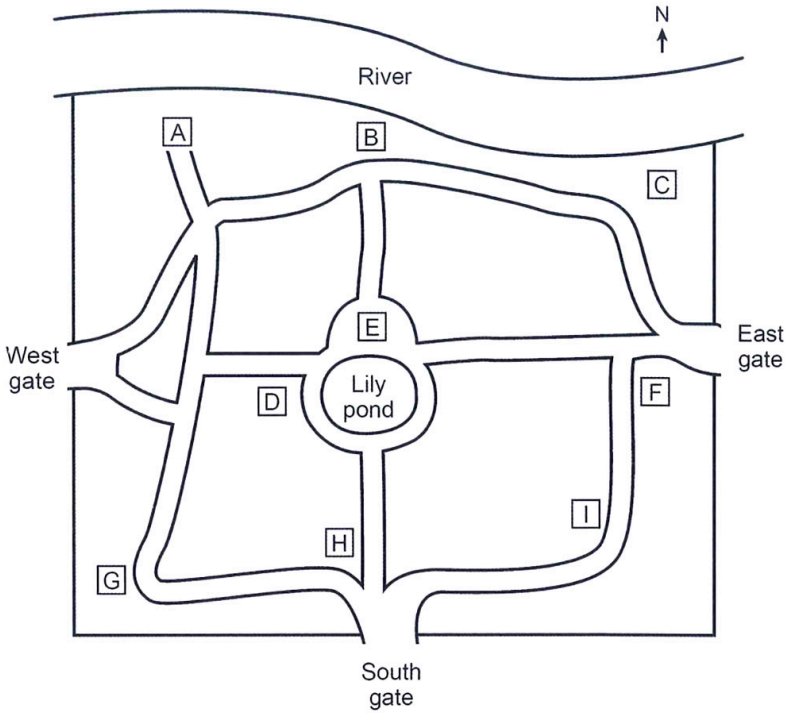
- **A** ◯ 2013
- **B** ◯ 2015
- **C** ◯ 2016

## Questions 15-20

Label the map below.

*Write the correct letter, **A-I**, next to Questions.*

## Minster Park




| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| **15** statue of Diane Gosforth | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **16** wooden sculptures | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **17** playground | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **18** maze | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **19** tennis courts | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **20** fitness area | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose **TWO** letters, **A-E**.

**21** **22** Which **TWO** groups of people is the display primarily intended for?

- **A** ☐ student from the English department
- **B** ☐ residents of the local area
- **C** ☐ the university's teaching staff
- **D** ☐ potential new students
- **E** ☐ students from other departments

### Questions 23-24

Choose **TWO** letters, **A-E**.

**23** **24** What are Cathy and Graham's TWO reasons for choosing the novelist Charles Dickens?

- **A** ☐ His speeches inspired others to try to improve society.
- **B** ☐ He used his publications to draw attention to social problems.
- **C** ☐ His novels are well-known now.
- **D** ☐ He was consulted on a number of social issues.
- **E** ☐ His reputation has changed in recent times.

### Questions 25-30

What topic do Cathy and Graham choose to illustrate with each novel?

*Choose **SIX** answers from the box and write the correct letter, **A-H**, next to Questions.*

**Topics**

**A** poverty

**B** education

**C** Dickens's travels

**D** entertainment

**E** crime and the law

**F** wealth

**G** medicine

**H** a woman's life

**Novels by Dickens**

**25** *The Pickwick Papers* _____

**26** *Oliver Twist* _____

**27** *Nicholas Nickleby* _____

**28** *Martin Chuzzlewit* _____

**29** *Bleak House* _____

**30** *Little Dorrit* _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

### Agricultural programme in Mozambique

**How the programme was organised**

- It focused on a dry and arid region in Chicualacuala district, near the Limpopo River.
- People depended on the forest to provide charcoal as a source of income.
- **31** _____ was seen as the main priority to ensure the supply of water.
- Most of the work organised by farmers' associations was done by **32** _____
- Fenced areas created to keep animals away from crops.
- The programme provided

– **33** _____ for the fences

– **34** _____ for suitable crops

– water pumps.

- The farmers provided

– labour

– **35** _____ for the fences on their land.

**Further developments**

- The marketing of produce was sometimes difficult due to lack of **36** _____.
- Training was therefore provided in methods of food **37** _____.
- Farmers made special places where **38** _____ could be kept.
- Local people later suggested keeping **39** _____.

**Evaluation and lessons learned**

- Agricultural production increased, improving incomes and food security.
- Enough time must be allowed, particularly for the **40** _____ phase of the programme.

# Transcripts

## Part 1

TIM: Good morning. You're through to the tourist information office, Tim speaking. How can I help you?

JEAN: Oh hello. Could you give me some information about next month's festival, please? My family and I will be staying in the town that week.

TIM: Of course. Well it starts with a concert on the afternoon of the 17th.

JEAN: Oh I heard about that. The orchestra and singers come from the USA, don't they?

TIM: They're from Canada. They're very popular over there. They're going to perform a number of well-known pieces that will appeal to children as well as adults.

JEAN: That sounds good. My whole family are interested in music.

TIM: The next day, the 18th, there's a performance by a ballet company called Eustatis.

JEAN: Sorry?

TIM: The name is spelt E-U-S-T-A-T-I-S. They appeared in last year's festival, and went down very well. Again, their programme is designed for all ages.

JEAN: Good. I expect we'll go to that. I hope there's going to be a play during the festival, a comedy, ideally.

TIM: You're in luck! On the 19th and 20th a local amateur group are performing one written by a member of group. It's called *Jemima*. That'll be on in the town hall. They've already performed it two or three times. I haven't seen it myself, but the review in the local paper was very good.

JEAN: And is it suitable for children?

TIM: Yes, in fact it's aimed more at children than at adults, so both performances are in the afternoon.

JEAN: And what about dance? Will there by any performances?

TIM: Yes, also on the 20th, but in the evening. A professional company is putting on a show of modern pieces, with electronic music by young composers.

JEAN: Uh-huh.

TIM: The show is about how people communicate, or fail to communicate, with each other, so it's got the rather strange name, *Chat*.

JEAN: I suppose that's because that's something we do both face to face and online.

TIM: That's right.

———————

TIM: Now there are also some workshops and other activities. They'll all take place at least once every day, so everyone who wants to take part will have a chance.

JEAN: Good. We're particularly interested in cookery – you don't happen to have a cookery workshop, do you?

TIM: We certainly do. It's going to focus on how to make food part of a healthy lifestyle, and it'll show that even sweet things like cakes can contain much less sugar than they usually do.

JEAN: That might be worth going to. We're trying to encourage our children to cook.

TIM: Another workshop is just for children, and that's on creating posters to reflect the history of the town. The aim is to make children aware of how both the town and people's lives have changed over the centuries. The results will be exhibited in the community centre. Then the other workshop is in toy-making, and that's for adults only.

JEAN: Oh, why's that?

TIM: Because it involves carpentry – participants will be making toys out of wood, so there'll be a lot of sharp chisels and other tools around.

JEAN: It makes sense to keep children away from it.

TIM: Exactly. Now let me tell you about some of the outdoor activities. There'll be supervised wild swimming …

JEAN: Wild swimming? What's that?

TIM: It just means swimming in natural waters, rather than a swimming pool.

JEAN: Oh OK. In a lake, for instance.

TIM: Yes, there's a beautiful one just outside the town, and that'll be the venue for the swimming. There'll be lifeguards on duty, so it's suitable for all ages. And finally, there'll be a walk in some nearby woods every day. The leader is an expert on insects. He'll show some that live in the woods, and how important they are for the environment. So there are going to be all sorts of different things to do during the festival.

JEAN: There certainly are.

TIM: If you'd like to read about how the preparations for the festival are going, the festival organizer is keeping a blog. Just search online for the festival website, and you'll find it.

JEAN: Well, thank you very much for all the information.

TIM: You're welcome. Goodbye.

JEAN: Goodbye.

## Part 2

WOMAN:

I'm very pleased to welcome this evening's guest speaker, Mark Logan, who's going to tell us about the recent transformation of Minster Park. Over to you, Mark.

MARK:

Thank you. I'm sure you're all familiar with Minster Park. It's been a feature of the city for well over a century, and has been the responsibility of the city council for most of that time. What perhaps isn't so well known is the origin of the park: unlike many public parks that started in private ownership, as the garden of a large house, for instance, Minster was some waste land, which people living nearby started planting with flowers in 1892. It was unclear who actually owned the land, and this wasn't settled until 20 years later, when the council took possession of it.

You may have noticed the statue near one of the entrances. It's of Diane Gosforth, who played a key role in the history of the park. Once the council had become the legal owner, it planned to sell the land for housing. Many local people wanted it to remain a place that everyone could go to, to enjoy the fresh air and natural environment – remember the park is in a densely populated residential area. Diane Gosforth was one of those people, and she organised petitions and demonstrations, which eventually made the council change its mind about the future of the land.

Soon after this the First World War broke out, in 1914, and most of the park was dug up and planted with vegetables, which were sold locally. At one stage the army considered taking in over for troop exercises and got as far as contacting the city council, then decided the park was too small to be of use. There were occasional public meetings during the war, in an area that had been retained as grass.

After the war, the park was turned back more or less to how it had been before 1914, and continued almost unchanged until recently. Plans for transforming it were drawn up at various times, most recently in 2013, though they were revised in 2015, before any work had started. The changes finally got going in 2016, and were finished on schedule last year.

———————

OK, let me tell you about some of the changes that have been made – and some things that have been retained. If you look at this map, you'll see the familiar outline of the park, with the river forming the northern boundary, and a gate in each of the other three walls. The statue of Diane Gosforth has been moved: it used to be close to the south gate, but it's now immediately to the north of the lily pond, almost in the centre of the park, which makes it much more visible.

There's a new area of wooden sculptures, which are on the river bank, where the path from the east gate makes a sharp bend.

There are two areas that are particularly intended for children. The playground has been enlarged and improved, and that's between the river and the path that leads from the pond to the river.

Then there's a new maze, a circular series of paths, separated by low hedges. That's near the west gate – you go north from there towards the river and then turn left to reach it.

There have been tennis courts in the park for many years, and they've been doubled, from four to eight. They're still in the south-west corner of the park, where there's a right-angle bend in the path.

Something else I'd like to mention is the new fitness area. This is right next to the lily pond on the same side as the west gate.

Now, as you're all gardeners, I'm sure you'll like to hear about the plants that have been chosen for the park.

## Part 3

CATHY: OK, Graham, so let's check we both know what we're supposed to be doing.

GRAHAM: OK.

CATHY: So, for the university's open day, we have to plan a display on British life and literature in the mid-19th century.

GRAHAM: That's right. But we'll have some people to help us find the materials and set it up, remember – for the moment, we just need to plan it.

CATHY: Good. So have you gathered who's expected to come and see the display? Is it for the people studying English, or students from other departments? I'm not clear about it.

GRAHAM: Nor me. That was how it used to be, but it didn't attract many people, so this year it's going to be part of an open day, to raise the university's profile. It'll be publicised in the city, to encourage people to come and find out something of what does on here. And it's included in the information that's sent to people who are considering applying to study here next year.

CATHY: Presumably some current students and lecturers will come?

GRAHAM: I would imagine so, but we've been told to concentrate on the other categories of people.

CATHY: Right. We don't have to cover the whole range of 19th-century literature, do we?

GRAHAM: No, it's entirely up to us. I suggest just using Charles Dickens.

CATHY: That's a good idea. Most people have heard of him, and have probably read some of his novels, or seen films based on them, so that's a good lead-in to life in his time.

GRAHAM: Exactly. And his novels show the awful conditions that most people had to live in, don't they: he wanted to shock people into doing something about it.

CATHY: Did he do any campaigning, other than writing?

GRAHAM: Yes, he campaigned for education and other social reforms, and gave talks, but I'm inclined to ignore that and focus on the novels.

CATHY: Yes, I agree.

———————

CATHY: OK, so now shall we think about a topic linked to each novel?

GRAHAM: Yes. I've printed out a list of Dicken's novels in the order they were published, in the hope you'd agree to focus on him!

CATHY: You're lucky I *did* agree! Let's have a look. OK, the first was *The Pickwick Papers*, published in 1836. It was very successful when it came out, wasn't it, and was adapted for the theatre straight away.

GRAHAM: There's an interesting point, though, that there's a character who keeps falling asleep, and that medical condition was named after the book – Pickwickian Syndrome.

CATHY: Oh, so why don't we use that as the topic, and include some quotations from the novel?

GRAHAM: Right, Next is *Oliver Twist*. There's a lot in the novel about poverty. But maybe something less obvious …

CATHY: Well Oliver is taught how to steal, isn't he? We could use that to illustrate the fact that very few children went to school, particularly not poor children, so they learnt in other ways.

GRAHAM: Good idea. What's next?

CATHY: Maybe *Nicholas Nickleby*. Actually he taught in a really cruel school, didn't he?

GRAHAM: That's right. But there's also the company of touring actors that Nicholas joins. We could do something on theatres and other amusements of the time. We don't want *only* the bad things, do we?

CATHY: OK.

GRAHAM: What about *Martin Chuzzlewit*? He goes to the USA, doesn't he?

CATHY: Yes, and Dickens himself had been there a year before, and drew on his experience there in the novel.

GRAHAM: I wonder, though … The main theme is selfishness, so we could do something on social justice? No, too general, let's keep to your idea – I think it would work well.

CATHY: He wrote *Bleak House* next – that's my favourite of his novels.

GRAHAM: Yes, mine too. His satire of the legal system is pretty powerful.

CATHY: That's true, but think about Esther, the heroine. As a child she lives with someone she doesn't know is her aunt, who treats her very badly. Then she's very happy living with her guardian, and he puts her in charge of the household. And at the end she gets married and her guardian gives her and her husband a house, where of course they're very happy.

GRAHAM: Yes, I like that.

CATHY: What shall we take next? *Little Dorrit*? Old Mr Dorrit has been in a debtors' prison for years …

GRAHAM: So was Dicken's father, wasn't he?

CATHY: That's right.

GRAHAM: What about focusing on the part when Mr Dorrit inherits a fortune, and he starts pretending he's always been rich?

CATHY: Good idea.

GRAHAM: OK, so next we need to think about what materials we want to illustrate each issue. That's going to be quite hard.

## Part 4

I'm going to report on a case study of a programme which has been set up to help rural populations in Mozambique, a largely agricultural country in South-East Africa.

The programme worked with three communities in Chicualacuala district, near the Limpopo River. This is a dry and arid region, with unpredictable rainfall. Because of this, people in the area were unable to support themselves through agriculture and instead they used the forest as a means of providing themselves with an income, mainly by selling charcoal. However, this was not a sustainable way of living in the long term, as they were rapidly using up this resource.

To support agriculture in this dry region, the programme focused primarily on making use of existing water resources from the Limpopo River by setting up systems of irrigation, which would provide a dependable water supply for crops and animals. The programme worked closely with the district government in order to find the best way of implementing this. The region already had one farmers' association, and it was decided to set up two more of these. These associations planned and carried out activities including water management, livestock breeding and agriculture, and it was notable that in general, women formed the majority of the workforce.

It was decided that in order to keep the crops safe from animals, both wild and domestic, special areas should be fenced off where the crops could be grown. The community was responsible for creating these fences, but the programme provided the necessary wire for making them.

Once the area had been fenced off, it could be cultivated. The land was dug, so that vegetables and cereals appropriate to the climate could be grown, and the programme provided the necessary seeds for this. The programme also provided pumps so that water could be brought from the river in pipes to the fields. However, the labour was all provided by local people, and they also provided and put up the posts that supported the fences around the fields.

———————

Once the programme had been set up, its development was monitored carefully. The farmers were able to grow enough produce not just for their own needs, but also to sell. However, getting the produce to places where it could be marketed was sometimes a problem, as the farmers did not have access to transport, and this resulted in large amounts of produce, especially vegetables, being spoiled. This problem was discussed with the farmers' associations and it was decided that in order to prevent food from being spoiled, the farmers needed to learn techniques for its preservation.

There was also an additional initiative that had not been originally planned, but which became a central feature of the programme. This was when farmers started to dig holes for tanks in the fenced-off areas and to fill these with water and use them for breeding fish – an important source of protein. After a time, another suggestion was made by local people which hadn't been part of the programme's original proposal, but which was also adopted later on. They decided to try setting up colonies of bees, which would provide honey both for their own consumption and to sell.

So what lessons can be learned from this programme? First of all, it tells us that in dry, arid regions, if there is access to a reliable source of water, there is great potential for the development of agriculture. In Chicualacuala, there was a marked improvement in agricultural production, which improved food security and benefited local people by providing them with both food and income. However, it's important to set realistic timelines for each phase of the programme, especially for its design, as mistakes made at this stage may be hard to correct later on.

The programme demonstrates that sustainable development is possible in areas where …

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Eustatis** | The next day, the 18th, there's a performance by a ballet company called Eustatis. |
| 2 | **review** | I haven't seen it myself, but the review in the local paper was very good. |
| 3 | **dance** | And what about dance? |
| 4 | **Chat** | The show is about how people communicate, or fail to communicate, with each other, so it's got the rather strange name, Chat. |
| 5 | **healthy** | It's going to focus on how to make food part of a healthy lifestyle, and it'll show that even sweet things like cakes can contain much less sugar than they usually do. |
| 6 | **posters** | Another workshop is just for children, and that's on creating posters to reflect the history of the town. |
| 7 | **wood** | Because it involves carpentry – participants will be making toys out of wood, so there'll be a lot of sharp chisels and other tools around. |
| 8 | **lake** | In a lake, for instance. |
| 9 | **insects** | The leader is an expert on insects. |
| 10 | **blog** | If you'd like to read about how the preparations for the festival are going, the festival organizer is keeping a blog. |
| 11 | **C** | unlike many public parks that started in private ownership, as the garden of a large house, for instance, Minster was some waste land, which people living nearby started planting with flowers in 1892. |
| 12 | **A** | Diane Gosforth was one of those people, and she organised petitions and demonstrations |
| 13 | **B** | Soon after this the First World War broke out, in 1914, and most of the park was dug up and planted with vegetables, which were sold locally. |
| 14 | **C** | The changes finally got going in 2016, and were finished on schedule last year. |
| 15 | **E** | but it's now immediately to the north of the lily pond, almost in the centre of the park |
| 16 | **C** | There's a new area of wooden sculptures, which are on the river bank, where the path from the east gate makes a sharp bend. |
| 17 | **B** | that's between the river and the path that leads from the pond to the river. |
| 18 | **A** | That's near the west gate – you go north from there towards the river and then turn left to reach it. |
| 19 | **G** | They're still in the south-west corner of the park, where there's a right-angle bend in the path. |
| 20 | **D** | This is right next to the lily pond on the same side as the west gate. |
| 21 | **B / D** | It'll be publicised in the city, to encourage people to come and find out something of what does on here. And it's included in the information that's sent to people who are considering applying to study here next year. |
| 22 | **B / D** | It'll be publicised in the city, to encourage people to come and find out something of what does on here. And it's included in the information that's sent to people who are considering applying to study here next year. |
| 23 | **B / C** | Most people have heard of him, and have probably read some of his novels, or seen films based on them And his novels show the awful conditions that most people had to live in, don't they: he wanted to shock people into doing something about it. |
| 24 | **B / C** | Most people have heard of him, and have probably read some of his novels, or seen films based on them And his novels show the awful conditions that most people had to live in, don't they: he wanted to shock people into doing something about it. |
| 25 | **G** | that there's a character who keeps falling asleep, and that medical condition was named after the book – Pickwickian Syndrome. |
| 26 | **B** | We could use that to illustrate the fact that very few children went to school, particularly not poor children, so they learnt in other ways. |
| 27 | **D** | But there's also the company of touring actors that Nicholas joins. We could do something on theatres and other amusements of the time. |
| 28 | **C** | Yes, and Dickens himself had been there a year before, and drew on his experience there in the novel. |
| 29 | **H** | That's true, but think about Esther, the heroine. As a child she lives with someone she doesn't know is her aunt, who treats her very badly. Then she's very happy living with her guardian, and he puts her in charge of the household. And at the end she gets married and her guardian gives her and her husband a house, where of course they're very happy. |
| 30 | **F** | What about focusing on the part when Mr Dorrit inherits a fortune, and he starts pretending he's always been rich? |

| # | Answer | Explanation |
|---|---|---|
| **31** | **Irrigation** | the programme focused primarily on making use of existing water resources from the Limpopo River by setting up systems of irrigation |
| **32** | **women** | women formed the majority of the workforce. |
| **33** | **wire / wires** | The community was responsible for creating these fences, but the programme provided the necessary wire for making them. |
| **34** | **seed / seeds** | the programme provided the necessary seeds for this. |
| **35** | **posts** | they also provided and put up the posts that supported the fences around the fields. |
| **36** | **transport** | as the farmers did not have access to transport |
| **37** | **preservation** | the farmers needed to learn techniques for its preservation. |
| **38** | **fish / fishes** | off areas and to fill these with water and use them for breeding fish |
| **39** | **bees** | They decided to try setting up colonies of bees |
| **40** | **design** | However, it’s important to set realistic timelines for each phase of the programme, especially for its design |

# Test 9

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

### Employment Agency: Possible Jobs

**First Job**

Administrative assistant in a company that produces **1** _____ (North London)

Responsibilities

- data entry
- go to **2** _____ and take notes
- general admin
- management of **3** _____

Requirements

- good computer skills including spreadsheets
- good interpersonal skills
- attention to **4** _____

Experience

- need a minimum of **5** _____ of experience of teleconferencing

**Second Job**

Warehouse assistant in South London

Responsibilities

- stock management
- managing **6** _____

Requirements

- ability to work with numbers
- good computer skills
- very organised and **7** _____
- good communication skills
- used to working in a **8** _____
- able to cope with items that are **9** _____

Need experience of

- driving in London
- warehouse work
- **10** _____ service

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-16

Choose the correct letter, **A**, **B** or **C**.

### Street Play Scheme

**11** When did the Street Play Scheme first take place?

- **A** ◯ two years ago
- **B** ◯ three years ago
- **C** ◯ six years ago

**12** How often is Beechwood Road closed to traffic now?

- **A** ◯ once a week
- **B** ◯ on Saturdays and Sundays
- **C** ◯ once a month

**13** Who is responsible for closing the road?

- **A** ◯ a council official
- **B** ◯ the police
- **C** ◯ local wardens

**14** Residents who want to use their cars

- **A** ◯ have to park in another street.
- **B** ◯ must drive very slowly
- **C** ◯ need permission from a warden.

**15** Alice says that Street Play Schemes are most needed in

- **A** ◯ wealthy areas
- **B** ◯ quiet suburban areas.
- **C** ◯ areas with heavy traffic.

**16** What has been the reaction of residents who are not parents?

- **A** ◯ Many of them were unhappy at first.
- **B** ◯ They like seeing children play in the street.
- **C** ◯ They are surprised by the lack of noise.

## Questions 17-18

Choose **TWO** letters, **A-E**.

**17** **18** Which **TWO** benefits for children does Alice think are the most important?

- **A** ☐ increased physical activity
- **B** ☐ increased sense of independence
- **C** ☐ opportunity to learn new games
- **D** ☐ opportunity to be part of a community
- **E** ☐ opportunity to make new friends

## Questions 19-20

Choose **TWO** letters, **A-E**.

**19** **20** Which **TWO** results of the King Street experiment surprised Alice?

- **A** ☐ more shoppers
- **B** ☐ improved safety
- **C** ☐ less air pollution
- **D** ☐ more relaxed atmosphere
- **E** ☐ less noise pollution

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

What Hazel should analyse about items in newspapers:

- what **21** _____ the item is on
- the **22** _____ of the item, including the headline
- any **23** _____ accompanying the item
- the **24** _____ of the item, e.g. what's made prominent
- the writer's main **25** _____
- the **26** _____ the writer may make about the reader

## Questions 27-30

What does Hazel decide to do about each of the following types of articles?

*Write the correct letter, **A**, **B** or **C**, next to Questions*

**A** She will definitely look for a suitable article.

**B** She may look for a suitable article.

**C** She definitely won't look for an article.

**Types of articles**

**27** national news item _____

**28** editorial _____

**29** human interest _____

**30** arts _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

### Early history of keeping clean

**Prehistoric times:**

- water was used to wash off **31** _____

**Ancient Babylon**

- soap-like material found in **32** _____ cylinders

**Ancient Greece:**

- people cleaned themselves with sand and other substances
- used a strigil – scraper made of **33** _____
- washed clothes in streams

**Ancient Germany and Gaul:**

- used soap to colour their **34** _____

**Ancient Rome:**

- animal fat, ashes and clay mixed through action of rain, used for washing clothes
- from about 312 BC, water carried to Roman **35** _____ by aqueducts

**Europe in Middle Ages:**

- decline in bathing contributed to occurrence of **36** _____
- **37** _____ began to be added to soap

**Europe from 17th century:**

- 1600s: cleanliness and bathing started becoming usual
- 1791: Leblanc invented a way of making soda ash from **38** _____
- early 1800s: Chevreul turned soapmaking into a **39** _____
- from 1800s, there was no longer a **40** _____ on soap.

# Transcripts

## Part 1

SALLY: Good morning. Thanks for coming in to see us here at the agency, Joe. I'm one of the agency representatives, and my name's Sally Baker.

JOE: Hi Sally. I think we spoke on the phone, didn't we?

SALLY: That's right, we did. So thank you for sending in your CV. We've had quite a careful look at it and I think we have two jobs that might be suitable for you.

JOE: OK.

SALLY: The first one is in a company based in North London. They're looking for an administrative assistant.

JOE: OK. What sort of company is it?

SALLY: They're called Home Solutions and they design and make furniture.

JOE: Oh, I don't know much about that, but it sounds interesting.

SALLY: Yes, well as I said, they want someone in their office, and looking at your past experience it does look as if you fit quite a few of the requirements. So on your CV it appears you've done some data entry?

JOE: Yes.

SALLY: So that's one skill they want. Then they expect the person they appoint to attend meetings and take notes there …

JOE: OK. I've done that before, yes.

SALLY: And you'd need to be able to cope with general admin.

JOE: Filling, and keeping records and so on? That should be OK. And in my last job I also had to manage the diary.

SALLY: Excellent. That's something they want here too. I'd suggest you add it to your CV – I don't think you mentioned that, did you?

JOE: No.

SALLY: So as far as the requirements go, they want good computer skills, of course, and they particularly mention spreadsheets.

JOE: That should be fine.

SALLY: And interpersonal skills – which would be something they'd check with your references.

JOE: I think that should be OK, yes.

SALLY: Then they mention that they want someone who is careful and takes care with details – just looking at your CV, I'd say you're probably alright there.

JOE: I think so, yes. Do they want any special experience?

SALLY: I think they wanted some experience of teleconferencing.

JOE: I've got three years' experience of that.

SALLY: let's see, yes, good. In fact they're only asking for at least one year, so that's great. So is that something that might interest you?

JOE: It is, yes. The only thing is, you said they were in North London so it would be quite a long commute for me.

SALLY: OK.

———————

SALLY: So the second position might suit you better as far as the location goes; that's for a warehouse assistant and that's in South London.

JOE: Yes, that would be a lot closer.

SALLY: And you've worked in a warehouse before, haven't you?

JOE: Yes.

SALLY: So as far as the responsibilities for this position go, they want someone who can manage the stock, obviously, and also deliveries.

JOE: That should be OK. You've got to keep track of stuff, but I've always been quite good with numbers.

SALLY: Good, that's their first requirement. And they want someone who's computer literate, which we know you are.

JOE: Sure.

SALLY: Then they mention organisational skills. They want someone who's well organised.

JOE: Yes, I think I am.

SALLY: And tidy?

JOE: Yes, they go together really, don't they?

SALLY: Sure. Then the usual stuff; they want someone who can communicate well both orally and in writing.

JOE: OK. And for the last warehouse job I had, one of the things I enjoyed most was being part of a team. I found that was really essential for the job.

SALLY: Excellent. Yes, they do mention that they want someone who's used to that, yes. Now when you were working in a warehouse last time, what sorts of items were you dealing with?

JOE: It was mostly bathroom and kitchen equipment, sinks and stoves and fridges.

SALLY: So you're OK moving heavy things?

JOE: Sure. I'm quite strong, and I've had the training.

SALLY: Good. Now as far as experience goes, they mention they want someone with a licence, and that you have experience of driving in London – so you can cope with the traffic and so on.

JOE: Yes, no problem.

SALLY: And you've got experience of warehouse work … and the final thing they mention is customer service. I think looking at your CV you've OK there.

JOE: Right. So what about pay? Can you tell me a bit more about that, please …

## Part 2

PRESENTER:

My guest on the show today is Alice Riches who started the Street Play Scheme where she lives in Beechwood Road. For those of you that don't already know – Street Play involves local residents closing off their street for a few hours so that children have a chance to play in the street safely. She started it in her own street, Beechwood Road, and the idea caught on, and there are now Street Play Schemes all over the city. So when did you actually start the scheme, Alice?

ALICE:

Well, I first had the idea when my oldest child was still a toddler, so that's about six years ago now – but it took at least two years of campaigning before we were actually able to make it happen. So the scheme's been up and running for three years now. We'd love to be able to close our road for longer – for the whole weekend, from Saturday morning until Sunday evening, for example. At the moment it's just once a week. But when we started it was only once a month. But we're working on it.

PRESENTER:

So what actually happens when Beechwood Road is closed?

ALICE:

We have volunteer wardens, mostly parents but some elderly residents too, who block off our road at either end. The council have provided special signs but there's always a volunteer there to explain what's happening to any motorists. Generally, they're fine about it – we've only had to get the police involved once or twice.

Now I should explain that the road isn't completely closed to cars. But only residents' cars are allowed. If people really need to get in or out of Beechwood Road, it's not a problem – as long as they drive at under 20 kilometres per hour. But most people just decide not to use their cars during this time, or they park in another street. The wardens are only there to stop through traffic.

PRESENTER:

So can anyone apply to get involved in Street Play?

ALICE:

Absolutely – we want to include all kids in the city – especially those who live on busy roads. It's here that demand is greatest. Obviously, there isn't such demand in wealthier areas where the children have access to parks or large gardens – or in the suburbs where there are usually more places for children to play outside.

I'd recommend that anyone listening who likes the idea should just give it a go. We've been surprised by the positive reaction of residents all over the city. And that's not just parents. There are always a few who complain but they're a tiny minority. On the whole everyone is very supportive and say they're very happy to see children out on the street – even if it does get quite noisy.

———

ALICE:

There have been so many benefits of Street Play for the kids. Parents really like the fact that the kids are getting fresh air instead of sitting staring at a computer screen, even if they're not doing anything particularly energetic. And of course it's great that kids can play with their friends outside without being

supervised by their parents – but for me the biggest advantage is that kids develop confidence in themselves to be outside without their parents. The other really fantastic thing is that children get to know the adults in the street – it's like having a big extended family.

PRESENTER:

It certainly does have a lot of benefits. I want to move on now and ask you about a related project in King Street.

ALICE:

Right. Well this was an experiment I was involved in where local residents decided to try and reduce the traffic along King Street, which is the busiest main road in our area, by persuading people not to use their cars for one day. We thought about making people pay more for parking – but we decided that would be really unpopular – so instead we just stopped people from parking on King Street but left the other car parks open.

It was surprising how much of a difference all this made. As we'd predicted, air quality was significantly better but what I hadn't expected was how much quieter it would be – even with the buses still running. Of course everyone said they felt safer but we were actually amazed that sales in the shops went up considerably that day – we thought there'd be fewer people out shopping – not more.

PRESENTER:

That's really interesting so the fact that …

## Part 3

HAZEL: Tom, could I ask you for some advice, please?

TOM: Yes of course, if you think I can help. What's it about?

HAZEL: It's my first media studies assignment, and I'm not sure how to go about it. You must have done it last year.

TOM: Is that the one comparing the coverage of a particular story in a range of newspapers?

HAZEL: That's right.

TOM: Oh yes, I really enjoyed writing it.

HAZEL: So what sort of things do I need to compare?

TOM: Well, there are several things. For example, there's the question of which page of the newspaper the item appears on.

HAZEL: You mean, because there's a big difference between having it on the front page and the bottom of page ten, for instance?

TOM: Exactly. And that shows how important the editor thinks the story is. Then there's the size – how many column inches the story is given, how many columns it spreads over.

HAZEL: And I suppose that includes the headline.

TOM: It certainly does. It's all part of attracting the reader's attention.

HAZEL: What about graphics – whether there's anything visual in addition to the text?

TOM: Yes, you need to consider those, too, because they can have a big effect on the reader's understanding of the story – sometimes a bigger effect than the text itself. Then you'll need to look at how the item is put together: what structure is it given? Bear in mind that not many people read beyond the first paragraph, so what has the journalist put at the beginning? And if, say, three are conflicting opinions about something, does one appear near the end, where people probably won't read it?

HAZEL: And newspapers sometimes give wrong or misleading information, don't they?

Either deliberately or by accident. Should I be looking at that, too?

TOM: Yes, if you can. Compare what's in different versions, and as far as possible, try and work out what's true and what isn't. And that relates to a very important point: what's the writer's purpose, or at least the most important one, if they have several. It may seem to be to inform the public, but often it's that they want to create fear, or controversy, or to make somebody look ridiculous.

HAZEL: Gosh, I see what you mean. And I suppose the writer may make assumptions about the reader.

TOM: That's right – about their knowledge of the subject, their attitudes, and their level of education, which means writing so that the readers understand without feeling patronised. All of that will make a difference to how story is presented.

———————

HAZEL: Does it matter what type of story I write about?

TOM: No – national or international politics, the arts … Anything, as long as it's covered in two or three newspaper. Though of course it'll be easier and more fun if it's something you're interested in and know something about.

HAZEL: And on that basis a national news item would be worth analysing – I'm quite keen on politics, so I'll try and find a suitable topic. What did you choose for your analysis, Tom?

TOM: I was interested in how newspapers express their opinions explicitly, so I wanted to compare editorials in different papers, but when I started looking. I couldn't find two on the same topic that I felt like analysing.

HAZEL: In that case, I won't even bother to look.

TOM: So in the end I chose a human interest story – a terribly emotional story about a young girl who was very ill, and lots of other people – mostly strangers – raised money so she could go abroad for treatment. Actually, I was surprised – some papers just wrote about how wonderful everyone was, but others considered the broader picture, like why treatment wasn't available here.

HAZEL: Hmm, I usually find stories like that raise quite strong feelings in me! I'll avoid that. Perhaps I'll choose an arts topic, like different reviews of a film, or something about funding for the arts – I'll think about that.

TOM: Yes, that might be interesting.

HAZEL: OK, well thanks a lot for your help, Tom. It's been really useful.

TOM: You're welcome. Good luck with the assignment, Hazel.

## Part 4

Nowadays, we use *different* products for personal cleanliness, laundry, dishwashing and household cleaning, but this is very much a 20th-century development.

The origins of cleanliness date back to prehistoric times. Since water is essential for life, the earliest people lived near water and knew something about its cleansing properties – at least that it rinsed mud off their hands.

During the excavation of ancient Babylon, evidence was found that soapmaking was known as early as 2800 BC. Archaeologists discovered cylinders made of clay, with inscriptions on them saying that fats were boiled with askes. This is a method of making soap, though there's no reference to the purpose of this material.

The early Greeks bathed for aesthetic reasons and apparently didn't use soap. Instead, they cleaned their bodies with blocks of sand, pumice and ashes, then anointed themselves with oil, and scraped off the oil and dirt with a metal instrument known as a strigil. They also used oil mixed with ashes. Clothes were washed without soap in streams.

The ancient Germans and Gauls are also credited with discovering how to make a substance called 'soap', made of melted animal fat and ashes. They used this mixture to tint their hair red.

Soap got its name, according to an ancient Roman legend, from Mount Sapo, where animals were sacrificed, leaving deposits of animal fat. Rain washed these deposits, along with wood ashes, down into the clay soil along the River Tiber. Women found that this mixture greatly reduced the effort required to wash their clothes.

As Roman civilisation advance, so did bathing. The first of the famous Roman baths, supplied with water from their aqueducts, was built around 312 BC. The baths were luxurious, and bathing became very popular. And by the second century AD, the Greek physician Galen recommended soap for both medicinal and cleaning purposes.

———————

After the fall of Rome in 467 AD and the resulting decline in bathing habits, much of Europe felt the impact of filth on public health. This lack of personal cleanliness and related unsanitary living conditions were major factors in the outbreaks of disease in the Middle Ages, and especially the Black Death of the 14th century.

Nevertheless, soapmaking became an established craft in Europe, and associations of soapmakers guarded their trade secrets closely. Vegetable and animal oils were used with ashes of plants, along with perfume, apparently for the first time. Gradually more varieties of soap became available for shaving and shampooing, as well as bathing and laundering.

A major step toward large-scale commercial soapmaking occurred in 1791, when a French chemist, Nicholas Leblanc, patented a process for turning salt into soda ash, or sodium carbonate. Soda ash is the alkali obtained from ashes that combines with fat to form soap. The Leblanc process yielded quantities of good-quality, inexpensive soda ash.

Modern soapmaking was born some 20 years later, in the early 19th century, with the discovery by Michel Eugène Chevreul, another French chemist, of the chemical nature and relationship of fats, glycerine and fatty acids. His studies established the basis for both fat and soap chemistry, and soapmaking became a science. Further developments during the 19th century made it easier and cheaper to manufacture soap.

Until the 19th century, soap was regarded as a luxury item, and was heavily taxed in several countries. As it became more readily available, it became an everyday necessity, a development that was reinforced when the high tax was removed. Soap was then something ordinary people could afford, and cleanliness standards improved.

With this widespread use came the development of milder soaps for bathing and soaps for use in the washing machines that were available to consumers by the turn of the 20th century.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **furniture** | They're called Home Solutions and they design and make furniture. |
| 2 | **meetings** | Then they expect the person they appoint to attend meetings and take notes there ... |
| 3 | **diary** | That should be OK. And in my last job I also had to manage the diary. |
| 4 | **detail / details** | Then they mention that they want someone who is careful and takes care with details |
| 5 | **1 year / one year** | In fact they're only asking for at least one year, so that's great. |
| 6 | **deliveries** | So as far as the responsibilities for this position go, they want someone who can manage the stock, obviously, and also deliveries. |
| 7 | **tidy** | And tidy? |
| 8 | **team** | And for the last warehouse job I had, one of the things I enjoyed most was being part of a team. |
| 9 | **heavy** | So you're OK moving heavy things? |
| 10 | **customer** | And you've got experience of warehouse work ... and the final thing they mention is customer service. |
| 11 | **B** | So the scheme's been up and running for three years now. |
| 12 | **A** | At the moment it's just once a week. |
| 13 | **C** | We have volunteer wardens, mostly parents but some elderly residents too, who block off our road at either end. |
| 14 | **B** | as long as they drive at under 20 kilometres per hour. |
| 15 | **C** | Absolutely – we want to include all kids in the city – especially those who live on busy roads. |
| 16 | **B** | On the whole everyone is very supportive and say they're very happy to see children out on the street |
| 17 | **B / D** | but for me the biggest advantage is that kids develop confidence in themselves to be outside without their parents. The other really fantastic thing is that children get to know the adults in the street – it's like having a big extended family. |
| 18 | **B / D** | but for me the biggest advantage is that kids develop confidence in themselves to be outside without their parents. The other really fantastic thing is that children get to know the adults in the street – it's like having a big extended family. |
| 19 | **A / E** | air quality was significantly better but what I hadn't expected was how much quieter it would be Of course everyone said they felt safer but we were actually amazed that sales in the shops went up considerably that day |
| 20 | **A / E** | air quality was significantly better but what I hadn't expected was how much quieter it would be Of course everyone said they felt safer but we were actually amazed that sales in the shops went up considerably that day |
| 21 | **page** | For example, there's the question of which page of the newspaper the item appears on. |
| 22 | **size** | Then there's the size |
| 23 | **graphic / graphics** | What about graphics |
| 24 | **structure** | what structure is it given? |
| 25 | **purpose** | And that relates to a very important point: what's the writer's purpose |
| 26 | **assumption / assumptions** | And I suppose the writer may make assumptions about the reader. |
| 27 | **A** | And on that basis a national news item would be worth analysing – I'm quite keen on politics, so I'll try and find a suitable topic. |
| 28 | **C** | I was interested in how newspapers express their opinions explicitly, so I wanted to compare editorials in different papers, but when I started looking. I couldn't find two on the same topic that I felt like analysing. |
| 29 | **C** | In that case, I won't even bother to look. |
| 30 | **B** | I usually find stories like that raise quite strong feelings in me! I'll avoid that. Perhaps I'll choose an arts topic |
| 31 | **mud** | at least that it rinsed mud off their hands. |
| 32 | **clay** | Archaeologists discovered cylinders made of clay |
| 33 | **metal** | scraped off the oil and dirt with a metal instrument known as a strigil. |
| 34 | **hair** | They used this mixture to tint their hair red. |

| # | Answer | Explanation |
|---|---|---|
| **35** | **bath / baths** | The first of the famous Roman baths, supplied with water from their aqueducts |
| **36** | **disease / diseases** | This lack of personal cleanliness and related unsanitary living conditions were major factors in the outbreaks of disease in the Middle Ages, and especially the Black Death of the 14th century. |
| **37** | **perfume** | Vegetable and animal oils were used with ashes of plants, along with perfume, apparently for the first time. |
| **38** | **salt** | patented a process for turning salt into soda ash |
| **39** | **science** | His studies established the basis for both fat and soap chemistry, and soapmaking became a science. |
| **40** | **tax** | a development that was reinforced when the high tax was removed. |

# Test 10

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

### Customer Satisfaction Survey

**Customer details**

Name: Sophie Bird

Occupation: 1 _____

Reason for travel today: 2 _____

**Journey information**

Name of station returning to: 3 _____

Type of ticket purchased: Standard 4 _____ ticket

Cost of ticket: £ 5 _____

When ticket was purchased: Yesterday

Where ticket was bought: 6 _____

**Satisfaction with journey**

Most satisfied with: the wifi

Least satisfied with: the 7 _____ this morning.

**Satisfaction with station facilities**

Most satisfied with: how much 8 _____ was provided

Least satisfied with: lack of seats, particularly on the 9 _____

Neither satisfied nor dissatisfied with: the 10 _____ available

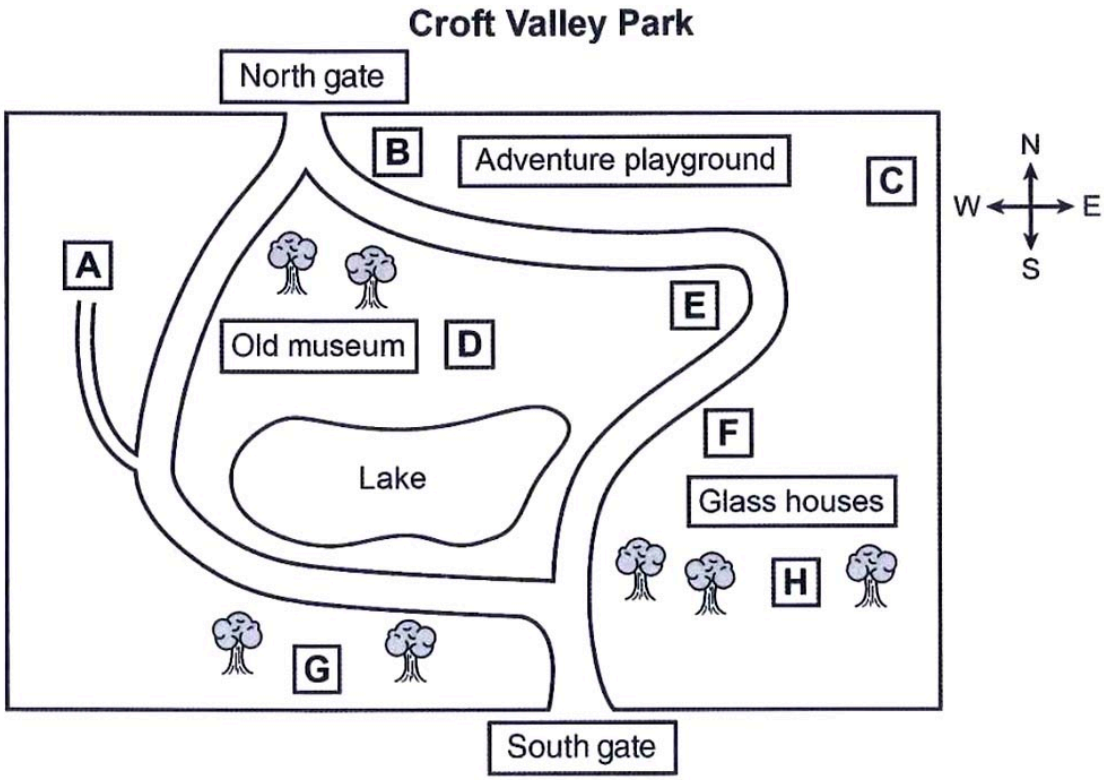
## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

Label the map below.

*Write the correct letter, **A-H**, next to Questions*




| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| 11 café | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 12 toilets | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 13 formal gardens | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 14 outdoor gym | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 15 skateboard ramp | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 16 wild flowers | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

### Questions 17-18

Choose **TWO** letters, **A-E**.

**17** **18** What does the speakers say about the adventure playground?

- **A** ☐ Children must be supervised.
- **B** ☐ It costs more in winter.
- **C** ☐ Some activities are only for younger children.
- **D** ☐ No payment is required.
- **E** ☐ It was recently expanded.

## Questions 19-20

Choose **TWO** letters, **A-E**.

**19** **20** What does the speaker say about the glass houses?

- **A** ☐ They are closed at weekends.
- **B** ☐ Volunteers are needed to work there.
- **C** ☐ They were badly damaged by fire.
- **D** ☐ More money is needed to repair some of the glass.
- **E** ☐ Visitors can see palm trees from tropical regions.

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-24

Choose the correct letter, **A**, **B** or **C**.

### Presentation about refrigeration

**21** What did Annie discover from reading about icehouses?

- **A** ○ why they were first created
- **B** ○ how the ice was kept frozen
- **C** ○ where they were located

**22** What point does Annie make about refrigeration in ancient Rome?

- **A** ○ It became a commercial business.
- **B** ○ It used snow from nearby.
- **C** ○ It took a long time to become popular.

**23** In connection with modern refrigerator, both Annie and Jack are worried about

- **A** ○ the complexity of the technology.
- **B** ○ the fact that some are disposed of irresponsibly.
- **C** ○ the large number that quickly break down.

**24** What do Jack and Annie agree regarding domestic fridges?

- **A** ○ They are generally good value for money.
- **B** ○ There are plenty of useful variations.
- **C** ○ They are more useful than other domestic appliances.

## Questions 25-30

Who is going to do research into each topic?

Write the correct letter, **A**, **B** or **C**, next to Questions.

**People**

**A** Annie

**B** Jack

**C** both Annie and Jack

**Topics**

**25** the goods that are refrigerated _____

**26** the effects on health _____

**27** the impact on food producers _____

**28** the impact on cities _____

**29** refrigerated transport _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

### How the Industrial Revolution affected life in Britain

**19th century**

- For the first time, people's possessions were used to measure Britain's **31** _____.
- Developments in production of goods and in **32** _____ greatly changed lives.

**MAIN AREAS OF CHANGE**

**Manufacturing**

- The Industrial Revolution would not have happened without the new types of **33** _____ that were used then.
- The leading industry was **34** _____ (its products became widely available).
- New **35** _____ made factories necessary and so more people moved into towns.

**Transport**

- The railways took the place of canals.
- Because of the new transport:

– greater access to **36** _____ Made people more aware of what they could buy in shops.

– when shopping, people were not limited to buying **37** _____ goods.

**Retailing**

- The first department stores were opened.
- The displays of goods were more visible:

– inside stores because of better **38** _____.

– outside stores, because **39** _____ were bigger.

- **40** _____ that was persuasive became much more common.

# Transcripts

## Part 1

MAN: Hello. Do you mind if I ask you some questions about your journey today? We're doing a customer satisfaction survey.

SOPHIE: Yes. OK. I've got about ten minutes before my train home leaves. I'm on a day trip.

MAN: Great. Thank you. So first of all, could you tell me your name?

SOPHIE: It's Sophie Bird.

MAN: Thank you. And would you mind telling me what you do?

SOPHIE: I'm a journalist.

MAN: Oh really? That must be interesting.

SOPHIE: Yes. It is.

MAN: So was the reason for your visit here today work?

SOPHIE: Actually, it's my day off. I came here to do some shopping.

MAN: On right.

SOPHIE: But I do sometimes come here for work.

MAN: OK. Now I'd like to ask some questions about your journey today, if that's OK.

SOPHIE: Yes. No problem.

MAN: Right, so can you tell me which station you're travelling back to?

SOPHIE: Staunfirth, where I live.

MAN: Can I just check the spelling? S-T-A-U-N-F-I-R-T-H?

SOPHIE: That's right.

MAN: And you travelled from there this morning?

SOPHIE: Yes.

MAN: OK, good. Next, can I ask what kind of ticket you bought? I assume it wasn't a season ticket, as you don't travel every day.

SOPHIE: That's right. No, I just got a normal return ticket. I don't have a rail card so I didn't get any discount. I keep meaning to get one because it's a lot cheaper.

MAN: Yes – you'd have saved 20% on your ticket today. So you paid the full price for your ticket?

SOPHIE: I paid £23.70.

MAN: OK. Do you think that's good value for money?

SOPHIE: Not really. I think it's too much for a journey that only takes 45 minutes.

MAN: Yes, that's one of the main complaints we get. So, you didn't buy your ticket in advance?

SOPHIE: No. I know it's cheaper if you buy a week in advance but I didn't know I was coming then.

MAN: I know. You can't always plan ahead. So, did you buy it this morning?

SOPHIE: No, it was yesterday.

MAN: Right. And do you usually buy your tickets at the station?

SOPHIE: Well, I do usually but the ticket office closes early and I hate using ticket machines. I think ticket offices should be open for longer hours. There's always a queue for the machines and they're often out of order.

MAN: A lot of customers are saying the same thing.

SOPHIE: So to answer your question … I got an e-ticket online.

———————

MAN: OK. Thank you. Now I'd like to ask you about your satisfaction with your journey. So what would you say you were most satisfied with today?

SOPHIE: Well, I like the wifi on the train. It's improved a lot. It makes it easier for me to work if I want to.

MAN: That's the first time today anyone's mentioned that. It's good to get some positive feedback on that.

SOPHIE: Mmm.

MAN: And, is there anything you weren't satisfied with?

SOPHIE: Well, normally, the trains run on time and are pretty reliable but today there was a delay; the train was about 15 minutes behind schedule.

MAN: OK. I'll put that down. Now I'd also like to ask about the facilities at this station. You've probably noticed that the whole station's been upgraded. What are you most satisfied with?

SOPHIE: I think the best thing is that they've improved the amount of information about train times etc. that's given to passengers – it's much clearer – before there was only one board and I couldn't always see it properly – which was frustrating.

MAN: That's good. And is there anything you're not satisfied with?

SOPHIE: Let's see … I think things have generally improved a lot. The trains are much more modern and I like the new café. But one thing is that there aren't enough places to sit down, especially on the platforms.

MAN: OK – so I'll put 'seating' down, shall I, as the thing you're least satisfied with?

SOPHIE: Yes, OK.

MAN: Can I ask your opinion about some of the other facilities? We'd like feedback on whether people are satisfied, dissatisfied or neither satisfied nor dissatisfied.

SOPHIE: OK.

MAN: What about the parking at the station?

SOPHIE: Well to be honest, I don't really have an opinion as I never use it.

MAN: So, neither satisfied nor dissatisfied for that then.

SOPHIE: Yes, I suppose so …

MAN: OK, and what about …?

## Part 2

As chair of the town council subcommittee on park facilities, I'd like to bring you up to date on some of the changes that have been made recently to the Croft Valley Park. So if you could just take a look at the map I handed out, let's begin with a general overview. So the basic arrangement of the park hasn't changed – it still has two gates, north and south, and a lake in the middle.

The café continues to serve an assortment of drinks and snacks and is still in the same place, looking out over the lake and next to the old museum.

We're hoping to change the location of the toilets, and bring them nearer to the centre of the park as they're a bit out of the way at present, near the adventure playground, in the corner of your map.

The formal gardens have been replanted and should be at their best in a month or two. They used to be behind the old museum, but we're now used the space near the south gate – between the park boundary and the path that goes past the lake towards the old museum.

We have a new outdoor gym for adults and children, which is already proving very popular. It's by the glass houses, just to the right of the path from the south gate. You have to look for it as it's a bit hidden in the trees.

One very successful introduction has been our skateboard ramp. It's in constant use during the evenings and holidays. It's near the old museum, at the end of a little path that leads off from the main path between the lake and the museum.

We've also introduced a new area for wild flowers, to attract bees and butterflies. It's on a bend in the path that goes round the east side of the lake, just south of the adventure playground.

———————

Now let me tell you a bit more about some of the changes to Croft Valley Park.

One of our most exciting developments has been the adventure playground. We were aware that we had nowhere for children to let off steam, and decided to use our available funds to set up a completely new facility in a large space to the north of the park. It's open year-round, though it close early in the winter months, and entrance is completely free. Children can choose whatever activities they want to do, irrespective of their age, but we do ask adults not to leave them on their own there. There are plenty of seats where parents can relax and keep an eye on their children at the same time.

Lastly, the glass houses. A huge amount of work has been done on them to repair the damage following the disastrous fire that recently destroyed their western side. Over £80,000 was spent on replacing the glass walls and the metal supports, as well as the plants that had been destroyed, although unfortunately the collection of tropical palm trees has proved too expensive to replace up to now. At present the glass houses are open from 10am to 3pm Mondays to Thursdays, and it's hoped to extend this to the weekend soon. We're grateful to all those who helped us by contributing their time and money to this achievement.

The gardens have …

## Part 3

ANNIE: OK, Jack. Before we plan our presentation about refrigeration, let's discuss what we've discovered so far.

JACK: Fine, Annie. Though I have to admit I haven't done much research yet.

ANNIE: Nor me. But I found an interesting article about icehouses. I'd been some 18th- and 19th-century ones here in the UK, so I knew they were often built in a shady area or underground, close to lakes that might freeze in the winter. Then blocks of ice could be cut and stored in the icehouse. But I didn't realise that insulating the blocks with straw or sawdust meant they didn't melt for months. The ancient Romans had refrigeration, too.

JACK: I didn't know that.

ANNIE: Yes, pits were dug in the ground, and snow was imported from the mountains – even though they were at quite a distance. The snow was stored in the pits. Ice formed at the bottom of it. Both the ice and the snow were then sold. The ice cost more than the snow and my guess is that only the wealthy members of society could afford it.

JACK: I wouldn't be surprised. I also came across an article about modern domestic fridges. Several different technologies are used, but they were too complex for me to understand.

ANNIE: You have to wonder what happens when people get rid of old ones.

JACK: You mean because the gases in them are harmful for the environment?

ANNIE: Exactly. At least these are now plenty of organisations that will recycle most of the components safety, but of course some people just dump old fridges in the countryside.

JACK: It's hard to see how they can be stopped unfortunately. In the UK we get rid of three million a year altogether!

ANNIE: That sounds a lot, especially because fridges hardly ever break down.

JACK: That's right. In this country we keep domestic fridges for 11 years on average, and a lot last for 20 or more. So if you divide the cost by the number of years you can use a fridge, they're not expensive, compared with some household appliances.

ANNIE: True. I suppose manufactures encourage people to spend more by making them different colours and designs. I'm sure when my parents bought their first fridge they had hardly any choice!

JACK: Yes, there's been quite a change.

———————

JACK: Right, let's make a list of topics to cover in our presentation, and decide who's going to do more research on them. Then later, we can get together and plan the next step.

ANNIE: OK. How about starting with how useful refrigeration is, and the range of goods that are refrigerated nowadays? Because of course it's not just food and drinks.

JACK: No, I suppose flowers and medicines are refrigerated, too.

ANNIE: And computers. I could do that, unless you particularly want to.

JACK: No, that's fine by me. What about the effects of refrigeration on people's health? After all, some of the chemicals used in the 19th century were pretty harmful, but there have been lots of benefits too, like always have access to fresh food. Do you fancy dealing with that?

ANNIE: I'm no terribly keen, to be honest.

JACK: Nor me. My mind just goes blank when I read anything about chemicals.

ANNIE: Oh, all right then, I'll do you a favour. But you own me, Jack.

1. What about the effects on food producers, like farmers in poorer countries being able to export their produce to developed countries? Something for you, maybe?

JACK: I don't mind. It should be quite interesting.

ANNIE: I think we should also look at how refrigeration has helped whole cities – like Las Vegas, which couldn't exist without refrigeration because it's in the middle of a desert.

JACK: Right. I had a quick look at an economics book in the library that's got a chapter about this sort of thing. I could give you the title, if you want to do this section.

ANNIE: Not particularly, to be honest. I find economics books pretty heavy going, as a rule.

JACK: OK, leave it to me, then.

ANNIE: Thanks. Then there's transport, and the difference that refrigerated trucks have made. I wouldn't mind having a go at that.

JACK: Don't forget trains, too. I read something about milk and butter being transported in refrigerated railroad cars in the USA, right back in the 1840s.

ANNIE: I hadn't thought of trains. Thanks.

JACK: Shall we have a separate section on domestic fridges? After all, they're something everyone's familiar with.

ANNIE: What about splitting it into two? You could investigate 19th- and 20th-century fridges, and I'll concentrate on what's available these days, and how manufacturers differentiate their products from those of their competitors.

JACK: OK, that'd suit me.

## Part 4

Hi everyone, in this session I'll be presenting my research about the social history of Britain during the Industrial Revolution. I particularly looked at how ordinary lives were affected by changes that happened at that time. This was a time that saw the beginning of a new phenomenon; consumerism – where buying and selling goods became a major part of ordinary people's lives.

In fact, it was in the 19th century that the quantity and quality of people's possessions was used as an indication of the wealth of the country. Before this, the vast majority of people had very few possessions, but all that was changed by the Industrial Revolution. This was the era from the mid-18th to the late 19th century, when improvements in how goods were made as well as in technology triggered massive social changes that transformed life for just about everybody in several key areas.

First let's look at manufacturing. When it comes to manufacturing, we tend to think of the Industrial Revolution in images of steam engines and coal. And it's true that the Industrial Revolution couldn't have taken place at all if it weren't for these new sources of power. They marked an important shift away from the traditional watermills and windmills that had dominated before this. The most advanced industry for much of the 19th century was textiles. This meant that fashionable fabrics, and lace and ribbons were made available to everyone.

Before the Industrial Revolution, most people made goods to sell in small workshops, often in their own homes. But enormous new machines were now being created that could produce the goods faster and on a larger scale, and these required a lot more space. So large factories were built, replacing the workshops, and forcing workers to travel to work. In fact, large numbers of people migrated from villages into towns as a result.

———————

As well as manufacturing, there were new technologies in transport, contributing to the growth of consumerism. The horse-drawn stagecoaches and carts of the 18th century, which carried very few people and good, and travelled slowly along poorly surfaced roads, were gradually replaced by the numerous canals that were constructed. These were particularly important for the transportation of goods. The canals gradually fell out of use, though, as railways were developed, becoming the main way of moving goods and people from one end of the country to the other. And the goods they moved weren't just coal, iron, clothes, and so on – significantly, they included newspapers, which meant that thousands of people were not only more knowledgeable about what was going on in the country, but could also read about what was available in the shops. And that encouraged them to buy more. so faster forms of transport resulted in distribution becoming far more efficient – goods could now be sold all over the country, instead of just in the local market.

The third main area that saw changes that contributed to consumerism was retailing. The number and quality of shops grew rapidly, and in particular, small shops suffered as customers flocked to the growing number of department stores – a form of retailing that was new in the 19th century. The entrepreneurs who opened these found new ways to stock them with goods, and to attract customers: for instance, improved lighting inside greatly increased the visibility of the goods for sale. Another development that made goods more visible from outside resulted from the use of plate glass, which made it possible for windows to be much larger than previously. New ways of promoting goods were introduced, too. Previously, the focus had been on *informing* potential customers about the availability of goods; now there was an explosion in advertising trying to persuade people to go shopping.

Flanders claims that one of the great effects of the Industrial Revolution was that it created choice. All sorts of things that had previously been luxuries – from sugar to cutlery – became conveniences, and before long they'd turned into necessities: life without sugar or cutlery was unimaginable. Rather like mobile phones these days!

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **journalist** | I'm a journalist. |
| 2 | **shopping** | I came here to do some shopping. |
| 3 | **Staunfirth** | Staunfirth, where I live. |
| 4 | **return** | No, I just got a normal return ticket. |
| 5 | **23.70** | I paid £23.70. |
| 6 | **online** | I got an e-ticket online. |
| 7 | **delay** | the trains run on time and are pretty reliable but today there was a delay |
| 8 | **information** | I think the best thing is that they've improved the amount of information about train times etc. that's given to passengers |
| 9 | **platform / platforms** | But one thing is that there aren't enough places to sit down, especially on the platforms. |
| 10 | **parking** | What about the parking at the station? |
| 11 | **D** | looking out over the lake and next to the old museum. |
| 12 | **C** | near the adventure playground, in the corner of your map. |
| 13 | **G** | but we're now used the space near the south gate – between the park boundary and the path that goes past the lake towards the old museum. |
| 14 | **H** | It's by the glass houses, just to the right of the path from the south gate. You have to look for it as it's a bit hidden in the trees. |
| 15 | **A** | It's near the old museum, at the end of a little path that leads off from the main path between the lake and the museum. |
| 16 | **E** | It's on a bend in the path that goes round the east side of the lake, just south of the adventure playground. |
| 17 | **A / D** | entrance is completely free. we do ask adults not to leave them on their own there. |
| 18 | **A / D** | entrance is completely free. we do ask adults not to leave them on their own there. |
| 19 | **A / C** | A huge amount of work has been done on them to repair the damage following the disastrous fire that recently destroyed their western side. At present the glass houses are open from 10am to 3pm Mondays to Thursdays, and it's hoped to extend this to the weekend soon. |
| 20 | **A / C** | A huge amount of work has been done on them to repair the damage following the disastrous fire that recently destroyed their western side. At present the glass houses are open from 10am to 3pm Mondays to Thursdays, and it's hoped to extend this to the weekend soon. |
| 21 | **B** | But I didn't realise that insulating the blocks with straw or sawdust meant they didn't melt for months. |
| 22 | **A** | Both the ice and the snow were then sold. |
| 23 | **B** | It's hard to see how they can be stopped unfortunately. |
| 24 | **A** | So if you divide the cost by the number of years you can use a fridge, they're not expensive, compared with some household appliances. |
| 25 | **A** | the range of goods that are refrigerated nowadays? |
| 26 | **A** | What about the effects of refrigeration on people's health? |
| 27 | **B** | Oh, all right then, I'll do you a favour. |
| 28 | **B** | I think we should also look at how refrigeration has helped whole cities |
| 29 | **A** | Then there's transport, and the difference that refrigerated trucks have made. I wouldn't mind having a go at that. |
| 30 | **C** | Shall we have a separate section on domestic fridges? |
| 31 | **wealth** | In fact, it was in the 19th century that the quantity and quality of people's possessions was used as an indication of the wealth of the country. |
| 32 | **technology** | when improvements in how goods were made as well as in technology triggered massive social changes that transformed life for just about everybody in several key areas. |
| 33 | **power** | And it's true that the Industrial Revolution couldn't have taken place at all if it weren't for these new sources of power. |

| # | Answer | Explanation |
|---|---|---|
| **34** | **textile / textiles** | The most advanced industry for much of the 19th century was textiles. |
| **35** | **machines** | But enormous new machines were now being created that could produce the goods faster and on a larger scale, and these required a lot more space. |
| **36** | **newspapers** | they included newspapers |
| **37** | **local** | goods could now be sold all over the country, instead of just in the local market. |
| **38** | **lighting** | improved lighting inside greatly increased the visibility of the goods for sale. |
| **39** | **windows** | which made it possible for windows to be much larger than previously. |
| **40** | **Advertising** | now there was an explosion in advertising trying to persuade people to go shopping. |

# Test 11

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

### Children's Engineering Workshops

**Tiny Engineers (ages 4-5)**

Activities

- Create a cover for an [1] _____ so they can drop it from a height without breaking it.
- Take part in a competition to build the tallest [2] _____.
- Make a [3] _____ powered by a balloon.

**Junior Engineers (ages 6-8)**

Activities:

- Build model cars, trucks and [4] _____ and learn how to program them so they can move.
- Take part in a competition to build the longest [5] _____ using card and wood.
- Create a short [6] _____ with special software.
- Build, [7] _____ and program a humanoid robot.

Cost for a five-week block: £50

Held on [8] _____ from 10 am to 11 am

**Location**

Building 10A, [9] _____ Industrial Estate, Grasford

Plenty of [10] _____ is available.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Choose the correct letter, **A**, **B** or **C**.

**11** Stevenson's was founded in

- **A** ○ 1923.
- **B** ○ 1924.
- **C** ○ 1926.

**12** Originally, Stevenson's manufactured goods for

- **A** ○ the healthcare industry.
- **B** ○ the automotive industry.
- **C** ○ the machine tools industry.

**13** What does the speaker say about the company premises?

- **A** ○ The company has recently moved.
- **B** ○ The company has no plans to move.
- **C** ○ The company is going to move shortly.

**14** The programme for the work experience group includes

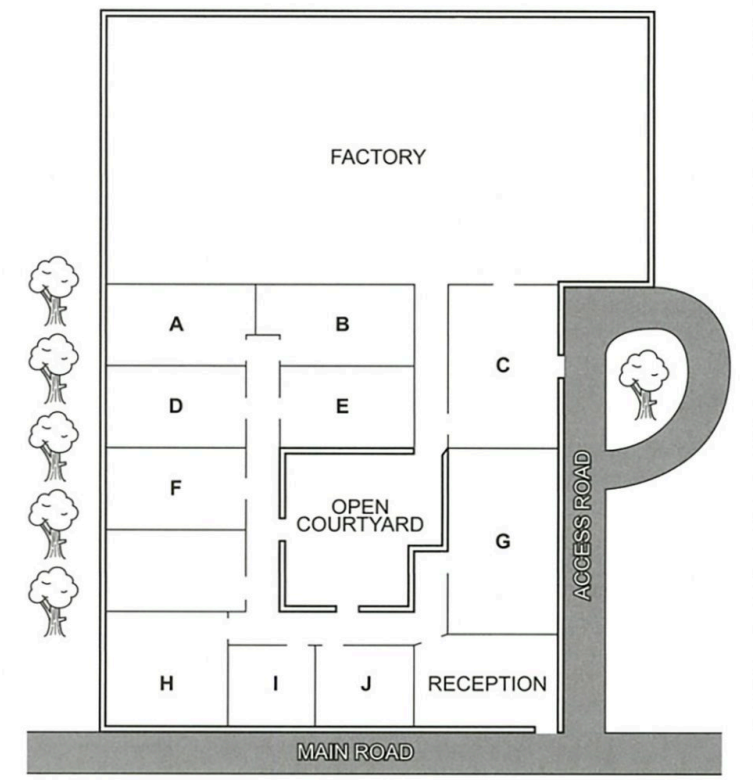
- **A** ○ time to do research.
- **B** ○ meetings with a teacher.
- **C** ○ talks by staff.

### Questions 15-20

Label the map below.

*Write the correct letter, **A-J**, next to Questions.*

#### Plan of Stevenson's site




| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| **15** coffee room | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **16** warehouse | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **17** staff canteen | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **18** meeting room | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **19** human resources | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **20** boardroom | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Part 3 audio

## Questions 21-22

Choose **TWO** letters, **A-E**.

**21** **22** Which **TWO** parts of the introductory stage to their art projects do Jess and Tom agree were useful?

- **A** ☐ the Bird Park visit
- **B** ☐ the workshop sessions
- **C** ☐ the Natural History Museum visit
- **D** ☐ the projects done in previous years
- **E** ☐ the handouts with research sources

## Questions 23-24

Choose **TWO** letters, **A-E**.

**23** **24** In which **TWO** ways do both Jess and Tom decide to change their proposals?

- **A** ☐ by giving a rationale for their action plans
- **B** ☐ by being less specific about the outcome
- **C** ☐ by adding a video diary presentation
- **D** ☐ by providing a timeline and a mind map
- **E** ☐ by making their notes more evaluative

## Questions 25-30

Which personal meaning do the students decide to give to each of the following pictures?

Choose **SIX** answers from the box and write the correct letter, **A-H**, next to Questions.

### Personal meanings

**A** a childhood memory

**B** hope for the future

**C** fast movement

**D** a potential threat

**E** the power of colour

**F** the continuity of life

**G** protection of nature

**H** a confused attitude to nature

**Pictures**

**25** Falcon (Landseer) _____

**26** Fish hawk (Audubon) _____

**27** Kingfisher (van Gogh) _____

**28** Portrait of William Wells _____

**29** Vairumati (Gauguin) _____

**30** Portrait of Giovanni de Medici _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

### Stoicism

Stoicism is still relevant today because of its **31** _____ appeal.

**Ancient Stoics**

- Stoicism was founded over 2,000 years ago in Greece.
- The Stoics' ideas are surprisingly well known, despite not being intended for **32** _____

**Stoic principles**

- Happiness could be achieved by leading a virtuous life.
- Controlling emotions was essential.
- Epictetus said that external events cannot be controlled but the **33** _____ people make in response can be controlled.
- A Stoic is someone who has a different view on experiences which others would consider as **34** _____.

**The influence of Stoicism**

- George Washington organised a **35** _____ about Cato to motivate his men.
- The French artist Delacroix was a Stoic.
- Adam Smith's ideas on **36** _____ were influenced by Stoicism.
- Some of today's political leaders are inspired by the Stoics.
- Cognitive Behaviour Therapy (CBT)

– the treatment for **37** _____ is based on ideas from Stoicism

– people learn to base their thinking on **38** _____.

- In business, people benefit from Stoicism by identifying obstacles as **39** _____.

**Relevance of Stoicism**

- It requires a lot of **40** _____ but Stoicism can help people to lead a good life.
- It teaches people that having a strong character is more important than anything else.

# Transcripts

## Part 1

SARAH: Hello. Children's Engineering Workshops.

FATHER: Oh hello. I wanted some information about the workshops in the school holidays.

SARAH: Sure.

FATHER: I have two daughters who are interested. The younger one's Lydia, she's four – do you take children as young as that?

SARAH: Yes, our Tiny Engineers workshop is for four to five-year-olds.

FATHER: What sorts of activities do they do?

SARAH: All sorts. For example, they work together to design a special cover that goes round an egg, so that when it's inside they can drop it from a height and it doesn't break. Well, sometimes it does break but that's part of the fun!

FATHER: Right. And Lydia loves building things. Is there any opportunity for her to do that?

SARAH: Well, they have a competition to see who can make the highest tower. You'd be amazed how high they can go.

FATHER: Right.

SARAH: But they're learning all the time as well as having fun. For example, one thing they do is to design and build a car that's attached to a balloon, and the force of the air in that actually powers the car and makes it move along. They go really fast too.

FATHER: OK, well, all this sounds perfect.

———————

FATHER: Now Carly, that's my older daughter, has just had her seventh birthday, so presumably she'd be in a different group?

SARAH: Yes, she'd be in the Junior Engineers. That's for children from six to eight.

FATHER: And do they do the same sorts of activities?

SARAH: Some are the same, but a bit more advanced. So they work out how to build model vehicles, things like cars and trucks, but also how to construct animals using the same sorts of material and technique, and then they learn how they can program them and make them move.

FATHER: So they learn a bit of coding?

SARAH: They do. They pick it up really quickly. We're there to help if they need it, but they learn from one another too.

FATHER: Right. And do they have competition too?

SARAH: Yes, with the Junior Engineers, it's to use recycled materials like card and wood to build a bridge, and the longest one gets a prize.

FATHER: That sounds fun. I wouldn't mind doing that myself!

SARAH: Then they have something a bit different, which is to think up an idea for a five-minute movie and then film it, using special animation software. You'd be amazed what they come up with.

FATHER: And of course, that's something they can put on their phone and take home to show all their friends.

SARAH: Exactly. And then they also build a robot in the shape of a human, and they decorate it and program it so that it can move its arms and legs.

FATHER: Perfect. So, is it the same price as the Tiny Engineers?

SARAH: It's just a bit more: £50 for the five weeks.

FATHER: And are the classes on a Monday, too?

SARAH: They used to be, but we found it didn't give our staff enough time to clear up after the first workshop, so we moved them to Wednesdays. The classes are held in the morning from ten to eleven.

FATHER: OK. That's better for me actually. And what about the location? Where exactly are the workshops held?

SARAH: They're in building 10A – there's a big sign on the door, you can't miss it, and that's in Fradstone Industrial Estate.

FATHER: Sorry?

SARAH: Fradstone – that's F-R-A-D-S-T-O-N-E.

FATHER: And that's in Grasford, isn't it?

SARAH: Yes, up past the station.

FATHER: And will I have any parking problems there?

SARAH: No, there's always plenty available. So would you like to enrol Lydia and Carly now?

FATHER: OK.

SARAH: So can I have your full name ...

## Part 2

Good morning, everyone, and welcome to Stevenson's, one of the country's major manufacturers of metal goods. Thank you for choosing us for your two weeks of work experience. My name is Julia Simmons, and since the beginning of this year I've been the managing director.

Stevenson's is quite an old company. Like me, the founder, Ronald Stevenson, went into the steel industry when he left school – that was in 1923. He set up this company when he finished his apprenticeship, in 1926, although he actually started making plans two years earlier, in 1924. He was a very determined young man!

Stevenson's long-term plan was to manufacture components for the machine tools industry – although in fact that never came about – and for the automotive industry, that is, cars and lorries. However, there was a delay of five years before that happened, because shortly before the company went into production, Stevenson was given the opportunity to make goods for hospitals and other players in the healthcare industry, so that's what we did for the first five years.

Over the years, we've expanded the premises considerably – we were lucky that the site is big enough, so moving to a new location has never been necessary. However, the layout is far from ideal for modern machinery and production methods, so we intend to carry out major refurbishment of this site over the next five years.

I'd better give you some idea of what you'll be doing during your two weeks with us, so you know what to expect. Most mornings you'll have a presentation from one of the managers, to learn about their department, starting this morning with research and development. And you'll all spend some time in each department, observing what's going on and talking to people – as long as you don't stop them from doing their work altogether! In the past, a teacher from your school has come in at the end of each week to find out how the group were getting on, but your school isn't able to arrange that this year.

———————

OK, now I'll briefly help you to orientate yourselves around the site. As you can see, we're in the reception area, which we try to make attractive and welcoming to visitors. There's a corridor running left from here, and if you go along that, the door facing you at the end is the entrance to the coffee room. This looks out onto the main road on one side, and some trees on the other, and that'll be where you meet each morning.

The factory is the very big room on the far side of the site. Next to it is the warehouse, which can be accessed by lorries going up the road to the turning area at the end. You can get to the warehouse by crossing to the far side of the courtyard, and then the door is on your right.

Somewhere you'll be keen to find is the staff canteen. This is right next to reception. I can confidently say that the food's very good, but the view isn't. The windows on one side look onto a corridor and courtyard, which aren't very attractive at all, and on the other onto the access road, which isn't much better.

You'll be using the meeting room quite often, and you'll find it by walking along the corridor to the left of the courtyard, and continuing along it to the end. The meeting room is the last one on the right, and I'm afraid there's no natural daylight in the room.

Then you'll need to know where some of the offices are. The human resources department is all the front of this building, so you head to the left along the corridor from reception, and it's the second room you come to. It looks out onto the main road.

And finally, the boardroom, where you'll be meeting sometimes. That has quite a pleasant view, as it looks out on to the trees. Go along the corridor past the courtyard, right to the end. The boardroom is on the left, next to the factory.

OK, now are there any questions before we ...

## Part 3

JESS: How are you getting on with your art project, Tom?

TOM: OK. Like, they gave us the theme of birds to base our project on, and I'm not really all that interested in wildlife. But I'm starting to get into it. I've pretty well finished the introductory stage.

JESS: So have I. When they gave us all those handouts with details of books and websites to look at, I was really put off, but the more I read, the more interested I got.

TOM: Me too. I found I could research so many different aspects of birds in art – colour, movement, texture. So I was looking forward to the Bird Park visit.

JESS: What a letdown! It poured with rain and we hardly saw a single bird. Much less use than the trip to the Natural History Museum.

TOM: Yeah, I liked all the stuff about evolution there. The workshop sessions with Dr Fletcher were good too, especially the brainstorming sessions.

JESS: I missed those because I was ill. I wish we could've seen the projects last year's students did.

TOM: Mm. I suppose they want us to do our own thing, not copy.

JESS: Have you drafted your proposal yet?

TOM: Yes, but I haven't handed it in. I need to amend some parts. I've realised the notes from my research are almost all just descriptions, I haven't actually evaluated anything. So I'll have to fix that.

JESS: Oh, I didn't know we had to do that. I'll have to look at that too. Did you do a timeline for the project?

TOM: Yes, and a mind map.

JESS: Yeah, so did I. I quite enjoyed that. But it was hard having to explain the basis for my decisions in my action plan.

TOM: What?

JESS: You know, give a rationale.

TOM: I didn't realise we had to do that. OK, I can add it now. And I've done the video diary presentation, and worked out what I want my outcome to be in the project.

JESS: Someone told me it's best not to be too precise about your actual outcome at this stage, so you have more scope to explore your ideas later on. So I'm going to do back to my proposal to make it a bit more vague.

TOM: Really? OK, I'll change that too then.

———————————

TOM: One part of the project, I'm unsure about is where we choose some paintings of birds and say what they mean to us. Like, I chose a painting of a falcon by Landseer. I like it because the bird's standing there with his head turned to one side, but he seems to be staring straight at you. But I can't just say it's a bit scary, can I?

JESS: You could talk about the possible danger suggested by the bird's look.

TOM: Oh, OK.

JESS: There's a picture of a fish hawk by Audubon I like. It's swooping over the water with a fish in its talons, and with great black wings which take up most of the picture.

TOM: So you could discuss it in relation to predators and food chains?

JESS: Well actually I think I'll concentrate on the impression of rapid motion it gives.

TOM: Right.

JESS: Do you know that picture of a kingfisher by van Gosh – it's perching on a reed growing near a stream.

TOM: Yes, it's got these beautiful blue and red and black shades.

JESS: Mm hm. I've actually chosen it because I saw a real kingfisher once when I was litter, I was out walking with my grandfather, and I've never forgotten it.

TOM: So we can use a personal link?

JESS: Sure.

TOM: OK. There's a portrait called *William Wells.* I can't remember the artist but it's a middle-aged man who's just shot a bird. And his expression, and the way he's holding the bird in his hand suggests he's not sure about what he's done. To me it's about how ambiguous people are in the way they exploit the natural world.

JESS: Interesting. There's Gauguin's picture *Vairumati*. He did it in Tahiti. It's a woman with a white bird behind her that is eating a lizard, and what I'm interested in is what idea this bird refers to. Apparently, it's a reference to the never-ending cycle of existence.

TOM: Wow. I chose a portrait of a little boy, Giovanni de Medici. He's holding a tiny bird in one fist. I like the way he's holding it carefully so he doesn't hurt it.

JESS: Ah right.

## Part 4

Ancient philosophy is not just about talking or lecturing, or even reading long, dense books. In fact, it is something people have used throughout history – to solve their problems and to achieve their greatest triumphs.

Specifically, I am referring to Stoicism, which, in my opinion, is the most practical of all philosophies and therefore the most appealing. Stoicism was founded in Ancient Greece by Zeno of Citium in the early 3rd century BC, but was practised by the likes of Epictetus, Cato.

Seneca and Marcus Aurelius. Amazingly, we still have access to these ideas, despite the fact that the most famous Stoics never wrote anything down for publication. Cato definitely didn't. Marcus Aurelius never intended his *Meditations* to be anything but personal. Seneca's letters were, well, letters and Epictetus' thoughts come to us by way of a note-taking student.

Stoic principles were based on the idea that its followers could have an unshakable happiness in this life and the key to achieving this was virtue. The road to virtue, in turn, lay in understanding that destructive emotions, like anger and jealousy, are under our conscious control – they don't have to control us, because we can learn to control them. In the words of Epictetus: "external events I cannot control, but the choices I make with regard to them, I do control".

The modern day philosopher and writer Nassim Nicholas Taleb defines a Stoic as someone who has a different perspective on experience which most of us would see as wholly negative; a Stoic "transforms fear into caution, pain into transformation, mistakes into initiation and desire into undertaking". Using this

definition as a model, we can see that throughout the centuries Stoicism has been practised in more recent history by kings, presidents, artists, writers and entrepreneurs.

———————

The founding fathers of the United States were inspired by the philosophy. George Washington was introduced to Stoicism by his neighbours at age seventeen, and later, put on a play based on the life of Cato to inspire his men. Thomas Jefferson kept a copy of Seneca beside his bed.

Writers and artists have also been inspired by the stoics. Eugène Delacroix, the renowned French Romantic artist (known best for his painting *Liberty Leading the People*) was an ardent Stoic, referring to it as his "consoling religion".

The economist Adam Smith's theories on capitalism were significantly influenced by the Stoicism that he studied as a schoolboy, under a teacher who had translated Marcus Aurelius' works.

Today's political leaders are no different, with many finding their inspiration from the ancient texts. Former US president Bill Clinton rereads Marcus Aurelius every single year, and many have compared former President Obama's calm leadership style to that of Cato. Wen Jiabao, the former prime minister of China, claims that *Meditations* is one of two books he travels with and that he has read it more than one hundred times over the course of his life.

Stoicism had a profound influence on Albert Ellis, who invented Cognitive Behaviour Therapy, which is used to help people manage their problems by changing the way that they think and behave. It's most commonly used to treat depression. The idea is that we can take control of our lives by challenging the irrational belief that create our faulty thinking, symptoms and behaviours by using logic instead.

Stoicism has also become popular in the world of business. Stoic principles can build the resilience and state of mind required to overcome setbacks because Stoics teach turning obstacles into opportunity. A lesson every business entrepreneur needs to learn.

I would argue that study Stoicism is as relevant today as it was 2,000 years ago, thanks to its brilliant insights into how to lead a good life. At the very root of the thinking, there is a very simple way of living – control what you can and accept what you can't. This is not as easy as it sounds and will require considerable practice – it can take a lifetime to master. The Stoics also believed the most important foundation for a good and happy life is not money, fame, power or pleasure, but having a disciplined and principled character – something which seems to resonate with many people today.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **egg** | For example, they work together to design a special cover that goes round an egg, so that when it's inside they can drop it from a height and it doesn't break |
| 2 | **tower** | Well, they have a competition to see who can make the highest tower. |
| 3 | **car** | For example, one thing they do is to design and build a car that's attached to a balloon, and the force of the air in that actually powers the car and makes it move along. |
| 4 | **animals** | but also how to construct animals using the same sorts of material and technique |
| 5 | **bridge** | Yes, with the Junior Engineers, it's to use recycled materials like card and wood to build a bridge, and the longest one gets a prize. |
| 6 | **movie / film** | Then they have something a bit different, which is to think up an idea for a five-minute movie and then film it, using special animation software. |
| 7 | **decorate** | And then they also build a robot in the shape of a human, and they decorate it and program it so that it can move its arms and legs. |
| 8 | **Wednesdays** | They used to be, but we found it didn't give our staff enough time to clear up after the first workshop, so we moved them to Wednesdays. |
| 9 | **Fradstone** | They're in building 10A – there's a big sign on the door, you can't miss it, and that's in Fradstone Industrial Estate. |
| 10 | **parking** | And will I have any parking problems there? |
| 11 | **C** | He set up this company when he finished his apprenticeship, in 1926 |
| 12 | **A** | Stevenson was given the opportunity to make goods for hospitals and other players in the healthcare industry, so that's what we did for the first five years. |
| 13 | **B** | so moving to a new location has never been necessary. |
| 14 | **C** | Most mornings you'll have a presentation from one of the managers |
| 15 | **H** | if you go along that, the door facing you at the end is the entrance to the coffee room. This looks out onto the main road on one side, and some trees on the other |
| 16 | **C** | Next to it is the warehouse, which can be accessed by lorries going up the road to the turning area at the end. You can get to the warehouse by crossing to the far side of the courtyard, and then the door is on your right. |
| 17 | **G** | Somewhere you'll be keen to find is the staff canteen. This is right next to reception. I can confidently say that the food's very good, but the view isn't. The windows on one side look onto a corridor and courtyard, which aren't very attractive at all, and on the other onto the access road, which isn't much better. |
| 18 | **B** | You'll be using the meeting room quite often, and you'll find it by walking along the corridor to the left of the courtyard, and continuing along it to the end. The meeting room is the last one on the right, and I'm afraid there's no natural daylight in the room. |
| 19 | **I** | The human resources department is all the front of this building, so you head to the left along the corridor from reception, and it's the second room you come to. It looks out onto the main road. |
| 20 | **A** | And finally, the boardroom, where you'll be meeting sometimes. That has quite a pleasant view, as it looks out on to the trees. Go along the corridor past the courtyard, right to the end. The boardroom is on the left, next to the factory. |
| 21 | **C / E** | When they gave us all those handouts with details of books and websites to look at, I was really put off, but the more I read, the more interested I got. Much less use than the trip to the Natural History Museum. |
| 22 | **C / E** | When they gave us all those handouts with details of books and websites to look at, I was really put off, but the more I read, the more interested I got. Much less use than the trip to the Natural History Museum. |
| 23 | **B / E** | I haven't actually evaluated anything. So I'll have to fix that Someone told me it's best not to be too precise about your actual outcome at this stage, so you have more scope to explore your ideas later on. So I'm going to do back to my proposal to make it a bit more vague. |
| 24 | **B / E** | I haven't actually evaluated anything. So I'll have to fix that Someone told me it's best not to be too precise about your actual outcome at this stage, so you have more scope to explore your ideas later on. So I'm going to do back to my proposal to make it a bit more vague. |
| 25 | **D** | You could talk about the possible danger suggested by the bird's look. |
| 26 | **C** | Well actually I think I'll concentrate on the impression of rapid motion it gives. |
| 27 | **A** | I've actually chosen it because I saw a real kingfisher once when I was litter, I was out walking with my grandfather, and I've never forgotten it. |

| # | Answer | Explanation |
|---|---|---|
| **28** | **H** | To me it's about how ambiguous people are in the way they exploit the natural world. |
| **29** | **F** | Apparently, it's a reference to the never-ending cycle of existence. |
| **30** | **G** | I chose a portrait of a little boy, Giovanni de Medici. He's holding a tiny bird in one fist. I like the way he's holding it carefully so he doesn't hurt it. |
| **31** | **practical** | Specifically, I am referring to Stoicism, which, in my opinion, is the most practical of all philosophies and therefore the most appealing. |
| **32** | **publication** | Amazingly, we still have access to these ideas, despite the fact that the most famous Stoics never wrote anything down for publication. |
| **33** | **choices** | In the words of Epictetus: "external events I cannot control, but the choices I make with regard to them, I do control". |
| **34** | **negative** | The modern day philosopher and writer Nassim Nicholas Taleb defines a Stoic as someone who has a different perspective on experience which most of us would see as wholly negative |
| **35** | **play** | George Washington was introduced to Stoicism by his neighbours at age seventeen, and later, put on a play based on the life of Cato to inspire his men. |
| **36** | **capitalism** | The economist Adam Smith's theories on capitalism were significantly influenced by the Stoicism that he studied as a schoolboy, under a teacher who had translated Marcus Aurelius' works. |
| **37** | **depression** | who invented Cognitive Behaviour Therapy |
| **38** | **logic** | It's most commonly used to treat depression. The idea is that we can take control of our lives by challenging the irrational belief that create our faulty thinking, symptoms and behaviours by using logic instead. |
| **39** | **opportunity** | Stoic principles can build the resilience and state of mind required to overcome setbacks because Stoics teach turning obstacles into opportunity. |
| **40** | **practice / practise** | I would argue that study Stoicism is as relevant today as it was 2,000 years ago, thanks to its brilliant insights into how to lead a good life. |

# Test 12

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

### Copying photos to digital format

**Name of company: Picturerep**

**Requirements**

- Maximum size of photos is 30 cm, minimum size 4 cm.
- Photos must not be in a [1] _____ or an album.

**Cost**

- The cost for 360 photos is £[2] _____ (including one disk).
- Before the complete order is sent, [3] _____ is required.

**Services included in the price**

- Photos can be placed in a folder, e.g. with the name [4] _____.
- The [5] _____ and contrast can be improved if necessary.
- Photos which are very fragile will be scanned by [6] _____.

**Special restore service (costs extra)**

- It may be possible to remove an object from a photo, or change the [7] _____.
- A photo which is not correctly in [8] _____ cannot be fixed.

**Other information**

- Orders are completed within [9] _____.
- Send the photos in a box (not [10] _____).

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-15

Choose the correct letter, **A**, **B** or **C**.

### Minster Park

**11** Dartfield House school used to be

- **A** ◯ a tourist information centre.
- **B** ◯ a private home.
- **C** ◯ a local council building.

**12** What is planned with regard to the lower school?

- **A** ◯ All buildings on the main site will be improved.
- **B** ◯ The lower school site will be used for new homes.
- **C** ◯ Additional school buildings will be constructed on the lower school site.

**13** The catering has been changed because of

- **A** ◯ long queuing times.
- **B** ◯ changes to the school timetable.
- **C** ◯ dissatisfaction with the menus.

**14** Parents are asked to

- **A** ◯ help their children to decide in advance which serving point to use.
- **B** ◯ make sure their children have enough money for food.
- **C** ◯ advise their children on healthy food to eat.

**15** What does the speaker say about the existing canteen?

- **A** ◯ Food will still be served there.
- **B** ◯ Only staff will have access to it.
- **C** ◯ Pupils can take their food into it.

## Questions 16-18

What comment does the speaker make about each of the following serving points in the Food Hall?

*Choose **THREE** answers from the box and write the correct letter, **A-D**, next to Questions.*

**Comments**

**A** pupils help to plan menus

**B** only vegetarian food

**C** different food every week

**D** daily change in menu

**Food available at serving points in Food Hall**

**16** World Adventures _____

**17** Street Life _____

**18** Speedy Italian _____

## Questions 19-20

Choose **TWO** letters, **A-E**.

**19** **20** Which **TWO** optional after-school lessons are new?

- **A** ☐ swimming
- **B** ☐ piano
- **C** ☐ acting
- **D** ☐ cycling
- **E** ☐ theatre sound and lighting

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-24

Choose the correct letter, **A**, **B** or **C**.

### Assignment on sleep and dreams

**21** Luke read that one reason why we often forget dreams is that

- **A** ○ our memories cannot cope with too much information.
- **B** ○ we might other wise be confused about what is real.
- **C** ○ we do not think they are important.

**22** What do Luke and Susie agree about dreams predicting the future?

- **A** ○ It may just be due to chance.
- **B** ○ It only happens with certain types of event.
- **C** ○ It happens more often than some people think.

**23** Susie says that a study on pre-school children having a short nap in the day

- **A** ○ had controversial results.
- **B** ○ used faulty researh methodology.
- **C** ○ failed to reach any clear conclusions.

**24** In their last assignment, both students had problems with

- **A** ○ statistical analysis.
- **B** ○ making an action plan.
- **C** ○ self-assessment

## Questions 25-30

Complete the flow chart below.

Write **ONE WORD ONLY** for each answer.

### Assignment plan

Decide on research question:

Is there a relationship between hours of sleep and number of dreams?

↓

Decide on sample:

Twelve students from the **25** _____ department

↓

Decide on methodology:

Self-reporting

↓

Decide on procedure:

Answers on **26** _____

↓

Check ethical guidelines for working with **27** _____

Ensure that risk is assessed and **28** _____ is kept to a minimum

↓

Analyse the results

Calculate the correlation and make a **29** _____

↓

**30** _____ the research

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

### Health benefits of dance

**Recent findings:**

- All forms of dance produce various hormones associated with feelings of happiness.
- Dancing with others has a more positive impact than dancing alone.
- An experiment on university students suggested that dance increases **31** _____.
- For those with mental illness, dance could be used as a form of **32** _____.

**Benefits of dance for older people:**

- accessible for people with low levels of **33** _____
- reduces the risk of heart disease
- better **34** _____ reduces the risk of accidents
- improves **35** _____ function by making it work faster
- improves participants' general well-being
- gives people more **36** _____ to take exercise
- can lessen the feeling of **37** _____, very common in older people

**Benefits of Zumba:**

- A study at The University of Wisconsin showed that doing Zumba for 40 minutes uses up as many **38** _____ as other quite intense forms of exercise.
- *The American Journal of Health Behavior* study showed that:

– women suffering from **39** _____ benefited from doing Zumba.

– Zumba became a **40** _____ for the participants.

# Transcripts

## Part 1

EMPLOYEE: Hello, Picturerep. Can I help you?

WOMAN: Oh, hi. I saw your advertisement about copying pictures to disk and I'd like a bit more information about what you do.

EMPLOYEE: Sure. What would you like to know?

WOMAN: Well, I've got a box full of old family photos that's been up in the attic for years, some of them must be 50 or 60 years old, and I'd like to get them converted to digital format.

EMPLOYEE: Sure, we can do that for you.

WOMAN: Right. And what about size? The photos are all sorts of sizes – are there any restrictions?

EMPLOYEE: Well the maximum size of photo we can do with our normal services is 30 centimetres. And each picture must be a least 4 centimetres, that's the minimum we can cope with.

WOMAN: That should be fine. And some of them are in a frame – should I take them out before I send them?

EMPLOYEE: Yes please, we can't copy them otherwise. And also the photos must all be separate, they mustn't be stuck into an album.

WOMAN: OK, that's not a problem. So can you give me an idea of how much this will cost? I've got about 360 photos I think.

EMPLOYEE: We charge £195 for 300 to 400 photos for the basic service.

WOMAN: OK. And does that include the disk?

EMPLOYEE: Yes, one disk – but you can get extra ones for £5 each.

WOMAN: That's good. So do I need to pay when I send you the photos?

EMPLOYEE: No, we won't need anything until we've actually copied the pictures. Then we'll let you know how much it is, and once we've received the payment, we'll send the parcel off to you.

WOMAN: Right.

———————

EMPLOYEE: Is there anything else you'd like to ask about our services?

WOMAN: Yes. I've roughly sorted out the photos into groups, according to what they're about – so can you keep them in those groups when you copy them?

EMPLOYEE: Sure. We'll save each group in a different folder on the disk and if you like, you can suggest a name for each folder.

WOMAN: So I could have one called 'Grandparents' for instance?

EMPLOYEE: Exactly.

WOMAN: And do you do anything besides scan the photos? Like, can you make any improvements?

EMPLOYEE: Yes, in the standard service each photo is checked, and we can sometimes touch up the colour a bit, or improve the contrast – that can make a big difference.

WOMAN: OK. And some of the photos are actually quite fragile – they won't get damaged in the process, will they?

EMPLOYEE: No, if any look particularly fragile, we'd do them by hand. We do realise how precious these old photos can be.

WOMAN: Sure.

EMPLOYEE: And another thing is we can make changes to a photo if you want – so if you want to remove an object from a photo, or maybe alter the background, we can do that.

WOMAN: Really? I might be interested in that. I'll have a look through the photos and see. Oh, and talking of fixing photos – I've got a few that aren't properly in focus. Can you do anything to make that better?

EMPLOYEE: No, I'm afraid that's one thing we can't do.

WOMAN: OK.

EMPLOYEE: Any other information I can give you?

WOMAN: Er … oh, how long will it all take?

EMPLOYEE: We aim to get the copying done in ten days.

WOMAN: Fine. Right, well I'll get the photos packed up in a box and post them off to you.

EMPLOYEE: Right. If you've got a strong cardboard box, that's best. We've found that plastic ones sometimes break in the post.

WOMAN: OK. Right, thanks for your help. Bye.

EMPLOYEE: Bye.

## Part 2

Good morning and thank you for coming here today. I'd like to bring you up to date with changes in the school that will affect your children.

As you know, the school buildings date from various times: some from the 1970s, some from the last five years, and of course Dartfield House is over a century old. It was commissioned by a businessman. Neville Richards, and intended as his family home, but he died before it was completed. His heir chose to sell it to the local council, who turned it into offices. A later plan to convert it into a tourist information centre didn't come about, through lack of money, and instead it formed the nucleus of this school when it opened 40 years ago.

The school has grown as the local population has increased, and I can now give you some news about the lower school site, which is separated from the main site by a road. Planning permission has been granted for development of both sites. The lower school will move to new buildings that will be constructed on the main site. Developers will construct houses on the existing lower school site. Work on the new school buildings should start within the next few months.

A more imminent change concerns the catering facilities and the canteen. The canteen is always very busy throughout the lunch period – in fact it's often full to capacity, because a lot of our pupils like the food that's on offer there. But there's only one serving point, so most pupils have to wait a considerable time to be served. This is obviously unsatisfactory, as they may have hardly finished their lunch before afternoon lessons start.

So we've had a new Food Hall built, and this will come into use next week. It'll have several serving areas, and I'll give you more details about those in a minute, but one thing we ask you to do, to help in the smooth running of the Food Hall, is to discuss with your children each morning which type of food they want to eat that day, so they can go straight to the relevant serving point. There won't be any junk food – everything on offer will be healthy – and there's no change to the current system of paying for lunches by topping up your child's electronic payment card online.

You may be wondering what will happen to the old canteen. We'll still have tables and chairs in there, and pupils can eat food from the Food Hall or lunch they've brought from home. Eventually we may use part of the canteen for storage, but first we'll see how many pupils go in there at lunchtime.

———————

OK, back to the serving points in the Food Hall, which will all have side dishes, desserts and drinks on sale, as well as main courses.

One serving point we call World Adventures. This will serve a different country's cuisine each day, maybe Chinese one day and Lebanese the next. The menus will be planned for a week at a time, so pupils will know what's going to be available the whole of the week.

Street Life is also international, with food from three particular cultures. We'll ask pupils to make suggestions, so perhaps sometimes there'll be food from Thailand, Ethiopia and Mexico, and then one of them will be replaced by Jamaican food for a week or two.

The Speedy Italian serving point will cater particularly for the many pupils who don't eat meat or fish: they can be sure that all the food served there is suitable for them. There'll be plenty of variety, so they shouldn't get bored with the food.

OK, that's all on the new Food Hall. Now after-school lessons. There are very popular with pupils, particularly swimming – in fact there's a waiting list for lessons. Cycling is another favourite, and I'm delighted that dozens of pupils make use of the chance to learn to ride in off-road conditions. It means that more and more cycle to and from school every day. As you know, we have a well-equipped performance centre, and we're going to start drama classes in there, too. Pupils will be able to join in just for fun or work up to taking part in a play – we hope to put on at least one a year. We already teach a number of pupils to use the sound and lighting systems in the centre. And a former pupil has given a magnificent grand piano to the school, so a few pupils will be able to learn at the school instead of going to the local college, as many of them do at the moment.

## Part 3

SUSIE: So Luke, for our next psychology assignment we have to do something on sleep and dreams.

LUKE: Right. I've just read an article suggesting why we tend to forget most of our dreams soon after we wake up. I mean, most of my dreams aren't that interesting anyway, but what it said was that if we remembered everything, we might get mixed up about what actually happened and what we dreamed. So it's a sort of protection. I hadn't heard that idea before. I'd always assumed that it was just that we didn't have room in our memories for all that stuff.

SUSIE: Me too. What do you think about the idea that our dreams may predict the future?

LUKE: It's a belief that you get all over the world.

SUSIE: Yeah, lots of people have a story of it happening to them, but the explanation I've read is that for each dream that comes true, we have thousands that don't, but we don't notice those, we don't even remember them. We just remember the ones where something in the real world, like a view or an action, happens to trigger a dream memory.

LUKE: Right. So it's just a coincidence really. Something else I read about is what they call segmented sleeping. That's a theory that hundreds of years ago, people used to get up in the middle of the night and have a chat or something to eat, then go back to bed. So I tried it myself.

SUSIE: Why?

LUKE: Well it's meant to make you more creative. I don't know why. But I gave it up after a week. It just didn't fit in with my lifestyle.

SUSIE: But most pre-school children have a short sleep in the day don't they? There was an experiment some students did here last term to see at what age kids should stop having naps. But they didn't really find an answer. They spent a lot of time working out the most appropriate methodology, but the results didn't seem to show any obvious patterns.

LUKE: Right. Anyway, let's think about our assignment. Last time I had problems with the final stage, where we had to describe and justify how successful we thought we'd been. I struggled a bit with the action plan too.

SUSIE: I was OK with the planning, but I got marked down for the self-assessment as well. And I had big problems with the statistical stuff, that's where I really lost marks.

LUKE: Right.

———————

SUSIE: So shall we plan what we have to do for this assignment?

LUKE: OK.

SUSIE: First, we have to decide on our research question. So how about 'Is there a relationship between hours of sleep and number of dreams?'

LUKE: OK. Then we need to think about who we'll do they study on. About 12 people?

SUSIE: Right. And shall we use other psychology students?

LUKE: Let's use people from a different department. What about history?

SUSIE: Yes, they might have interesting dreams! Or literature students?

LUKE: I don't really know any.

SUSIE: OK, forget that idea. Then we have to think about our methodology. So we could use observation, but that doesn't seem appropriate.

LUKE: No. it needs to be self-reporting I think. And we could ask them to answer questions online.

SUSIE: But in this case, paper might be better as they'll be doing it straight after they wake up … in fact while they're still half-asleep.

LUKE: Right. And we'll have to check the ethical guidelines for this sort of research.

SUSIE: Mm, because our experiment involves humans, so there are special regulations.

LUKE: Yes, I had a look at those for another assignment I did. There's a whole section on risk assessment, and another section on making sure they aren't put under any unnecessary stress.

SUSIE: Let's hope they don't have any bad dreams!

LUKE: Yeah.

SUSIE: Then when we've collected all our data we have to analyse it and calculate the correlation between our two variables, that's time sleeping and number of dreams and then present our results visually in a graph.

LUKE: Right. And the final thing is to think about our research and evaluate it. So that seems quite straightforward.

SUSIE: Yeah. So now let's …

## Part 4

Dancing is something that humans do when they want to have a good time. It's a universal response to music, found in all cultures. But what's only been discovered recently is that dancing not only makes us feel good, it's also extremely good for our health.

Dancing, like other forms of exercise, releases hormones, such as dopamine, which make us feel relaxed and happy. And it also reduces feelings of stress or anxiety.

Dancing is also a sociable activity, which is another reason it makes us feel good.

One study compared people's enjoyment of dancing at home in front of a video with dancing in a group in a studio.

The people dancing in a group reported feeling happier, whereas those dancing alone did not.

In another experiment, university researchers at York and Sheffield took a group of students and sent each of them into a lab where music was played for five minutes. Each had to choose from three options: to sit and listen quietly to the music, to cycle on an exercise bike while they listened, or to get up and dance. All were given cognitive tasks to perform before and after. The result showed that those who chose to dance showed much more creativity when doing problem-solving tasks.

Doctor Lovatt at the University of Hertfordshire believes dance could be a very useful way to help people suffering from mental health problems. He thinks dance should be prescribed ad therapy to help people overcome issues such as depression.

———————

It's well established that dance is a good way of encouraging adolescent girls to take exercise but what about older people? Studies have shown that there are enormous benefits for people in their sixties and beyond. One of the great things about dance is that there are no barriers to participation. Anyone can

have a go, even those whose standard of fitness is quite low.

Dance can be especially beneficial for older adults who can't run or do more intense workouts, or for those who don't want to. One 2015 study found that even a gently dance workout helps to promote a healthy heart. And there's plenty of evidence which suggests that dancing lowers the risk of falls, which could result in a broken hip, for example, by helping people to improve their balance.

There are some less obvious benefits of dance for older people too. One thing I hadn't realised before researching this topic was that dance isn't just a physical challenge. It also requires a lot of concentration because you need to remember different steps and routines. For older people, this kind of activity is especially important because it forces their brain to process things more quickly and to retain more information.

Current research also shows that dance promotes a general sense of well-being in older participants, which can last up to a week after a class. Participants report feeling less tired and having greater motivation to be more active and do daily activities such as gardening or walking to the shops or a park.

Ballroom or country dancing, both popular with older people, have to be done in groups. They require collaboration and often involve touching a dance partner, all of which encourages interaction on the dance floor. This helps to develop new relationships and can reduce older people's sense of isolation, which is a huge problem in many countries.

I also looked at the benefits of Zumba. Fifteen million people in 180 countries now regularly take a Zumba class, an aerobic workout based on Latin American dance moves. John Porcari, a professor of exercise and sport science at the University of Wisconsin, analysed a group of women who were Zumba regulars and found that a class lasting 40 minutes burns about 370 calories. This is similar to moderately intense exercises like step aerobics or kickboxing.

A study in the *American Journal of Health Behavior* showed that when women with obesity did Zumba three times a week for 16 weeks, they lost an average of 1.2 kilos and lowered their percentage of body fat by 1%. More importantly, the women enjoyed the class so much that they made it a habit and continued to attend classes at least once a week – very unusual for an aerobic exercise programme.

Dance is never going to compete with high-intensity workouts when it comes to physical fitness gains, but its popularity is likely to keep on rising because it's such a fun way to keep fit.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **frame** | And some of them are in a frame |
| 2 | **195** | We charge £195 for 300 to 400 photos for the basic service. |
| 3 | **payment** | Then we'll let you know how much it is, and once we've received the payment, we'll send the parcel off to you. |
| 4 | **Grandparents** | So I could have one called 'Grandparents' for instance? |
| 5 | **colour / color** | we can sometimes touch up the colour a bit |
| 6 | **hand** | No, if any look particularly fragile, we'd do them by hand. |
| 7 | **background** | so if you want to remove an object from a photo, or maybe alter the background, we can do that. |
| 8 | **focus** | I've got a few that aren't properly in focus. |
| 9 | **ten / 10 days** | We aim to get the copying done in ten days. |
| 10 | **plastic** | We've found that plastic ones sometimes break in the post. |
| 11 | **C** | His heir chose to sell it to the local council, who turned it into offices. |
| 12 | **B** | Developers will construct houses on the existing lower school site. |
| 13 | **A** | But there's only one serving point, so most pupils have to wait a considerable time to be served. |
| 14 | **A** | is to discuss with your children each morning which type of food they want to eat that day |
| 15 | **C** | We'll still have tables and chairs in there, and pupils can eat food from the Food Hall or lunch they've brought from home. |
| 16 | **D** | One serving point we call World Adventures. This will serve a different country's cuisine each day, maybe Chinese one day and Lebanese the next. |
| 17 | **A** | Street Life is also international, with food from three particular cultures. We'll ask pupils to make suggestions, so perhaps sometimes there'll be food from Thailand, Ethiopia and Mexico, and then one of them will be replaced by Jamaican food for a week or two. |
| 18 | **B** | The Speedy Italian serving point will cater particularly for the many pupils who don't eat meat or fish |
| 19 | **B / C** | And a former pupil has given a magnificent grand piano to the school, so a few pupils will be able to learn at the school instead of going to the local college, as many of them do at the moment. As you know, we have a well-equipped performance centre, and we're going to start drama classes in there, too. |
| 20 | **B / C** | And a former pupil has given a magnificent grand piano to the school, so a few pupils will be able to learn at the school instead of going to the local college, as many of them do at the moment. As you know, we have a well-equipped performance centre, and we're going to start drama classes in there, too. |
| 21 | **B** | we might get mixed up about what actually happened and what we dreamed. |
| 22 | **A** | but the explanation I've read is that for each dream that comes true, we have thousands that don't |
| 23 | **C** | But they didn't really find an answer. They spent a lot of time working out the most appropriate methodology, but the results didn't seem to show any obvious patterns. |
| 24 | **C** | Last time I had problems with the final stage, where we had to describe and justify how successful we thought we'd been. |
| 25 | **history** | Let's use people from a different department. What about history? |
| 26 | **paper** | But in this case, paper might be better as they'll be doing it straight after they wake up … in fact while they're still half-asleep. |
| 27 | **humans / people** | Right. And we'll have to check the ethical guidelines for this sort of research. |
| 28 | **stress** | There's a whole section on risk assessment, and another section on making sure they aren't put under any unnecessary stress. |
| 29 | **graph** | Then when we've collected all our data we have to analyse it and calculate the correlation between our two variables, that's time sleeping and number of dreams and then present our results visually in a graph. |
| 30 | **evaluate** | And the final thing is to think about our research and evaluate it. |
| 31 | **creativity** | The result showed that those who chose to dance showed much more creativity when doing problem-solving tasks. |

| # | Answer | Explanation |
|---|---|---|
| **32** | **therapy** | Doctor Lovatt at the University of Hertfordshire believes dance could be a very useful way to help people suffering from mental health problems. He thinks dance should be prescribed ad therapy to help people overcome issues such as depression. |
| **33** | **fitness** | Anyone can have a go, even those whose standard of fitness is quite low. |
| **34** | **balance** | And there's plenty of evidence which suggests that dancing lowers the risk of falls, which could result in a broken hip, for example, by helping people to improve their balance. |
| **35** | **brain** | For older people, this kind of activity is especially important because it forces their brain to process things more quickly and to retain more information. |
| **36** | **motivation** | Participants report feeling less tired and having greater motivation to be more active and do daily activities such as gardening or walking to the shops or a park. |
| **37** | **isolation** | This helps to develop new relationships and can reduce older people's sense of isolation, which is a huge problem in many countries. |
| **38** | **calories** | John Porcari, a professor of exercise and sport science at the University of Wisconsin, analysed a group of women who were Zumba regulars and found that a class lasting 40 minutes burns about 370 calories. This is similar to moderately intense exercises like step aerobics or kickboxing. |
| **39** | **obesity** | A study in the American Journal of Health Behavior showed that when women with obesity did Zumba three times a week for 16 weeks |
| **40** | **habit** | they lost an average of 1.2 kilos and lowered their percentage of body fat by 1%. More importantly, the women enjoyed the class so much that they made it a habit and continued to attend classes at least once a week |

# Test 13

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

### JUNIOR CYCLE CAMP

The course focuses on skills and safety

- Charlie would be placed in Level 5.
- First of all, children at this level are taken to practise in a **1** _____.

**Instructors**

- Instructors wear **2** _____ shirts.
- A **3** _____ is required and training is given.

**Classes**

- The size of the classes is limited.
- There are quiet times during the morning for a **4** _____ or a game.
- Classes are held even if there is **5** _____.

**What to bring**

- a change of clothing
- a **6** _____
- shoes (not sandals)
- Charlie's **7** _____

**Day 1**

- Charlie should arrive at 9.20 am on the first day.
- Before the class, his **8** _____ will be checked.
- He should then go to the **9** _____ to meet his class instructor.

**Cost**

- The course costs $ **10** _____ per week.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

Choose **TWO** letters, **A-E**.

**11** **12** According to Megan, what are the **TWO** main advantages of working in the agriculture and horticulture sectors?

- **A** ☐ the active lifestyle
- **B** ☐ the above-average salaries
- **C** ☐ the flexible working opportunities
- **D** ☐ the opportunities for overseas travel
- **E** ☐ the chance to be in a natural environment

### Questions 13-14

Choose **TWO** letters, **A-E**.

**13** **14** Which **TWO** of the following are likely to be disadvantages for people working outdoors?

- **A** ☐ the increasing risk of accidents
- **B** ☐ being in a very quiet location
- **C** ☐ difficult weather conditions at times
- **D** ☐ the cost of housing
- **E** ☐ the level of physical fitness required

### Questions 15-20

What information does Megan give about each of the following job opportunities?

*Choose **SIX** answers from the box and write the correct letter, **A-H**, next to Questions.*

**Information**

**A** not a permanent job

**B** involves leading a team

**C** experience not essential

**D** intensive work but also fun

**E** chance to earn more through overtime

**F** chance for rapid promotion

**G** accommodation available

**H** local travel involved

**Job opportunities**

**15** Fresh food commercial manager _____

**16** Agronomist _____

**17** Fresh produce buyer _____

**18** Garden centre sales manager _____

**19** Tree technician _____

**20** Farm worker _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose **TWO** letters, **A-E**.

**21** **22** Which **TWO** points does Adam make about his experiment on artificial sweeteners?

- **A** ☐ The results were what he had predicted.
- **B** ☐ The experiment was simple to set up
- **C** ☐ A large sample of people was tested.
- **D** ☐ The subjects were unaware of what they were drinking.
- **E** ☐ The test was repeated several times for each person.

### Questions 23-24

Choose **TWO** letters, **A-E**.

**23** **24** Which **TWO** problems did Rosie have when measuring the fat content of nuts?

- **A** ☐ She used the wrong sort of nuts.
- **B** ☐ She used an unsuitable chemical.
- **C** ☐ She did not grind the nuts finely enough.
- **D** ☐ The information on the nut package was incorrect.
- **E** ☐ The weighing scales may have been unsuitable.

### Questions 25-30

Choose the correct letter, **A**, **B** or **C**.

**25** Adam suggests that restaurants could reduce obesity if their menus

- **A** ○ offered fewer options.
- **B** ○ had more low-calorie foods.
- **C** ○ were organised in a particular way.

**26** The students agree that food manufacturers deliberately

- **A** ○ make calorie counts hard to understand.
- **B** ○ fail to provide accurate calorie counts.
- **C** ○ use ineffective methods to reduce calories.

**27** What does Rosie say about levels of exercise in England?

- **A** ○ The amount recommended is much too low.
- **B** ○ Most people overestimate how much they do.
- **C** ○ Women now exercise more than they used to.

**28** Adam refers to the location and width of stairs in a train station to illustrate

- **A** ○ practical changes that can influence people's behaviour.
- **B** ○ methods of helping people who have mobility problems.
- **C** ○ ways of preventing accidents by controlling crowd movement.

**29** What do the students agree about including reference to exercise in their presentation?

- **A** ○ They should probably leave it out.
- **B** ○ They need to do more research on it.
- **C** ○ They should discuss this with their tutor.

**30** What are the students going to do next for their presentation?

- **A** ○ prepare some slides for it
- **B** ○ find out how long they have for it
- **C** ○ decide on its content and organisation

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

### Hand knitting

**Interest in knitting**

- Knitting has a long history around the world.
- We imagine someone like a **31** _____ knitting.
- A **32** _____ ago, knitting was expected to disappear.
- The number of knitting classes is now increasing.
- People are buying more **33** _____ for knitting nowadays.

**Benefits of knitting**

- gives support in times of **34** _____ difficulty
- requires only **35** _____ skills and little money to start
- reduces stress in a busy life

**Early knitting**

- The origins are not known.
- Findings show early knitted items to be **36** _____ in shape.
- The first needles were made of natural materials such as wood and **37** _____.
- Early yarns felt **38** _____ to touch.
- Wool became the most popular yarn for spinning.
- Geographical areas had their own **39** _____ of knitting.
- Everyday tasks like looking after **40** _____ were done while knitting.

# Transcripts

## Part 1

JAKE: Hello, Junior Cycle camp, Jake speaking.

WOMAN: Hi. I'm calling for some information about the cycle camp – I'm thinking of sending my son.

JAKE: Great. Well, it's held every weekday morning over the summer vacation and we focus on basic cycling skills and safety. We have eight levels for children from three years upwards. How old's your son?

WOMAN: Charlie? He's seven. He can ride a bike, but he needs a little more training before he's safe to go on the road.

JAKE: He'd probably be best in Level 5. They start off practising on the site here, and we aim to get them riding on the road, but first they're taken to ride in the park, away from the traffic.

WOMAN: Right. And can you tell me a bit about the instructors?

JAKE: Well, all our staff wear different coloured shirts. So, we have three supervisors, and they have red shirts. They support the instructors, and they also stand in for me if I'm not around. Then the instructors themselves are in blue shirts, and one of these is responsible for each class.

WOMAN: OK.

JAKE: In order to be accepted, all our instructors have to submit a reference from someone who's seen them work with children – like if they've worked as a babysitter, for example. Then they have to complete our training course, including how to do lesson plans, and generally care for the well-being of the kids in their class. They do a great job, I have to say.

WOMAN: Right. And tell me a bit about the classes. What size will Charlie's class be?

JAKE: We have a limit of eight children in each class, so their instructor really gets to know them well. They're out riding most of the time but they have quiet times too, where their instructor might tell them a story that's got something to do with cycling, or get them to play a game together. It's a lot of fun.

WOMAN: It must be. Now, what happens if there's rain? Do the classes still run?

JAKE: Oh yes. We don't let that put us off – we just put on our waterproofs and keep cycling.

———————

WOMAN: And is there anything special Charlie should bring along with him?

JAKE: Well, maybe some spare clothes, especially if the weather's not so good. And a snack for break time.

WOMAN: How about a drink?

JAKE: No, we'll provide that. And make sure he has shoes, not sandals.

WOMAN: Sure. And just at present Charlie has to take medication every few hours, so I'll make sure he has that.

JAKE: Absolutely. Just give us details of when he has to take it and we'll make sure he does.

WOMAN: Thanks.

JAKE: Now, there are a few things you should know about Day 1 of the camp. The classes normally start at 9.30 every morning, but on Day 1 you should aim to get Charlie here by 9.20. The finishing time will be 12.30 as usual. We need the additional time because there are a few extra things to do. The most important is that we have a very careful check to make sure that every child's helmet fits properly. If it doesn't fit, we'll try to adjust it, or we'll find him another one – but he must wear it all the time he's on the bike.

WOMAN: Of course.

JAKE: Then after that, all the instructors will be waiting to meet their classes, and they'll meet up in the tent – you can't miss it. And each instructor will take their class away and get started.

WOMAN: OK. Well that all sounds good. Now can you tell me how much the camp costs a week?

JAKE: One hundred ninety-nine dollars. We've managed to keep the price more or less the same as last year – it was one hundred ninety then. But the places are filling up quite quickly.

WOMAN: Right. OK, well I'd like to book for …

## Part 2

Hello everyone. My name's Megan Baker and I'm a recruitment consultant at AVT Recruitment specialists.

Now, our company specialises in positions that involve working in the agriculture and horticulture sectors, so that's fresh food production, garden and park maintenance and so on. And these sectors do provide some very special career opportunities. For a start, they often offer opportunities for those who don't want to be stuck with a 40-hour week, but need to juggle work with other responsibilities such as child care – and this is very important for many of our

recruits. Some people like working in a rural setting, surrounded by plants and trees instead of buildings, although we can't guarantee that. But there are certainly health benefits, especially in jobs where you're not sitting all day looking at a screen – a big plus for many people. Salaries can sometimes be good too, although there's a lot of variety here. And you may have the opportunity in some types of jobs for travel overseas, although that obviously depends on the job, and not everyone is keen to do it.

Of course, working outdoors does have its challenges. It's fine in summer, but can be extremely unpleasant when it's cold and windy. You may need to be pretty fit for some jobs, though with modern technology that's not as important as it once was. And standards of health and safety are much higher now than they used to be, so there are fewer work-related accidents. But if you like a lively city environment surrounded by lots of people, these jobs are probably not for you – they're often in pretty remote areas. And some people worry about finding a suitable place to live, but in our experience, this usually turns out fine.

———————

Now let me tell you about some of the exciting jobs that we have on our books right now.

One is for a fresh food commercial manager. Our client here is a very large fresh food producer supplying a range of top supermarkets. They operate in a very fast-paced environment with low profit margins – the staff there work hard, but they play hard as well, so if you've a sociable personality this may be for you.

We have an exciting post as an agronomist advising farmers on issues such as crop nutrition, protection against pests, and the latest legislation on farming and agricultural practices. There are good opportunities for the right person to quickly make their way up the career ladder, but a deep knowledge of the agricultural sector is expected of applicants.

A leading supermarket is looking for a fresh produce buyer who is available for a 12-month maternity cover contract. You need to have experience in administration, planning and buying in the fresh produce industry, and in return will receive a very competitive salary.

We have also received a request for a sales manager for a chain of garden centres. You will be visiting centres in the region to ensure their high levels of customer service are maintained. This post is only suitable for someone who is prepared to live in the region.

There is also a vacancy for a tree technician to carry out tree cutting, forestry and conservation work. Candidates must have a clean driving licence and have training in safety procedures. A year's experience would be preferred but the company might be prepared to consider someone who has just completed an appropriate training course.

Finally, we have a position for a farm worker. This will involve a wide range of farm duties including crop sowing and harvesting, machine maintenance and animal care. Perks of the job include the possibility of renting a small cottage on the estate, and the chance to earn a competitive salary. A driving licence and tractor driving experience are essential.

## Part 3

ADAM: OK Rosie, shall we try to get some ideas together for our presentation on diet and obesity?

ROSIE: Sure.

ADAM: I can talk about the experiment I did to see if people can tell the difference between real sugar and artificial sweeteners.

ROSIE: Where you have people drinks with either sugar or artificial sweeteners and they had to say which they thought it was?

ADAM: Yeah. It took me ages to decide exactly how I'd organise it, especially how I could make sure that people didn't know which drink I was giving them. It was hard to keep track of it all, especially as I had so many people doing it – I had to make sure I kept a proper record of what each person had had.

ROSIE: So could most people tell the difference?

ADAM: Yeah – I hadn't thought they would be able to, but most people could.

ROSIE: Then there's that experiment I did measuring the fat content of nuts, to see if the nutritional information given on the packet was accurate.

ADAM: The one where you ground up the nuts and mixed them with a chemical to absorb the fat?

ROSIE: Yes. My results were a bit problematic – the fat content for that type of nut seemed much lower than it said on the package. But I reckon the package information was right. I think I should probably have ground up the nuts more than I did. It's possible that the scales for weighing the fat weren't accurate enough, too. I'd really like to try the experiment again some time.

————————

ADAM: So what can we say about helping people to lose weight? There's a lot we could say about what restaurants could do to reduce obesity. I read that the items at the start of a menu and the items at the end of a menu are much more likely to be chosen than the items in the middle. So, if you put the low-calorie items at the beginning and end of the menu, people will probably go for the food with fewer calories, without even realising what they're doing.

ROSIE: I think food *manufacturers* could do more to encourage healthy eating.

ADAM: How?

ROSIE: Well, when manufacturers put calorie counts of a food on the label, they're sometimes really confusing and I suspect they do it on purpose. Because food that's high in calories tastes better, and so they'll sell more.

ADAM: Yeah, so if you look at the amount of calories in a pizza, they'll give you the calories per quarter pizza and you think, oh that's not too bad. But who's going to eat a quarter pizza?

ROSIE: Exactly.

ADAM: I suppose another approach to this problem is to get people to exercise more.

ROSIE: Right. In England, the current guidelines are for at least 30 minutes of brisk walking, five days a week. Now when you ask them, about 40% of men and 30% of women say they do this, but when you objectively measure the amount of walking they do with motion sensors, you find that only 6% of men and 4% of women do the recommended amount of exercise.

ADAM: Mm, so you can see why obesity is growing.

ROSIE: So how can people be encouraged to take more exercise?

ADAM: Well, for example, think of the location of stairs station. if people reach the stairs before they reach the escalator when they're leaving the station, they're more likely to take the stairs. And if you increase the *width* of the stairs, you'll get more people using them at the same time. It's an unconscious process and influenced by minor modifications in their environment.

ROSIE: Right. And it might not be a big change, but if it happens every day, it all adds up.

ADAM: Yes. But actually, I'm not sure if we should be talking about exercise in our presentation.

ROSIE: Well, we've done quite a bit of reading about it.

ADAM: I know, but it's going to mean we have a very wide focus, and our tutor did say that we need to focus on causes and solutions in terms of nutrition.

ROSIE: I suppose so. And we've got plenty of information about that. OK, well that will be simpler.

ADAM: So what shall we do now? We've still got half an hour before our next lecture.

ROSIE: Let's think about what we're going to include and what will go where. Then we can decide what slides we need.

ADAM: OK, fine.

## Part 4

Good morning everyone. So today we're going to look at an important creative activity and that's hand knitting. Ancient knitted garments have been found in many different countries, showing that knitting is a global activity with a long history.

When someone says the word 'knitting' we might well picture an elderly person – a grandmother perhaps – sitting by the fire knitting garments for themselves or other members of the family. It's a homely image, but one that may lead you to feel that knitting is an activity of the past – and, indeed, during the previous decade, it was one of the skills that was predicted to vanish from everyday life. For although humans have sewn and knitted their own clothing for a very long time, many of these craft-based skills went into decline when industrial machines took over – mainly because they were no longer passed down from one generation to another. However, that's all changing and interest in knitting classes in many countries is actually rising, as more and more people are seeking formal instruction in the skill. With that trend, we're also seeing an increase in the sales figures for knitting equipment.

So why do people want to be taught to knit at a time when a machine can readily do the job for them? The answer is that knitting, as a handicraft, has numerous benefits for those doing it. Let's consider what some of these might be. While many people knitted garments in the past because they couldn't afford to buy clothes, it's still true today that knitting can be helpful if you're experiencing economic hardship. If you have several children who all need warm winter clothes, knitting may save you a lot of money. And the results of knitting your own clothes can be very rewarding, even though the skills you need to get going are really quite basic and the financial outlay is minimal.

But the more significant benefits in today's world are to do with well-being. In a world where it's estimated that we spend up to nine hours a day online, doing something with our hands that is craft-based makes us feel good. It releases us from the stress of a technological, fast-paced life.

———————

Now, let's look back a bit to early knitting activities. In fact, no one really knows when knitting first began, but archaeological remains have disclosed plenty of information for us to think about.

One of the interesting things about knitting is that the earliest pieces of clothing that have been found suggest that most of the items produced were round rather than flat. Discoveries from the 3rd and 4th centuries in Egypt show that things like socks and gloves, that were needed to keep hands and feet warm, were knitted in one piece using four or five needles. That's very different from most knitting patterns today, which only require two. What's more, the very first needles people used were hand carved out of wood and other natural materials, like bone, whereas today's needles are largely made of steel or plastic and make that characteristic clicking sound when someone's using them. Ancient people knitted using yarns made from linen, hemp, cotton and wool, and these were often very rough on the skin. The spinning wheel, which allowed people to make finer yarns and produce much greater quantities of them, led to the dominance of wool in the knitting industry – often favoured for its warmth.

Another interesting fact about knitting is that because it was practised in so many parts of the world for so many purposes, regional differences in style developed. This visual identity has allowed researchers to match bits of knitted clothing that have been unearthed over time to the region from which the wearer came or the job that he or she did.

As I've mentioned, knitting offered people from poor communities a way of making extra money while doing other tasks. For many centuries, it seems, men, women and children took every opportunity to knit, for example, while watching over sheep, walking to market or riding in boats. So, let's move on to take a …

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **park** | They start off practising on the site here, and we aim to get them riding on the road, but first they're taken to ride in the park, away from the traffic. |
| 2 | **blue** | Then the instructors themselves are in blue shirts, and one of these is responsible for each class. |
| 3 | **reference** | In order to be accepted, all our instructors have to submit a reference from someone who's seen them work with children |
| 4 | **story** | They're out riding most of the time but they have quiet times too, where their instructor might tell them a story that's got something to do with cycling, or get them to play a game together. |
| 5 | **rain** | Now, what happens if there's rain? Do the classes still run? |
| 6 | **snack** | And a snack for break time. |
| 7 | **medication** | And just at present Charlie has to take medication every few hours, so I'll make sure he has that. |
| 8 | **helmet** | The most important is that we have a very careful check to make sure that every child's helmet fits properly. |
| 9 | **tent** | Then after that, all the instructors will be waiting to meet their classes, and they'll meet up in the tent |
| 10 | **199** | One hundred ninety-nine dollars |
| 11 | **A / C** | For a start, they often offer opportunities for those who don't want to be stuck with a 40-hour week, but need to juggle work with other responsibilities such as child care But there are certainly health benefits, especially in jobs where you're not sitting all day looking at a screen |
| 12 | **A / C** | For a start, they often offer opportunities for those who don't want to be stuck with a 40-hour week, but need to juggle work with other responsibilities such as child care But there are certainly health benefits, especially in jobs where you're not sitting all day looking at a screen |
| 13 | **B / C** | but can be extremely unpleasant when it's cold and windy But if you like a lively city environment surrounded by lots of people, these jobs are probably not for you – they're often in pretty remote areas. |
| 14 | **B / C** | but can be extremely unpleasant when it's cold and windy But if you like a lively city environment surrounded by lots of people, these jobs are probably not for you – they're often in pretty remote areas. |
| 15 | **D** | They operate in a very fast-paced environment with low profit margins – the staff there work hard, but they play hard as well, so if you've a sociable personality this may be for you. |
| 16 | **F** | There are good opportunities for the right person to quickly make their way up the career ladder |
| 17 | **A** | A leading supermarket is looking for a fresh produce buyer who is available for a 12-month maternity cover contract. |
| 18 | **H** | We have also received a request for a sales manager for a chain of garden centres. You will be visiting centres in the region to ensure their high levels of customer service are maintained. |
| 19 | **C** | A year's experience would be preferred but the company might be prepared to consider someone who has just completed an appropriate training course. |
| 20 | **G** | Perks of the job include the possibility of renting a small cottage on the estate, and the chance to earn a competitive salary. A driving licence and tractor driving experience are essential. |
| 21 | **C / D** | It took me ages to decide exactly how I'd organise it, especially how I could make sure that people didn't know which drink I was giving them. It was hard to keep track of it all, especially as I had so many people doing it |
| 22 | **C / D** | It took me ages to decide exactly how I'd organise it, especially how I could make sure that people didn't know which drink I was giving them. It was hard to keep track of it all, especially as I had so many people doing it |
| 23 | **C / E** | I think I should probably have ground up the nuts more than I did. It's possible that the scales for weighing the fat weren't accurate enough, too. |
| 24 | **C / E** | I think I should probably have ground up the nuts more than I did. It's possible that the scales for weighing the fat weren't accurate enough, too. |
| 25 | **C** | So, if you put the low-calorie items at the beginning and end of the menu, people will probably go for the food with fewer calories, without even realising what they're doing. |
| 26 | **A** | Well, when manufacturers put calorie counts of a food on the label, they're sometimes really confusing and I suspect they do it on purpose. |
| 27 | **B** | Now when you ask them, about 40% of men and 30% of women say they do this, but when you objectively measure the amount of walking they do with motion sensors, you find that only 6% of men and 4% of women do the recommended amount of exercise. |

| # | Answer | Explanation |
|---|---|---|
| **28** | **A** | if people reach the stairs before they reach the escalator when they're leaving the station, they're more likely to take the stairs. And if you increase the width of the stairs, you'll get more people using them at the same time. It's an unconscious process and influenced by minor modifications in their environment. |
| **29** | **A** | But actually, I'm not sure if we should be talking about exercise in our presentation. |
| **30** | **C** | Let's think about what we're going to include and what will go where. |
| **31** | **grandmother** | When someone says the word 'knitting' we might well picture an elderly person – a grandmother perhaps – sitting by the fire knitting garments for themselves or other members of the family. |
| **32** | **decade** | during the previous decade, it was one of the skills that was predicted to vanish from everyday life. |
| **33** | **equipment** | With that trend, we're also seeing an increase in the sales figures for knitting equipment. |
| **34** | **economic** | it's still true today that knitting can be helpful if you're experiencing economic hardship. |
| **35** | **basic** | And the results of knitting your own clothes can be very rewarding, even though the skills you need to get going are really quite basic and the financial outlay is minimal. |
| **36** | **round** | One of the interesting things about knitting is that the earliest pieces of clothing that have been found suggest that most of the items produced were round rather than flat. |
| **37** | **bone** | What's more, the very first needles people used were hand carved out of wood and other natural materials, like bone |
| **38** | **rough** | these were often very rough on the skin. |
| **39** | **style** | Another interesting fact about knitting is that because it was practised in so many parts of the world for so many purposes, regional differences in style developed. |
| **40** | **sheep** | while watching over sheep, walking to market or riding in boats. |

# Test 14

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

### Holiday rental

**Owner's names**: Jack Fitzgerald and Shirley Fitzgerald

**Granary Cottage**

- available for week beginning **1** _____ May
- cost for the week: £ **2** _____

**3** _____ **Cottage**

- cost for the week: £480
- building was originally a **4** _____
- walk through doors from living room into a **5** _____
- several **6** _____ spaces at the front
- bathroom has a shower
- central heating and stove that burns **7** _____
- views of old **8** _____ from living room
- view of hilltop **9** _____ from the bedroom

**Payment**

- deposit: £144
- deadline for final payment: end of **10** _____

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-14

Choose the correct letter, **A**, **B** or **C**.

### Local council report on traffic and highways

**11** A survey found people's main concern about traffic in the area was

- **A** ○ cuts to public transport.
- **B** ○ poor maintenance of roads.
- **C** ○ changes in the type of traffic.

**12** Which change will shortly be made to the cycle path next to the river?

- **A** ○ It will be widened.
- **B** ○ It will be extended.
- **C** ○ It will be resurfaced.

**13** Plans for a pedestrian crossing have been postponed because

- **A** ○ the Post Office has moved.
- **B** ○ the proposed location is unsafe.
- **C** ○ funding is not available at present.

**14** On Station Road, notices have been erected

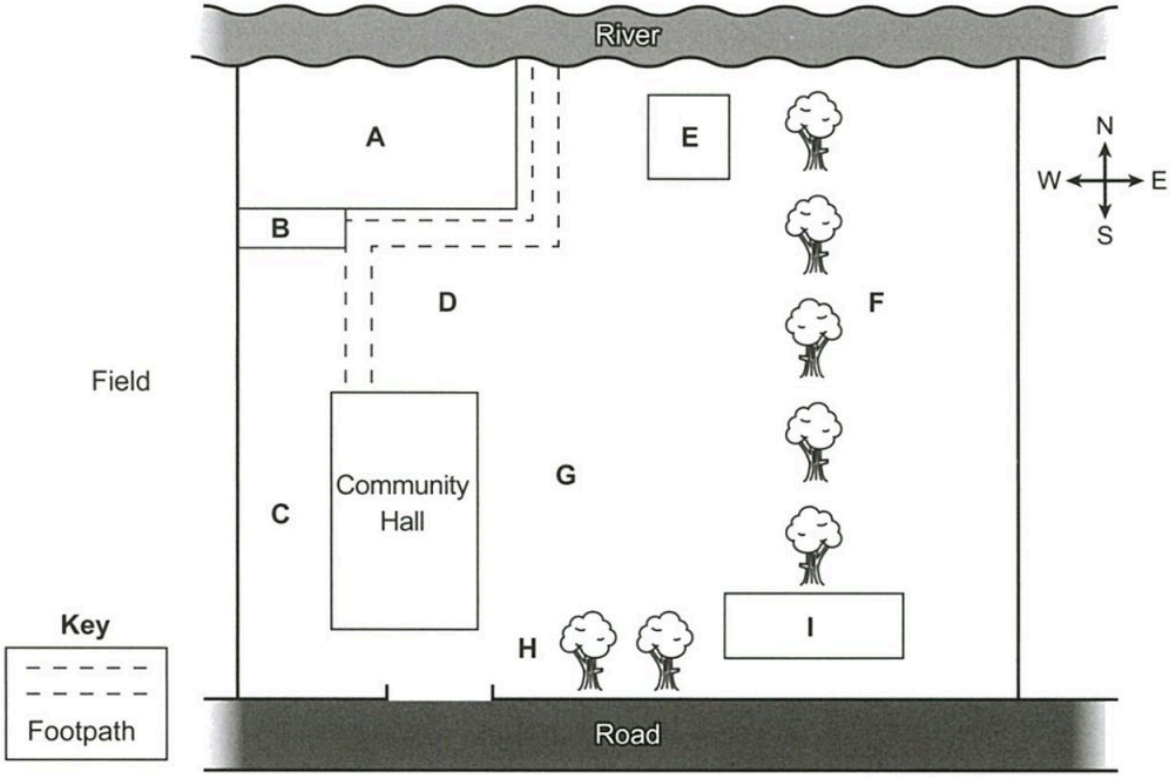
- **A** ○ telling cyclists not to leave their bikes outside the station ticket office.
- **B** ○ asking motorists to switch off engines when waiting at the level crossing.
- **C** ○ warning pedestrians to leave enough time when crossing the railway line.

## Questions 15-20

Label the map below.

*Write the correct letter, **A-I**, next to Questions.*

### Recreation ground after proposed changes




| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| 15 New car park | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 16 New cricket pitch | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 17 Children's playground | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 18 Skateboard ramp | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19 Pavilion | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20 Notice board | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose **TWO** letters, **A-E**.

**21** **22** Which **TWO** benefits of city bike-sharing schemes do the students agree are the most important?

- **A** ☐ reducing noise pollution
- **B** ☐ reducing traffic congestion
- **C** ☐ improving air quality
- **D** ☐ encouraging health and fitness
- **E** ☐ making cycling affordable

### Questions 23-24

Choose **TWO** letters, **A-E**.

**23** **24** Which **TWO** things do the students think are necessary for successful bike-sharing schemes?

- **A** ☐ Bikes should have a GPS system.
- **B** ☐ The app should be easy to use.
- **C** ☐ Public awareness should be raised.
- **D** ☐ Only one scheme should be available.
- **E** ☐ There should be a large network of cycle lanes.

### Questions 25-30

What is the speakers' opinion of the bike-sharing schemes in each of the following cities?

*Choose **SIX** answers from the box and write the correct letter, **A-G**, next to Questions.*

### Opinion of bike-sharing scheme

**A** They agree it has been disappointing.

**B** They think it should be cheaper.

**C** They are surprised it has been so successful.

**D** They agree that more investment is required.

**E** They think the system has been well designed.

**F** They disagree about the reasons for its success.

**G** They think it has expanded too quickly.

**Cities**

**25** Amsterdam _____

**26** Dublin _____

**27** London _____

**28** Buenos Aires _____

**29** New York _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

### THE EXTINCTION OF THE DODO BIRD

The dodo was a large flightless bird which used to inhabit the island of Mauritius.

**History**

- 1507 – Portuguese ships transporting **31** _____ stopped at the island to collect food and water.
- 1638 – The Dutch established a **32** _____ on the island.
- They killed the dodo birds for their meat.
- The last one was killed in 1681.

**Description**

- The only record we have is written descriptions and pictures (possibly unreliable).
- A Dutch painting suggests the dodo was very **33** _____.
- The only remaining soft tissue is a dried **34** _____.
- Recent studies of a dodo skeleton suggest the birds were capable of rapid **35** _____.
- It's thought they were able to use their small wings to maintain **36** _____.
- Their **37** _____ was of average size.
- Their sense of **38** _____ enabled them to find food.

**Reasons for extinction**

- Hunting was probably not the main cause.
- Sailors brought dogs and monkeys.
- **39** _____ also escaped onto the island and ate the birds' eggs.
- The arrival of farming meant the **40** _____ was destroyed.

# Transcripts

## Part 1

SHIRLEY: Hello?

TOM: Oh hello. I was hoping to speak to Jack Fitzgerald about renting a cottage.

SHIRLEY: I'm his wife, Shirley, and we own the cottages together, so I'm sure I can help you.

TOM: Great. My name's Tom. Some friends of ours rented Granary Cottage from you last year, and they thought it was great. So my wife and I are hoping to come in May for a week.

SHIRLEY: What date did you have in mind?

TOM: The week beginning the 14th, if possible.

SHIRLEY: I'll just check … I'm sorry, Tom, it's already booked that week. It's free the week beginning the 28th, though, for seven nights. In fact, that's the only time you could have it in May.

TOM: Oh. Well, we could manage that, I think. We'd just need to change a couple of things. How much would it cost?

SHIRLEY: That's the beginning of high season, so it'd be £550 for the week.

TOM: Ah. That's a bit more than we wanted to pay, I'm afraid. We've budgeted up to £500 for accommodation.

SHIRLEY: Well, we've just finished converting another building into a cottage, which we're calling Chervil Cottage.

TOM: Sorry? What was that again?

SHIRLEY: Chervil. C-H-E-R-V for Victor I-L.

TOM: Oh, that's a herb, isn't it?

SHIRLEY: That's right. It grows fairly wild around here. You could have that for the week you want for £480.

TOM: OK. So could you tell me something about it, please?

SHIRLEY: Of course. The building was built as a garage. It's a little smaller than Granary Cottage.

TOM: So that must sleep two people, as well?

SHIRLEY: That's right. There's a double bedroom.

TOM: Does it have a garden?

SHIRLEY: Yes, you get to it from the living room through French doors, and we provide two deckchairs. We hope to build a patio in the near future, but I wouldn't like to guarantee it'll be finished by May.

TOM: OK.

SHIRLEY: The front door opens onto the old farmyard, and parking isn't a problem – there's plenty of room at the front for that. There are some trees and potted plants there.

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TOM: What about facilities in the cottage? It has standard things like a cooker and fridge, I presume.

SHIRLEY: In the kitchen area there's a fridge-freezer and we've just put in an electric cooker.

TOM: Is there a washing machine?

SHIRLEY: Yes. There's also a TV in the living room, which plays DVDs too. The bathroom is too small for a bath, so there's a shower instead. I think a lot of people prefer that nowadays, anyway.

TOM: It's more environmentally friendly, isn't it? Unless you spend half the day in it!

SHIRLEY: Exactly.

TOM: What about heating? It sometimes gets quite cool at that time of year.

SHIRLEY: There's central heating, and if you want to light a fire, there's a stove. We can provide all the wood you need for it. It smells so much nicer than coal, and it makes the room very cosy – we've got one in our own house.

TOM: That sounds very pleasant. Perhaps we should come in the winter, to make the most of it!

SHIRLEY: Yes, we find we don't want to go out when we've got the fire burning. There are some attractive views from the cottage, which I haven't mentioned. There's a famous stone bridge – it's one of the oldest in the region, and you can see it from the living room. It isn't far away. The bedroom

window looks in the opposite direction, and has a lovely view of the hills and the monument at the top.

TOM: Well, that all sounds perfect. I'd like to book it, please. Would you want a deposit?

SHIRLEY: Yes, we ask for thirty percent to secure your booking, so that'll be, um, £144.

TOM: And when would you like the rest of the money?

SHIRLEY: You're coming in May, so the last day of March, please.

TOM: Fine.

SHIRLEY: Excellent. Could I just take your details …

## Part 2

CHAIRPERSON:

Right. Next on the agenda we have traffic and highways. Councillor Thornton.

COUNCILLOR THORNTON:

Thank you. Well, we now have the results of the survey carried out last month about traffic and road transport in the town. People were generally satisfied with the state of the roads. There were one or two complaints about potholes which will be addressed, but a significant number of people complained about the increasing number of heavy vehicles using our local roads to avoid traffic elsewhere. We'd expected more complaints by commuters about the reduction in the train service, but it doesn't seem to have affected people too much. The cycle path that runs alongside the river is very well used by both cyclists and pedestrians since the surface was improved last year, but overtaking can be a problem so we're going to add a bit on the side to make it wider. At some stage, we'd like to extend the path so that it goes all the way through the town, but that won't be happening in the immediate future.

The plans to have a pedestrian crossing next to the Post Office have unfortunately had to be put on hold for the time being. We'd budgeted for this to be done this financial year, but then there were rumours that the Post Office was going to move, which would have meant there wasn't really a need for a crossing. Now they've confirmed that they're staying where they are, but the Highways Department have told us that it would be dangerous to have a pedestrian crossing where we'd originally planned it as there's a bend in the road there. So that'll need some more thought.

On Station Road near the station and level crossing, drivers can face quite long waits if the level crossing's closed, and we've now got signs up requesting them not to leave their engines running at that time. This means pedestrians waiting on the pavement to cross the railway line don't have to breathe in car fumes. We've had some problems with cyclists leaving their bikes chained to the railings outside the ticket office, but the station has agreed to provide bike racks there.

———————

CHAIRPERSON:

So next on the agenda is 'Proposals for improvements to the recreation ground'. Councillor Thornton again.

COUNCILLOR THORNTON:

Well, since we managed to extend the recreation ground, we've spent some time talking to local people about how it could be made a more attractive and useful space. If you have a look at the map up on the screen, you can see the river up in the north, and the Community Hall near the entrance from the road. At present, cars can park between the Community Hall and that line of trees to the east, but this is quite dangerous for pedestrians so we're suggesting a new car park on the opposite side of the Community Hall, right next to it. We also have a new location for the cricket pitch. As we've now purchased additional space to the east of the recreation ground, beyond the trees, we plan to move it away from its current location, which is rather near the road, into this new area beyond the line of trees. This means there's less danger of stray balls hitting cars or pedestrians.

We've got plans for a children's playground which will be accessible by a footpath from the Community Hall and will be alongside the river. We'd originally thought of having it close to the road, but we think this will be a more attractive location.

The skateboard ramp is very popular with both younger and older children – we had considered moving this up towards the river, but in the end we decided to have it in the southeast corner near the road. The pavilion is very well used at present by both football players and cricketers. It will stay where it is now – to the left of the line of trees and near to the river – handy for both the football and cricket pitches. And finally, we'll be getting a new notice board for local information, and that will be directly on people's right as they go from the road into the recreation ground.

## Part 3

JAKE: Now that we've done all the research into bike-sharing schemes in cities around the world, we need to think about how we're going to organise our report.

AMY: Right. I think we should start by talking about the benefits. I mean it's great that so many cities have introduced these schemes where anyone can pick up a bike from dozens of different locations and hire it for a few hours. It makes riding a bike very convenient for people.

JAKE: Yes, but the costs can add up and that puts people on low incomes off in some places.

AMY: I suppose so, but if it means more people in general are cycling rather than driving, then because they're increasing the amount of physical activity they do, it's good for their health

JAKE: OK. But isn't that of less importance? I mean, doesn't the impact of reduced emissions on air pollution have a more significant effect on people's health?

AMY: Certainly, in some cities bike-sharing had made a big contribution to that. And also helped to cut the number of cars on the road significantly.

JAKE: Which is the main point.

AMY: Exactly. But I'd say it's had less of an impact on noise pollution because there are still loads of buses and lorries around.

JAKE: Right.

AMY: Shall we quickly discuss the recommendations we're going to make?

JAKE: In order to ensure bike-sharing schemes are successful?

AMY: Yes.

JAKE: OK. Well, while I think it's nice to have really state-of-the art bikes with things like GPS, I wouldn't say they're absolutely necessary.

AMY: But some technical things are really important – like a fully functional app – so people can make payments and book bikes easily. Places which haven't invested in that have really struggled.

JAKE: Good point … Some people say there shouldn't be competing companies offering separate bike-sharing schemes, but in some really big cities, competition's beneficial and anyway one company might not be able to manage the whole thing.

AMY: Right. Deciding how much to invest is a big question. Cities which have opened loads of new bike lanes at the same time as introducing bike-sharing schemes have generally been more successful – but there are examples of successful schemes where this hasn't happened … What does matter though – is having a big publicity campaign.

JAKE: Definitely. If people don't know how to use the scheme or don't understand its benefits, they won't use it. People need a lot of persuasion to stop using their cars.

———————

AMY: Shall we look at some examples now? And say what we think is good or bad about them.

JAKE: I suppose we should start with Amsterdam as this was one of the first cities to have a bike-sharing scheme.

AMY: Yes. There was already a strong culture of cycling here. In a way it's strange that there was such a demand for bike-sharing because you'd have thought most people would have used their own bikes.

JAKE: And yet it's one of the best-used schemes … Dublin's an interesting example of a success story.

AMY: It must be because the public transport system's quite limited.

JAKE: Not really – there's no underground, but there are trams and a good bus network. I'd say price has a lot to do with it. It's one of the cheapest schemes in Europe to join.

AMY: But the buses are really slow – anyway the weather certainly can't be a factor!

JAKE: No – definitely not. The London scheme's been quite successful

AMY: Yes – it's been a really good thing for the city. The bikes are popular and the whole system is well maintained but it isn't expanding quickly enough.

JAKE: Basically, not enough's been spent on increasing the number of cycle lanes. Hopefully that'll change.

AMY: Yes. Now what about outside Europe?

JAKE: Well bike-sharing schemes have taken off in places like Buenos Aires.

AMY: Mmm. They built a huge network of cycle lanes to support the introduction of the scheme there, didn't they? It attracted huge numbers of cyclists where previously there were hardly any.

JAKE: An example of good planning.

AMY: Absolutely. New York is a good example of how not to introduce a scheme. When they launched it, it was more than ten times the price of most other schemes.

JAKE: More than it costs to take a taxi, Crazy. I think the organisers lacked vision and ambition there.

AMY: I think so too. Sydney would be a good example to use. I would have expected it to have grown pretty quickly here.

JAKE: Yes. I can't quite work out why it hasn't been an instant success like some of the others. It's a shame really.

AMY: I know. OK so now we've thought about …

## Part 4

One of the most famous cases of extinction is that of a bird known as the dodo. In fact there's even a saying in English, 'as dead as the dodo', used to refer to something which no longer exists. But for many centuries the dodo was alive and well, although it could only be found in one place, the island of Mauritius in the Indian Ocean. It was a very large bird, about one metre tall, and over the centuries it had lost the ability to fly, but it survived happily under the trees that covered the island.

Then in the year 1507 the first Portuguese ships stopped at the island. The sailors were carrying spices back to Europe, and found the island a convenient stopping place where they could stock up with food and water for the rest of the voyage, but they didn't settle on Mauritius. However, in 1683 the Dutch arrived and set up a colony there. These first human inhabitants of the island found the dodo birds a convenient source of meat, although not everyone liked the taste.

It's hard to get an accurate description of what the dodo actually looked like. We do have some written records from sailors, and a few pictures, but we don't know how reliable these are. The best-known picture is a Dutch painting in which the bird appears to be extremely fat, but this may not be accurate – an Indian painting done at the same time shows a much thinner bird.

Although attempts were made to preserve the bodies of some of the birds, no complete specimen survives. In the early 17th century four dried parts of a bird were known to exist – of these, three have disappeared, so only one example of soft tissue from the dodo survives, a dodo head. Bones have also found, but there's only one complete skeleton in existence.

This single dodo skeleton has recently been the subject of scientific research which suggests that many of the earlier beliefs about dodos may have been incorrect. For example, early accounts of the birds mention how slow and clumsy it was, but scientists now believe the bird's strong knee joints would have made it capable of movement which was not slow, but actually quite fast. In fact, one 17th century sailor wrote that he found the birds hard to catch. It's true that the dodo's small wings wouldn't have allowed it to leave the ground, but the scientists suggest that these were probably employed for balance while going over uneven ground. Another group of scientists carried out analysis of the dodo's skull. They found that the reports of the lack of intelligence of the dodo were not borne out by their research, which suggested the bird's brain was not small, but average in size. In fact, in relation to its body size, it was similar to that of the pigeon, which is known to be a highly intelligent bird. The researchers also found that the structure of the bird's skull suggested that one sense which was particularly well-developed was that of smell. So the dodo may also have been particularly good at locating ripe fruit and other food in the island's thick vegetation.

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So it looks as if the dodo was better able to survive and defend itself than was originally believed. Yet less than 200 years after Europeans first arrived on the island, they had become extinct. So what was the reason for this? For a long time, it was believed that the dodos were hunted to extinction, but scientists now believe the situation was more complicated than this. Another factor may have been the new species brought to the island by the sailors. These included dogs, which would have been a threat to the dodos, and also monkeys, which ate the fruit that was the main part of the dodos' diet. These were brought to the island deliberately, but the ships also brought another type of creature – rats, which came to land from the ships and rapidly overran the island. These upset the ecology of the island, not just the dodos but other species too. However, they were a particular danger to the dodos because they consumed their eggs, and since each dodo only laid one at a time, this probably had a devastating effect on populations.

However, we now think that probably the main cause of the birds' extinction was not the introduction of non-native species, but the introduction of agriculture. This meant that the forest that has once covered all the island, and that had provided a perfect home for the dodo, was cut down so that crops such as sugar could be grown. So although the dodo had survived for thousands of years, suddenly it was gone.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **28th** | It's free the week beginning the 28th, though, for seven nights. In fact, that's the only time you could have it in May. |
| 2 | **550** | That's the beginning of high season, so it'd be £550 for the week. |
| 3 | **Chervil** | Well, we've just finished converting another building into a cottage, which we're calling Chervil Cottage. |
| 4 | **garage** | The building was built as a garage. |
| 5 | **garden** | Does it have a garden? |
| 6 | **parking** | The front door opens onto the old farmyard, and parking isn't a problem – there's plenty of room at the front for that. |
| 7 | **wood** | There's central heating, and if you want to light a fire, there's a stove. We can provide all the wood you need for it. |
| 8 | **bridge** | There's a famous stone bridge – it's one of the oldest in the region, and you can see it from the living room. It isn't far away. |
| 9 | **monument** | The bedroom window looks in the opposite direction, and has a lovely view of the hills and the monument at the top. |
| 10 | **March** | You're coming in May, so the last day of March, please. |
| 11 | **C** | but a significant number of people complained about the increasing number of heavy vehicles using our local roads to avoid traffic elsewhere. |
| 12 | **A** | but overtaking can be a problem so we're going to add a bit on the side to make it wider |
| 13 | **B** | but the Highways Department have told us that it would be dangerous to have a pedestrian crossing where we'd originally planned it as there's a bend in the road there. |
| 14 | **B** | On Station Road near the station and level crossing, drivers can face quite long waits if the level crossing's closed, and we've now got signs up requesting them not to leave their engines running at that time. |
| 15 | **C** | this is quite dangerous for pedestrians so we're suggesting a new car park on the opposite side of the Community Hall, right next to it. |
| 16 | **F** | As we've now purchased additional space to the east of the recreation ground, beyond the trees |
| 17 | **A** | We've got plans for a children's playground which will be accessible by a footpath from the Community Hall and will be alongside the river |
| 18 | **I** | The skateboard ramp is very popular with both younger and older children – we had considered moving this up towards the river, but in the end we decided to have it in the southeast corner near the road. |
| 19 | **E** | The pavilion is very well used at present by both football players and cricketers. It will stay where it is now – to the left of the line of trees and near to the river |
| 20 | **H** | And finally, we'll be getting a new notice board for local information, and that will be directly on people's right as they go from the road into the recreation ground. |
| 21 | **B / C** | I mean, doesn't the impact of reduced emissions on air pollution have a more significant effect on people's health? Certainly, in some cities bike-sharing had made a big contribution to that. And also helped to cut the number of cars on the road significantly. |
| 22 | **B / C** | I mean, doesn't the impact of reduced emissions on air pollution have a more significant effect on people's health? Certainly, in some cities bike-sharing had made a big contribution to that. And also helped to cut the number of cars on the road significantly. |
| 23 | **B / C** | But some technical things are really important – like a fully functional app – so people can make payments and book bikes easily What does matter though – is having a big publicity campaign. |
| 24 | **B / C** | But some technical things are really important – like a fully functional app – so people can make payments and book bikes easily What does matter though – is having a big publicity campaign. |
| 25 | **C** | In a way it's strange that there was such a demand for bike-sharing because you'd have thought most people would have used their own bikes. |
| 26 | **F** | It must be because the public transport system's quite limited. |
| 27 | **D** | Basically, not enough's been spent on increasing the number of cycle lanes. |
| 28 | **E** | An example of good planning. |
| 29 | **B** | More than it costs to take a taxi, Crazy. |
| 30 | **A** | I would have expected it to have grown pretty quickly here. |

| # | Answer | Explanation |
|---|---|---|
| **31** | **spice / spices** | The sailors were carrying spices back to Europe |
| **32** | **colony / settlement** | However, in 1683 the Dutch arrived and set up a colony there. |
| **33** | **fat** | The best-known picture is a Dutch painting in which the bird appears to be extremely fat, but this may not be accurate – an Indian painting done at the same time shows a much thinner bird. |
| **34** | **head** | of these, three have disappeared, so only one example of soft tissue from the dodo survives, a dodo head. |
| **35** | **movement** | but scientists now believe the bird's strong knee joints would have made it capable of movement which was not slow, but actually quite fast. |
| **36** | **balance / balancing** | but the scientists suggest that these were probably employed for balance while going over uneven ground. |
| **37** | **brain** | which suggested the bird's brain was not small |
| **38** | **smell** | The researchers also found that the structure of the bird's skull suggested that one sense which was particularly well-developed was that of smell. |
| **39** | **rats** | These were brought to the island deliberately, but the ships also brought another type of creature – rats, which came to land from the ships and rapidly overran the island. |
| **40** | **forest** | This meant that the forest that has once covered all the island, and that had provided a perfect home for the dodo, was cut down so that crops such as sugar could be grown. |

# Test 15

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

*Complete the notes below.*

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

### Buckworth Conservation Group

**Regular activities**

Beach

- making sure the beach does not have **1** _____ on it
- no **2** _____

Nature reserve

- maintaining paths
- nesting boxes for birds installed
- next task is taking action to attract **3** _____ to the place
- identifying types of **4** _____
- building a new **5** _____

**Forthcoming events**

Saturday

- meet at Dunsmore Beach car park
- walk across the sands and reach the **6** _____
- take a picnic
- wear appropriate **7** _____

Woodwork session

- suitable for **8** _____ to participate in
- making **9** _____ out of wood
- 17th, from 10 a.m. to 3 p.m.
- cost of session (no camping): £ **10** _____

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-14

*Choose the correct letter, **A**, **B** or **C**.*

### Boat trip round Tasmania

**11** What is the maximum number of people who can stand on each side of the boat?

- **A** ○ 9
- **B** ○ 15
- **C** ○ 18

**12** What colour are the tour boats?

- **A** ○ dark red
- **B** ○ jet black
- **C** ○ light green

**13** Which lunchbox is suitable for someone who doesn't eat meat or fish?

- **A** ○ Lunchbox 1
- **B** ○ Lunch box 2
- **C** ○ Lunch box 3

**14** What should people do with their litter?

- **A** ○ take it home
- **B** ○ hand it to a member of staff
- **C** ○ put it in the bins provided on the boat

## Questions 15-16

*Choose **TWO** letters, **A-E**.*

**15** **16** Which **TWO** features of the lighthouse does Lou mention?

- **A** ☐ why it was built
- **B** ☐ who built it
- **C** ☐ how long it took to build
- **D** ☐ who staffed it
- **E** ☐ what it was built with

## Questions 17-18

*Choose **TWO** letters, **A-E**.*

**17** **18** Which **TWO** types of creature might come close to the boat?

- **A** ☐ sea eagles
- **B** ☐ fur seals
- **C** ☐ dolphins
- **D** ☐ whales
- **E** ☐ penguins

## Questions 19-20

*Choose **TWO** letters, **A-E**.*

**19** **20** Which **TWO** points does Lou make about the caves?

- **A** ☐ Only large tourist boats can visit them.
- **B** ☐ The entrances to them are often blocked.
- **C** ☐ It is too dangerous for individuals to go near them.
- **D** ☐ Someone will explain what is inside them.
- **E** ☐ They cannot be reached on foot.

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

*Choose the correct letter, **A**, **B** or **C**.*

### Work experience for veterinary science students

**21** What problem did both Diana and Tim have when arranging their work experience?

- **A** ◯ make initial contact with suitable farms
- **B** ◯ organising transport to and from the farm
- **C** ◯ finding a placement for the required length of time

**22** Tim was pleased to be able to help

- **A** ◯ a lamb that had a broken leg.
- **B** ◯ a sheep that was having difficult giving birth.
- **C** ◯ a newly born lamb that was having trouble feeding.

**23** Diana says the sheep on her farm

- **A** ◯ were of various different varieties.
- **B** ◯ were mainly reared for their meat.
- **C** ◯ had better quality wool than sheep on the hills.

**24** What did the students learn about adding supplements to chicken feed?

- **A** ◯ These should only be given if specially needed.
- **B** ◯ It is worth paying extra for the most effective ones.
- **C** ◯ The amount given at one time should be limited.

**25** What happened when Diana was working with dairy cows?

- **A** ◯ She identified some cows incorrectly.
- **B** ◯ She accidentally threw some milk away.
- **C** ◯ She made a mistake when storing milk.

**26** What did both farmers mention about vets and farming?

- **A** ◯ Vets are failing to cope with some aspects of animal health.
- **B** ◯ There needs to be a fundamental change in the training of vets.
- **C** ◯ Some jobs could be done by the farmer rather than by a vet.

## Questions 27-30

What opinion do the students give about each of the following modules on their veterinary science course?

*Choose **FOUR** answers from the box and write the correct letter, **A-F**, next to questions.*

**Opinions**

A. Tim found this easier than expected.

B. Tim thought this was not very clearly organised.

C. Diana may do some further study on this.

D. They both found the reading required for this was difficult.

E. Tim was shocked at something he learned on this module.

F. They were both surprised how little is known about some aspects of this.

**Modules on Veterinary Science course**

**27** Medical terminology _____

**28** Diet and nutrition _____

**29** Animal disease _____

**30** Wildlife medication _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

*Complete the notes below.*

*Write **ONE WORD ONLY** for each answer.*

### Labyrinths

**Definition**

- a winding spiral path leading to a central area

**Labyrinths compared with mazes**

- Mazes are a type of **31** _____

– **32** _____ is needed to navigate through a maze

– the word 'maze' is derived from a word meaning a feeling of **33** _____

- Labyrinths represent a journey through life

– they have frequently been used in **34** _____ and prayer

**Early examples of the labyrinth spiral**

- Ancient carvings on **35** _____ have been found across many cultures
- The Pima, a Native American tribe, wove the symbol on baskets
- Ancient Greeks used the symbol on **36** _____

**Walking labyrinths**

- The largest surviving example of a turf labyrinth once had a big **37** _____ at its centre

**Labyrinths nowadays**

- Believed to have a beneficial impact on mental and physical health, e.g., walking a maze can reduce a person's **38** _____ rate
- Used in medical and health and fitness settings and also prisons
- Popular with patients, visitors and staff in hospitals

– patients who can't walk can use 'finger labyrinths' made from **39** _____

– research has shown that Alzheimer's sufferers experience less **40** _____

# Transcripts

## Part 1

PETER: Hello?

JAN: Oh hello. My name's Jan. Are you the right person to talk to about the Buckworth Conservation Group?

PETER: Yes, I'm Peter. I'm the secretary.

JAN: Good. I've just moved to this area, and I'm interested in getting involved. I was in a similar group where I used to live. Could you tell me something about your activities, please?

PETER: Of course. Well, we have a mixture of regular activities and special events. One of the regular ones is trying to keep the beach free of litter. A few of us spend a couple of hours a month on it, and it's awful how much there is so clear. I wish people would be more responsible and take it home with them.

JAN: I totally agree. I'd be happy to help with that. Is it OK to take dogs?

PETER: I'm afraid not, as they're banned from the beach itself. You can take them along the cliffs, though. And children are welcome.

JAN: Right.

PETER: We also manage a nature reserve, and there's a lot to do there all year round. For example, because it's a popular place to visit, we spend a lot of time looking after the paths and making sure they're in good condition for walking.

JAN: I could certainly help with that.

PETER: Good. And we have a programme of creating new habitats there. We're just finished making and installing nesting boxes for birds to use, and next we're going to work on encouraging insects – they're important for the biodiversity of the reserve.

JAN: They certainly are.

PETER: Oh, and we're also running a project to identify the different species of butterflies that visit the reserve. You might be interested in taking part in that.

JAN: Sure. I was involved in something similar where I used to live, counting all the species of months. I'd enjoy that.

PETER: Another job we're doing at the reserve is replacing the wall on the southern side, between the parking area and our woodshed. It was badly damaged in a storm last month.

JAN: OK.

———————

PETER: Then as I said, we have a programme of events as well, both at the weekend, and during the week.

JAN: Right. I presume you have guided walks? I'd like to get to know the local countryside, as I'm new to the area.

PETER: Yes, we do. The next walk is to Ruston Island, a week on Saturday. We'll be meeting in the car park at Dunsmore Beach at low tide – that's when the sands are dry enough for us to walk to the island without getting wet.

JAN: Sounds good.

PETER: The island's a great place to explore. It's quite small, and it's got a range of habitats. It's also an ideal location for seeing seals just off the coast, or even on the beach.

JAN: OK. And is there anything we should bring, like a picnic, for instance?

PETER: Yes, do bring one, as it's a full-day walk. And of course it'll be wet walking across and back, so make sure your boots are waterproof.

JAN: I must buy a new pair – there's a hole in one of my current ones! Well, I'd definitely like to come on the walk.

PETER: Great. Then later this month we're having a one-day woodwork session in Hopton Wood.

JAN: I've never tried that before. Is it OK for beginners to take part?

PETER: Definitely. There'll be a couple of experts leading the session, and we keep the number of participants down, so you'll get as much help as you need.

JAN: Excellent! I'd love to be able to make chairs.

PETER: That's probably too ambitious for one day! You'll be starting with wooden spoons, and of course learning how to use the tools. And anything you make is yours to take home with you.

JAN: That sounds like fun. When is it?

PETER: It's on the 17th, from 10 a.m. until 3. There's a charge of £35, including lunch, or £40 if you want to camp in the wood.

JAN: I should think I'll come home the same day. Well, I'd certainly like to join the group.

## Part 2

So, hello everyone. My name's Lou Miller and I'm going to be your tour guide today as we take this fantastic boat trip around the Tasmanian coast. Before we set off, I just want to tell you a few things about our journey.

Our boats aren't huge as you can see. We already have three staff members on board and on top of that, we can transport a further fifteen people – that's you – around the coastline. But please note if there are more than nine people on either side of the boat, we'll move some of you over, otherwise all eighteen of us will end up in the sea!

We've recently upgraded all our boats. They used to be jet black, but our new ones now have these comfortable dark red seats and a light-green exterior in order to stand out from others and help promote our company. This gives our boats a rather unique appearance, don't you think?

We offer you a free lunchbox during the trip and we have three types. Lunchbox 1 contains ham and tomato sandwiches. Lunchbox 2 contains a cheddar cheese roll and Lunchbox 3 is salad-based and also contains eggs and tuna. All three lunchboxes also have a packet of crisps and chocolate bar inside. Please let staff know which lunchbox you prefer.

I'm sure I don't have to ask you not to throw anything into the sea. We don't have any bins to put litter in, but Jess, myself or Ray, our other guide, will collect it from you after lunch and put it all in a large plastic sack.

———————

The engine on the boat makes quite a lot of noise so before we head off, let me tell you a few things about what you're going to see.

This area is famous for its ancient lighthouse, which you'll see from the boat as we turn past the first little island. It was built in 1838 to protect sailors as a number of shipwrecks had led to significant loss of life. The construction itself was complicated as some of the original drawings kept by the local council show. It sits right on top of the cliffs in a very isolated spot. In the nineteenth century there were many jobs there, such as polishing the brass lamps, chopping firewood and cleaning windows, that kept lighthouse keepers busy. These workers were mainly prison convicts until the middle of that century when ordinary families willing to live in such circumstances took over.

Some of you have asked me what creatures we can expect to see. I know everyone loves the penguins, but they're very shy and, unfortunately, tend to hide from passing boats, but you might see birds in the distance, such as sea eagles, flying around the cliff edges where they nest. When we get to the rocky area inhabited by fur seals, we'll stop and watch them swimming around the coast. They're inquisitive creatures so don't be surprised if one pops up right in front of you. Their predators, orca whales, hunt along the coastline too, but spotting one of these is rare. Dolphins, on the other hand, can sometimes approach on their own or in groups as they ride the waves beside us.

Lastly, I want to mention the caves. Tasmania is famous for its caves and the ones we'll pass by are so amazing that people are lost for words when they see them. They can only be approached by sea, but if you feel that you want to see more than we're able to show you, then you can take a kayak into the area on another day and one of our staff will give you more information on that. What we'll do is to go through a narrow channel, past some incredible rock formations and from there we'll be able to see the openings to the caves, and at that point we'll talk to you about what lies beyond.

## Part 3

DIANA: So, Tim, we have to do a short summary of our work experience on a farm.

TIM: Right. My farm was great, but arranging the work experience was hard. One problem was it was miles away and I don't drive. And also, I'd really wanted a placement for a month, but I could only get one for two weeks.

DIANA: I was lucky, the farmer let me stay on the farm so I didn't have to travel. But finding the right sort of farm to apply to wasn't easy.

TIM: No, they don't seem to have websites, do they. I found mine through a friend of my mother's, but it wasn't easy.

DIANA: No.

TIM: My farm was mostly livestock, especially sheep. I really enjoyed helping out with them. I was up most of one night helping a sheep deliver a lamb …

DIANA: On your own?

TIM: No, the farmer was there, and he told me what to do. It wasn't a straightforward birth, but I managed. It was a great feeling to see the lamb stagger to its feet and start feeding almost straightaway, and to know that it was OK.

DIANA: Mm.

TIM: Then another time a lamb had broken its leg, and they got the vet in to set it, and he talked me through what he was doing. That was really useful.

DIANA: Yes, my farm had sheep too. The farm was in a valley and they had a lowland breed called Suffolks, although the farmer said they'd had other breeds in the past.

TIM: So were they bred for their meat?

DIANA: Mostly, yes. They're quite big and solid.

TIM: My farm was up in the hills and they had a different breed of sheep, they were Cheviots.

DIANA: Oh, I heard their wool's really sought after.

TIM: Yes. It's very hardwearing and they use it for carpets.

DIANA: Right.

TIM: I was interested in the amount of supplements they add to animals' feed nowadays. Like, even the chickens got extra vitamins and electrolytes in their feed.

DIANA: Yes, I found that too. And they're not cheap. But my farmer said some are overpriced for what they are. And he didn't give them as a matter of routine, just at times when the chickens seemed to particularly require them.

TIM: Yes, mine said the same. He said certain breeds of chickens might need more supplements than the others, but the cheap and expensive ones are all basically the same.

DIANA: Mm.

TIM: So did your farm have any other livestock, Diana?

DIANA: Yes, dairy cows. I made a really embarrassing mistake when I was working in the milk shed. Some cows had been treated with antibiotics, so their milk wasn't suitable for human consumption, and it had to be put in a separate container. But I got mixed up, and I poured some milk from the wrong cow in with the milk for humans, so the whole lot had to be thrown away. The farmer wasn't too happy with me.

TIM: I asked my farmer how much he depended on the vet to deal with health problems. I'd read reports that the livestock's health is being affected as farmers are under pressure to increase production. Well, he didn't agree with that, but he said that actually some of the stuff the vets do, like minor operations, he'd be quite capable of doing himself.

DIANA: Yeah. My farmer said the same. But he reckons vets' skills are still needed.

———————————

DIANA: Now we've got to give a bit of feedback about last term's modules – just short comments, apparently. Shall we do that now?

TIM: OK. So medical terminology.

DIANA: Well, my heart sank when I saw that, especially right at the beginning of the course. And I did struggle with it.

TIM: I'd thought it'd be hard, but actually I found it all quite straightforward. What did you think about diet and nutrition?

DIANA: OK, I suppose.

TIM: Do you remember what they told us about pet food and the fact that there's such limited checking into whether or not it's contaminated? I mean in comparison with the checks on food for humans – I thought that was terrible.

DIANA: Mm. I think the module that really impressed me was the animal disease one, when we looked at domesticated animals in different parts of the world, like camels and water buffalo and alpaca. The economies of so many countries depend on these, but scientists don't know much about the diseases that affect them.

TIM: Yes, I thought they'd know a lot about ways of controlling and eradicating those diseases, but that's not the case at all.

I loved the wildlife medication unit. Things like helping birds that have been caught in oil spills. That's something I hadn't thought about before.

DIANA: Yeah, I thought I might write my dissertation on something connected with that.

TIM: Right. So …

## Part 4

Labyrinths have existed for well over 4,000 years. Labyrinths and labyrinthine symbols have been found in regions as diverse as modern-day Turkey, Ireland, Greece, and India. There are various designs of labyrinth but what they all have in common is a winding spiral path which leads to a central area. There is one starting point at the entrance and the goal is to reach the central area. Finding your way through a labyrinth involves many twists and turns, but it's not possible to get lost as there is only one single path.

In modern times, the word labyrinth has taken on a different meaning and is often used as a synonym for a maze. A maze is quite different as it is a kind of puzzle with an intricate network of paths. Mazes became fashionable in the 15th and 16th centuries in Europe, and can still be found in the gardens of great houses and palaces. The paths are usually surrounded by thick, high hedges so that it's not possible to see over them. Entering a maze usually involves getting lost a few times before using logic to work out the pattern and find your way to the centre and then out again. There are lots of dead ends and paths which lead you back to where you started. The word 'maze' is believed to come from a Scandinavian word for a state of confusion. This is where the word 'amazing' comes from.

Labyrinths, on the other hand, have a very different function. Although people now often refer to things they find complicated as labyrinths, this is not how they were seen in the past. the winding spiral of the labyrinth has been used for centuries as a metaphor for life's journey. It served as a spiritual reminder that there is purpose and meaning to our lives and helped to give people a sense of direction. Labyrinths are thought to encourage a feeling of calm and have been used as a meditation and prayer tool in many cultures over many centuries.

The earliest examples of the labyrinth spiral pattern have been found carved into stone, from Sardinia to Scandinavia, from Arizona to India to Africa. In Europe, these spiral carvings date from the late Bronze Age. The Native American Pima tribe wove baskets with a circular labyrinth design that depicted their own cosmology. In Ancient Greece, the labyrinth spiral was used on coins around four thousand years ago. Labyrinths made of mosaics were commonly found in bathhouses, villas and tombs throughout the Roman Empire.

In Northern Europe, there were actual physical labyrinths designed for walking on. These were cut into the turf or grass, usually in a circular pattern. The origin of these walking labyrinths remains unclear, but they were probably used for fertility rites which may date back thousands of years. Eleven examples

of turf labyrinths survive today, including the largest one at Saffron Walden, England, which used to have a large tree in the middle of it.

———————————

More recently labyrinths have experienced something of a revival. Some believe that walking a labyrinth promotes healing and mindfulness, and there are those who believe in its emotional and physical benefits, which include slower breathing and a restored sense of balance and perspective. This idea has become so popular that labyrinths have been laid into the floors of spas, wellness centres and even prisons in recent years.

A pamphlet at Colorado Children's Hospital informs patients that 'walking a labyrinth can often calm people in the midst of a crisis'. And apparently, it's not only patients who benefit. Many visitors find walking a labyrinth less stressful than sitting in a corridor or waiting room. Some doctors even walk the labyrinth during their breaks. In some hospitals, patients who can't walk can have a paper 'finger labyrinth' brought to their bed. The science behind the theory is a little sketchy, but there are dozens of small-scale studies which support claims about the benefits of labyrinths. For example, one study found that walking a labyrinth provided 'short-term calming, relaxation, and relief from anxiety' for Alzheimer's patients.

So, what is it about labyrinths that makes their appeal so universal? Well …

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **litter** | One of the regular ones is trying to keep the beach free of litter. |
| 2 | **dogs** | I'd be happy to help with that. Is it OK to take dogs? |
| 3 | **insects** | next we're going to work on encouraging insects |
| 4 | **butterflies** | Oh, and we're also running a project to identify the different species of butterflies that visit the reserve. |
| 5 | **wall** | Another job we're doing at the reserve is replacing the wall on the southern side |
| 6 | **island** | that's when the sands are dry enough for us to walk to the island without getting wet. |
| 7 | **boots** | And of course it'll be wet walking across and back, so make sure your boots are waterproof. |
| 8 | **beginners** | Is it OK for beginners to take part? |
| 9 | **spoons** | You'll be starting with wooden spoons, and of course learning how to use the tools. |
| 10 | **35 / thirty five** | There's a charge of £35, including lunch, or £40 if you want to camp in the wood. |
| 11 | **A** | But please note if there are more than nine people on either side of the boat, we'll move some of you over, otherwise all eighteen of us will end up in the sea! |
| 12 | **C** | They used to be jet black, but our new ones now have these comfortable dark red seats and a light-green exterior in order to stand out from others and help promote our company. |
| 13 | **B** | Lunchbox 2 contains a cheddar cheese roll and Lunchbox 3 is salad-based and also contains eggs and tuna. |
| 14 | **B** | but Jess, myself or Ray, our other guide, will collect it from you after lunch and put it all in a large plastic sack. |
| 15 | **A / D** | It was built in 1838 to protect sailors as a number of shipwrecks had led to significant loss of life These workers were mainly prison convicts until the middle of that century when ordinary families willing to live in such circumstances took over. |
| 16 | **A / D** | It was built in 1838 to protect sailors as a number of shipwrecks had led to significant loss of life These workers were mainly prison convicts until the middle of that century when ordinary families willing to live in such circumstances took over. |
| 17 | **B / C** | When we get to the rocky area inhabited by fur seals, we'll stop and watch them swimming around the coast. They're inquisitive creatures so don't be surprised if one pops up right in front of you. Dolphins, on the other hand, can sometimes approach on their own or in groups as they ride the waves beside us. |
| 18 | **B / C** | When we get to the rocky area inhabited by fur seals, we'll stop and watch them swimming around the coast. They're inquisitive creatures so don't be surprised if one pops up right in front of you. Dolphins, on the other hand, can sometimes approach on their own or in groups as they ride the waves beside us. |
| 19 | **D / E** | They can only be approached by sea past some incredible rock formations and from there we'll be able to see the openings to the caves, and at that point we'll talk to you about what lies beyond. |
| 20 | **D / E** | They can only be approached by sea past some incredible rock formations and from there we'll be able to see the openings to the caves, and at that point we'll talk to you about what lies beyond. |
| 21 | **A** | My farm was great, but arranging the work experience was hard. |
| 22 | **B** | I was up most of one night helping a sheep deliver a lamb … |
| 23 | **B** | So were they bred for their meat? |
| 24 | **A** | And he didn't give them as a matter of routine, just at times when the chickens seemed to particularly require them. |
| 25 | **C** | But I got mixed up, and I poured some milk from the wrong cow in with the milk for humans, so the whole lot had to be thrown away. |
| 26 | **C** | Well, he didn't agree with that, but he said that actually some of the stuff the vets do, like minor operations, he'd be quite capable of doing himself. |
| 27 | **A** | TIM: I'd thought it'd be hard, but actually I found it all quite straightforward |
| 28 | **E** | Do you remember what they told us about pet food and the fact that there's such limited checking into whether or not it's contaminated? I mean in comparison with the checks on food for humans – I thought that was terrible |
| 29 | **F** | I think the module that really impressed me was the animal disease one, when we looked at domesticated animals in different parts of the world, like camels and water buffalo and alpaca. The economies of so many countries depend on these, but scientists don't know much about the diseases that affect them. TIM: Yes, I thought they'd know a lot about ways of controlling and eradicating those diseases, but that's not the case at all |

| # | Answer | Explanation |
|---|---|---|
| **30** | **C** | DIANA: Yeah, I thought I might write my dissertation on something connected with that |
| **31** | **puzzle** | A maze is quite different as it is a kind of puzzle with an intricate network of paths. |
| **32** | **logic** | Entering a maze usually involves getting lost a few times before using logic to work out the pattern and find your way to the centre and then out again. |
| **33** | **confusion** | The word ‘maze’ is believed to come from a Scandinavian word for a state of confusion. |
| **34** | **meditation** | Labyrinths are thought to encourage a feeling of calm and have been used as a meditation and prayer tool in many cultures over many centuries. |
| **35** | **stone** | The earliest examples of the labyrinth spiral pattern have been found carved into stone, from Sardinia to Scandinavia, from Arizona to India to Africa. |
| **36** | **coins** | In Ancient Greece, the labyrinth spiral was used on coins around four thousand years ago. |
| **37** | **tree** | Eleven examples of turf labyrinths survive today, including the largest one at Saffron Walden, England, which used to have a large tree in the middle of it. |
| **38** | **breathing** | there are those who believe in its emotional and physical benefits, which include slower breathing and a restored sense of balance and perspective. |
| **39** | **paper** | In some hospitals, patients who can’t walk can have a paper ‘finger labyrinth’ brought to their bed. |
| **40** | **anxiety** | For example, one study found that walking a labyrinth provided ‘short-term calming, relaxation, and relief from anxiety’ for Alzheimer’s patients. |

# Test 16

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-7

*Complete the notes below.*

*Write **ONE WORD ONLY** for each answer.*

### Opportunities for voluntary work in Southoe village

**Library**

- Help with [1] _____ books (times to be arranged)
- Help needed to keep [2] _____ of books up to date
- Library is in the [3] _____ Room in the village hall

**Lunch club**

- Help by providing [4] _____
- Help with hobbies such as [5] _____

**Help for individuals needed next week**

- Taking Mrs Carroll to [6] _____
- Work in the [7] _____ at Mr Selsbury's house

## Questions 8-10

*Complete the table below.*

*Write **ONE WORD ONLY** for each answer.*

### Village social events

| Date | Event | Location | Help needed |
|---|---|---|---|
| 19 Oct | [8] _____ | Village hall | providing refreshments |
| 18 Nov | dance | Village hall | checking [9] _____ |
| 31 Dec | New Year's Eve party | Mountfort Hotel | designing the [10] _____ |

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-14

*Choose the correct letter, **A**, **B** or **C**.*

### Oniton Hall

**11** Many past owners made changes to

- **A** ◯ the gardens.
- **B** ◯ the house.
- **C** ◯ the farm.

**12** Sir Edward Downes built Oniton Hall because he wanted

- **A** ◯ a place for discussing politics.
- **B** ◯ a place to display his wealth.
- **C** ◯ a place for artists and writers.

**13** Visitors can learn about the work of servants in the past from

- **A** ◯ audio guides.
- **B** ◯ photographs.
- **C** ◯ people in costume.

**14** What is new for children at Onion Hall?

- **A** ◯ clothes for dressing up
- **B** ◯ mini tractors
- **C** ◯ the adventure playground

## Questions 15-20

Which activity is offered at each of the following locations on the farm?

*Choose **SIX** answers from the box and write the correct letter, **A-H**, next to Questions.*

**Activities**

**A** shopping

**B** watching cows being milked

**C** seeing old farming equipment

**D** eating and drinking

**E** starting a trip

**F** seeing rare breeds of animals

**G** helping to look after animals

**H** using farming tools

**Locations on the farm**

**15** dairy _____

**16** large barn _____

**17** small barn _____

**18** stables _____

**19** shed _____

**20** parkland _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

*Choose **TWO** letters, **A-E**.*

**21** **22** Which **TWO** things do the students agree they need to include in their review of *Romeo and Juliet*?

- **A** ☐ analysis of the text
- **B** ☐ a summary of the plot
- **C** ☐ a description of the theatre
- **D** ☐ a personal reaction
- **E** ☐ a reference to particular scenes

### Questions 23-27

Which opinion do the speakers give about each of the following aspects of The Emporium's production of *Romeo and Juliet*?

*Choose **FIVE** answers from the box and write the correct letter, **A-G**, next to Questions*

**Opinions**

**A** They both expected this to be more traditional.

**B** They both thought this was original.

**C** They agree this created the right atmosphere.

**D** They agree this was a major strength.

**E** They were both disappointed by this.

**F** They disagree about why this was an issue.

**G** They disagree about how this could be improved.

**Aspects of the production**

**23** the set _____

**24** the lighting _____

**25** the costume design _____

**26** the music _____

**27** the actors' delivery _____

### Questions 28-30

*Choose the correct letter, **A**, **B** or **C**.*

**28** The students think the story of *Romeo and Juliet* is still relevant for young people today because

- **A** ○ it illustrates how easily conflict can start.
- **B** ○ it deals with problems that families experience.
- **C** ○ it teaches them about relationships.

**29** The students found watching *Romeo and Juliet* in another language

- **A** ○ frustrating.
- **B** ○ demanding.
- **C** ○ moving.

**30** Why do the students think Shakespeare's plays have such international appeal?

- **A** ○ The stories are exciting.
- **B** ○ There are recognisable characters.
- **C** ○ They can be interpreted in many ways.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

*Complete the notes below.*

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

### The impact of digital technology on the Icelandic language

**The Icelandic language**

- has approximately **31** _____ speakers
- has a **32** _____ that is still growing
- has not changed a lot over the last thousand years
- has its own words for computer-based concepts, such as web browser and **33** _____

**Young speakers**

- are big users of digital technology, such as **34** _____
- are becoming **35** _____ very quickly
- are having discussions using only English while they are in the **36** _____ at school
- are better able to identify the content of a **37** _____ in English than Icelandic

**Technology and internet companies**

- write very little in Icelandic because of the small number of speakers and because of how complicated its **38** _____ is

**The Icelandic government**

- has set up a fund to support the production of more digital content in the language
- believes that Icelandic has a secure future
- is worried that young Icelanders may lose their **39** _____ as Icelanders
- is worried about the consequences of children not being **40** _____ in either Icelandic or English

# Transcripts

## Part 1

JANE: Hello, Jane Fairbanks speaking.

FRANK: Oh, good morning. My name's Frank Pritchard. I've just retired and moved to Southoe. I'd like to become a volunteer, and I gather you co-ordinate voluntary work in the village.

JANE: That's right.

FRANK: What sort of thing could I do?

JANE: Well, we need help with the village library. We borrow books from the town library, and individuals also donate them. So, one thing you could do is get involved in collecting them – if you've got a car, that is.

FRANK: Yes, that's no problem.

JANE: The times are pretty flexible so we can arrange it to suit you. Another thing is the records that we keep of the books we're given, and those we borrow and need to return to the town library. It would be very useful to have another person to help keep them up to date.

FRANK: Right. I'm used to working on a computer – I presume they're computerised?

JANE: Oh yes.

FRANK: Is the library purpose-built? I haven't noticed it when I've walked round the village.

JANE: No, we simply have the use of a room in the village hall, the West Room. It's on the left as you go in.

FRANK: I must go and have a look inside the hall.

JANE: Yes, it's a nice building.

FRANK: Do you run a lunch club in the village for elderly people? I know a lot of places do.

JANE: Yes, we have a very successful club.

FRANK: I could help with transport, if that's of any use.

JANE: Ooo definitely. People come to the club from neighbouring villages, and we're always in need of more drivers.

FRANK: And does the club have groups that focus on a particular hobby, too? I could get involved in one or two, particularly if there are any art groups.

JANE: Excellent. I'll find out where we need help and get back to you.

FRANK: Fine. What about help for individual residents. Do you arrange that at all?

JANE: Yes, we do it as a one-off. In fact, there's Mrs Carroll. She needs a lift to the hospital next week, and we're struggling to find someone.

FRANK: When's her appointment?

JANE: On Tuesday. It would take the whole morning.

FRANK: I could do that.

JANE: Oh, that would be great. Thank you. And also, next week, we're arranging to have some work done to Mr Selsbury's house before he moves, as he isn't healthy enough to do it himself. We're got some people to decorate his kitchen, but if you could do some weeding in his garden, that would be wonderful.

FRANK: OK. I'd enjoy that. And presumably the day and time are flexible.

JANE: Oh yes. Just say when would suit you best, and we'll let Mr Selsbury know.

FRANK: Good.

———————

JANE: The volunteers group also organises monthly social events, which is a great way to meet other people, of course.

FRANK: Uhuh.

JANE: So next month, on the 19th of October, we're holding a quiz – a couple of residents are great at planning unusual ones, and we always fill the village hall.

FRANK: That sounds like fun. Can I do anything to help?

JANE: Well, because of the summer of people, we need plenty of refreshments for halfway through. So, if you could provide any, we'd be grateful.

FRANK: I'm sure I could. I'll think about what to make, and let you know.

JANE: Thank you. Then on November the 18th, we're holding a dance, also in the village hall. We've booked a band that specialises in music of the 1930s – they've been before, and we've had a lot of requests to bring them back.

FRANK: I'm not really a dancer, but I'd like to do something to help.

JANE: Well, we sell tickets in advance, and having an extra person to check them at the door, as people arrive, would be good – it can be quite a bottleneck if everyone arrives at once!

FRANK: OK, I'm happy with that.

JANE: We're also arranging a New Year's Eve party. We're expecting that to be a really big event, so instead of the village hall, it'll be held in the Mountfort Hotel.

FRANK: The ...?

JANE: Mountfort. M-O-U-N-T-F-O-R-T Hotel. It isn't in Southoe itself, but it's only a couple of miles away. The hotel will be providing dinner and we've booked a band. The one thing we haven't got yet is a poster. That isn't something you could do, by any chance, is it?

FRANK: Well actually, yes. Before I retired I was a graphic designer, so that's right up my street.

JANE: Oh perfect! I'll give you the details, and then perhaps you could send me a draft ...

FRANK: Of course.

## Part 2

Good morning, and welcome to Oniton Hall, one of the largest estates in the area. My name's Nick, and I'm one of the guides. I'll give you a brief introduction to the estate while you're sitting down, and then we'll walk round.

The estate consists of the house, gardens, parkland and farm, and it dates back to the fourteenth century. The original house was replaced in the late seventeenth century, and of course it has had a large number of owners. Almost all of them have left their mark, generally by adding new rooms, like the ballroom and conservatory, or by demolishing others. The farm looks much as it's always done, although the current owner has done a great deal of work to the flower beds.

In the seventeenth century, the estate was owned by a very wealthy man called Sir Edward Downes. His intention was to escape from the world of politics, after years as an active politician, and to build a new house worthy of his big collection of books, paintings and sculptures. He broke off contact with his former political allies, and hosted meeting of creative and literary people, like painters and poets. Unusually for his time, he didn't care whether his guests were rich or poor, as long as they had talent.

———————————

Big houses like Oniton had dozens of servants until the 1920s or 30s, and we've tried to show what their working lives were like. Photographs of course don't give much of an idea, so instead, as you go round the house, you'll see volunteers dressed up as nineteenth-century servants, going about their work. They'll explain what they're doing, and tell you their recipes, or what tools they're using. We've just introduced this feature to replace the audio guide we used to have available.

I see there are a number of children here with you today. Well, we have several activities specially for children, like dressing up in the sorts of clothes that children wore in the past, and as it's a fine day, some of you will probably want to play in the adventure playground. Our latest addition is child-sized tractors, that you can drive around the grounds.

————————

We'll also be going into the farm that's part of the estate, where there's plenty to do. Most of the buildings date from the eighteenth century, so you can really step back into an agricultural past.

Until recently, the dairy was where milk from the cows was turned into cheese. It's now the place to go for lunch, or afternoon tea, or just a cup of coffee and a slice of homemade cake.

The big stone building that dominates the farm is the large barn, and in here is our collection of agricultural tools. These were used in the past to plough the earth, sow seeds, make gates, and much more.

There's a small barn, also made of stone, where you can groom the donkeys and horses, to keep their coats clean. They really seem to enjoy having it done, and children love grooming them.

The horses no longer live in the stables, which instead is the place to go to buy gifts, books, our own jams and pickles, and clothes and blankets made of wool from our sheep.

Outside the shed, which is the only brick building, you can climb into a horse-drawn carriage for a lovely, relaxing tour of the park and farm. The carriages are well over a hundred years old.

And finally, the parkland, which was laid out in the eighteenth century, with a lake and trees that are now well established. You'll see types of cattle and sheep that are hardly ever found on farms these days. We're helping to preserve them, to stop their numbers falling further.

OK, well if you'd like to come with me ...

## Part 3

ED: Did you make notes while you were watching the performances of *Romeo and Juliet*, Gemma?

GEMMA: Yes, I did. I found it quite hard though. I kept getting too involved in the play.

ED: Me too. I ended up not taking notes. I wrote down my impressions when I got home. Do you mind if I check a few things with you? In case I've missed anything. And I've also got some questions about our assignment.

GEMMA: No, it's good to talk things through. I may have missed things too.

ED: OK great. So first of all, I'm not sure how much information we should include in our reviews.

GEMMA: Right. Well, I don't think we need to describe what happens. Especially as *Romeo and Juliet* is one of Shakespeare's most well-known plays.

ED: Yeah, everyone knows the story. In an essay we'd focus on the poetry and Shakespeare's use of imagery etc., but that isn't really relevant in a review. We're supposed to focus on how effective this particular production is.

GEMMA: Mmm. We should say what made it a success or a failure.

ED: And part of that means talking about the emotional impact the performance had on us. I think that's important.

GEMMA: Yes. And we should definitely mention how well the director handled important bits of the play – like when Romeo climbs onto Juliet's balcony.

ED: And the fight between Mercutio and Tybalt.

GEMMA: Yes. It would also be interesting to mention the theatre space and how the director used it but I don't think we'll have space in 800 words.

ED: No. OK. That all sounds quite straightforward.

———————

ED: So what about The Emporium Theatre's production of the play?

GEMMA: I thought some things worked really well but there were some problems too.

ED: Yeah. What about the set, for example?

GEMMA: I think it was visually really stunning. I'd say that was probably the most memorable thing about this production.

ED: You're right. The set design was really amazing, but actually I have seen similar ideas used in other productions.

GEMMA: What about the lighting? Some of the scenes were so dimly lit it was quite hard to see.

ED: I didn't dislike it. It helped to change the mood of the quieter scenes.

GEMMA: That's a good point.

ED: What did you think of the costumes?

GEMMA: I was a bit surprised by the contemporary dress, I must say.

ED: Yeah – I think it worked well, but I had assumed it would be more conventional.

GEMMA: Me too. I liked the music at the beginning and I thought the musicians were brilliant, but I thought they were wasted because the music didn't have much impact in Acts 2 and 3.

ED: Yes – that was a shame.

GEMMA: One problem with this production was that the actors didn't deliver the lines that well. They were speaking too fast.

ED: It was a problem I agree, but I thought it was because they weren't speaking loudly enough – especially at key points in the play.

GEMMA: I actually didn't have a problem with that.

ED: It's been an interesting experience watching different versions of *Romeo and Juliet*, hasn't it?

GEMMA: Definitely. It's made me realise how relevant the play still is.

ED: Right. I mean a lot's changed since Shakespeare's time, but in many ways nothing's changed. There are always disagreements and tension between teenagers and their parents.

GEMMA: Yes, that's something all young people can relate to – more than the violence and the extreme emotions in the play.

ED: How did you find watching it in translation?

GEMMA: Really interesting. I expected to find it more challenging, but I could follow the story pretty well.

ED: I stopped worrying about not being able to understand all the words and focused on the actors' expressions. The ending was pretty powerful.

GEMMA: Yes. That somehow intensified the emotion for me.

ED: Did you know Shakespeare's been translated into more languages than any other writer?

GEMMA: What's the reason for his international appeal, do you think?

ED: I was reading that it's because his plays are about basic themes that people everywhere are familiar with.

GEMMA: Yeah, and they can also be understood on different levels. The characters have such depth.

ED: Right – which allows directors to experiment and find new angles.

GEMMA: That's really important because …

## Part 4

Right, everyone, let's make a start. Over the past few sessions, we've been considering the reasons why some world languages are in decline, and today I'm going to introduce another factor that affects languages, and the speakers of those languages, and that's technology and, in particular, digital technology. In order to illustrate its effect, I'm going to focus on the Icelandic language, which is spoken by around 321,000 people, most of whom live in Iceland – an island in the North Atlantic Ocean.

The problem for this language is not the number of speakers – even though this number is small. Nor is it about losing words to other languages, such as English. In fact, the vocabulary of Icelandic is continually increasing because when speakers need a new word for something, they tend to create one, rather than borrowing from another language. All this makes Icelandic quite a special language – it's changed very little in the past millennium, yet it can handle twenty-first-century concepts related to the use of computers and digital technology. Take, for example, the word for web browser … this is *vafri* in Icelandic, which comes from the verb 'to wander'. I can't think of a more appropriate term because that's exactly what you do mentally when you browse the internet. Then there's an Icelandic word for podcast – which is too hard to pronounce! And so on.

Icelandic, then, is alive and growing, but – and it's a big but – young Icelanders spend a great deal of time in the digital world and this world is predominantly English. Think about smartphones. They didn't even exist until comparatively recently, but today young people use them all the time to read books, watch TV or films, play games, listen to music, and so on. Obviously, this is a good thing in many respects because it promotes their bilingual skills, but the extent of the influence of English in the virtual world is staggering and it's all happening really fast.

For their parents and grandparents, the change is less concerning because they already have their native-speaker skills in Icelandic. But for young speakers – well, the outcome is a little troubling. For example, teachers have found that playground conversations in Icelandic secondary schools can be conducted entirely in English, while teachers of much younger children have reported situations where their classes find it easier to say what is in a picture using English, rather than Icelandic. The very real and worrying consequence of all this is that the young generation in Iceland is at risk of losing its mother tongue.

———————

Of course, this is happening to other European languages too, but while internet companies might be willing to offer, say, French options in their systems, it's much harder for them to justify the expense of doing the same for a language that has a population the size of a French town, such as Nice. The other drawback of Icelandic is the grammar, which is significantly more complex than in most languages. At the moment, the tech giants are simply not interested in tackling this.

So, what is the Icelandic government doing about this? Well, large sums of money are being allocated to a language technology fund that it is hoped will lead to the development of Icelandic sourced apps and other social media and digital systems, but clearly this is going to be an uphill struggle.

On the positive side, they know that Icelandic is still the official language of education and government. It has survived for well over a thousand years and the experts predict that its future in this nation state is sound and will continue to be so. However, there's no doubt that it's becoming an inevitable second choice in young people's lives.

This raises important questions. When you consider how much of the past is tied up in a language, will young Icelanders lose their sense of their own identity? Another issue that concerns the government of Iceland is this. If children are learning two languages through different routes, neither of which they are fully fluent in, will they be able to express themselves properly?

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **collecting** | So, one thing you could do is get involved in collecting them – if you've got a car, that is. |
| 2 | **records** | Another thing is the records that we keep of the books we're given, and those we borrow and need to return to the town library. |
| 3 | **West** | No, we simply have the use of a room in the village hall, the West Room. |
| 4 | **transport** | I could help with transport, if that's of any use. |
| 5 | **art** | I could get involved in one or two, particularly if there are any art groups. |
| 6 | **hospital** | She needs a lift to the hospital next week, and we're struggling to find someone. |
| 7 | **garden** | We're got some people to decorate his kitchen, but if you could do some weeding in his garden, that would be wonderful. |
| 8 | **quiz** | So next month, on the 19th of October, we're holding a quiz – a couple of residents are great at planning unusual ones, and we always fill the village hall. |
| 9 | **tickets** | Well, we sell tickets in advance |
| 10 | **poster** | The one thing we haven't got yet is a poster. |
| 11 | **B** | Almost all of them have left their mark, generally by adding new rooms, like the ballroom and conservatory, or by demolishing others. |
| 12 | **C** | He broke off contact with his former political allies, and hosted meeting of creative and literary people, like painters and poets. |
| 13 | **C** | Photographs of course don't give much of an idea, so instead, as you go round the house, you'll see volunteers dressed up as nineteenth-century servants, going about their work. |
| 14 | **B** | Our latest addition is child-sized tractors, that you can drive around the grounds. |
| 15 | **D** | It's now the place to go for lunch, or afternoon tea, or just a cup of coffee and a slice of homemade cake. |
| 16 | **C** | The big stone building that dominates the farm is the large barn, and in here is our collection of agricultural tools. |
| 17 | **G** | There's a small barn, also made of stone, where you can groom the donkeys and horses, to keep their coats clean. |
| 18 | **A** | The horses no longer live in the stables, which instead is the place to go to buy gifts, books, our own jams and pickles, and clothes and blankets made of wool from our sheep. |
| 19 | **E** | Outside the shed, which is the only brick building, you can climb into a horse-drawn carriage for a lovely, relaxing tour of the park and farm. |
| 20 | **F** | You'll see types of cattle and sheep that are hardly ever found on farms these days. |
| 21 | **D / E** | And part of that means talking about the emotional impact the performance had on us. And we should definitely mention how well the director handled important bits of the play – like when Romeo climbs onto Juliet's balcony. |
| 22 | **D / E** | And part of that means talking about the emotional impact the performance had on us. And we should definitely mention how well the director handled important bits of the play – like when Romeo climbs onto Juliet's balcony. |
| 23 | **D** | I think it was visually really stunning. I'd say that was probably the most memorable thing about this production. |
| 24 | **C** | It helped to change the mood of the quieter scenes. |
| 25 | **A** | I was a bit surprised by the contemporary dress, I must say. |
| 26 | **E** | I thought they were wasted because the music didn't have much impact in Acts 2 and 3. |
| 27 | **F** | They were speaking too fast. |
| 28 | **B** | There are always disagreements and tension between teenagers and their parents. |
| 29 | **C** | The ending was pretty powerful. |
| 30 | **C** | Yeah, and they can also be understood on different levels. |
| 31 | **321,000 / 321000** | In order to illustrate its effect, I'm going to focus on the Icelandic language, which is spoken by around 321,000 people, most of whom live in Iceland – an island in the North Atlantic Ocean. |
| 32 | **vocabulary** | In fact, the vocabulary of Icelandic is continually increasing because when speakers need a new word for something, they tend to create one, rather than borrowing from another language. |
| 33 | **podcast** | Then there's an Icelandic word for podcast – which is too hard to pronounce! And so on. |

| # | Answer | Explanation |
|---|---|---|
| **34** | **smartphones** | Think about smartphones. They didn't even exist until comparatively recently, but today young people use them all the time to read books, watch TV or films, play games, listen to music, and so on. |
| **35** | **bilingual** | Obviously, this is a good thing in many respects because it promotes their bilingual skills, but the extent of the influence of English in the virtual world is staggering and it's all happening really fast. |
| **36** | **playground** | teachers have found that playground conversations in Icelandic secondary schools can be conducted entirely in English |
| **37** | **picture** | while teachers of much younger children have reported situations where their classes find it easier to say what is in a picture using English, rather than Icelandic. |
| **38** | **grammar** | The other drawback of Icelandic is the grammar, which is significantly more complex than in most languages. At the moment, the tech giants are simply not interested in tackling this. |
| **39** | **identity** | When you consider how much of the past is tied up in a language, will young Icelanders lose their sense of their own identity? |
| **40** | **fluent** | If children are learning two languages through different routes, neither of which they are fully fluent in, will they be able to express themselves properly? |

# Test 17

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

*Complete the notes below.*

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

### Advice on surfing holidays

**Jack's advice**

- Recommends surfing for **1** _____ holidays in the summer
- Need to be quite **2** _____

**Irish surfing locations**

- County Clare

– Lahinch has some good quality **3** _____ and surf schools

– There are famous cliffs nearby

- County Mayo

– Good surf school at **4** _____ beach

– Surf camp lasts for one **5** _____

– Can also explore the local **6** _____ by kayak

**Weather**

- Best month to go: **7** _____
- Average temperature in summer: approx. **8** _____ degrees

**Costs**

- Equipment

– Wetsuit and surfboard: **9** _____ euros per day

– Also advisable to hire **10** _____ for warmth

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

*Choose **TWO** letters, **A-E**.*

**11** **12** Which **TWO** facts are given about the school's extended hours childcare service?

- **A** ☐ It started recently.
- **B** ☐ More children attend after school than before school.
- **C** ☐ An average of 50 children attend in the mornings.
- **D** ☐ A child cannot attend both the before and after school sessions.
- **E** ☐ The maximum number of children who can attend is 70.

### Questions 13-15

*Choose the correct letter, **A**, **B** or **C**.*

**13** How much does childcare cost for a complete afternoon session per child?

- **A** ○ £3.50
- **B** ○ £5.70
- **C** ○ £7.20

**14** What does the manager say about food?

- **A** ○ Children with allergies should bring their own food.
- **B** ○ Children may bring healthy snacks with them.
- **C** ○ Children are given a proper meal at 5 p.m.

**15** What is different about arrangements in the school holidays?

- **A** ○ Children from other schools can attend.
- **B** ○ Older children can attend.
- **C** ○ A greater number of children can attend.

### Questions 16-20

What information is given about each of the following activities on offer?

*Choose **FIVE** answers from the box and write the correct letter, **A-G**, next to Questions.*

**Information**

**A** has limited availability

**B** is no longer available

**C** is for over 8s only

**D** requires help from parents

**E** involves an additional fee

**F** is a new activity

**G** was requested by children

**Activities**

16 Spanish _____

17 Music _____

18 Painting _____

19 Yoga _____

20 Cooking _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-24

*Choose the correct letter, **A**, **B** or **C**.*

### Holly's Work Placement Tutorial

**21** Holly has chosen the Orion Stadium placement because

- **A** ○ it involves children.
- **B** ○ it is outdoors.
- **C** ○ it sounds like fun.

**22** Which aspect of safety does Dr Green emphasise most?

- **A** ○ ensuring children stay in the stadium
- **B** ○ checking the equipment children will use
- **C** ○ removing obstacles in changing rooms

**23** What does Dr Green say about the spectators?

- **A** ○ They can be hard to manage.
- **B** ○ They make useful volunteers.
- **C** ○ They shouldn't take photographs.

**24** What has affected the schedule in the past?

- **A** ○ bad weather
- **B** ○ an injury
- **C** ○ extra time

## Questions 25-30

What do Holly and her tutor agree is an important aspect of each of the following events management skills?

*Choose **SIX** answers from the box and write the correct letter, **A-H**, next to Questions.*

**Important aspects**

**A** being flexible

**B** focusing on details

**C** having a smart appearance

**D** hiding your emotions

**E** relying on experts

**F** trusting your own views

**G** doing one thing at a time

**H** thinking of the future

**Events management skills**

**25** Communication _____

**26** Organisation _____

**27** Time management _____

**28** Creativity _____

**29** Leadership _____

**30** Networking _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

*Complete the notes below.*

*Write **ONE WORD ONLY** for each answer.*

### Bird Migration Theory

Most birds are believed to migrate seasonally.

**Hibernation theory**

- It was believed that birds hibernated underwater or buried themselves in **31** _____.
- This theory was later disproved by experiments on caged birds.

**Transmutation theory**

- Aristotle believed birds changed from one species into another in summer and winter.

– In autumn he observed that redstarts experience the loss of **32** _____ and thought they then turned into robins.

– Aristotle's assumptions were logical because the two species of birds had a similar **33** _____.

**17th century**

- Charles Morton popularised the idea that birds fly to the **34** _____ in winter.

**Scientific developments**

- In 1822, a stork was killed in Germany which had an African spear in its **35** _____.

– previously there had been no **36** _____ that storks migrate to Africa

- Little was known about the **37** _____ and journeys of migrating birds until the practice of ringing was established.

– It was thought large birds carried small birds on some journeys because they were considered incapable of travelling across huge **38** _____ .

– Ringing depended on what is called the '**39** _____' of dead birds.

- In 1931, the first **40** _____ to show the migration of European birds was printed.

# Transcripts

## Part 1

WOMAN: Jack, I'm thinking of taking the kids to the seaside on a surfing holiday this summer and I wanted to ask your advice – as I know you're such an expert.

JACK: Well, I don't know about that, but yes, I've done a bit of surfing over the years. I'd thoroughly recommend it. I think it's the kind of holiday all the family can enjoy together. The thing about surfing is that it's great for all ages and all abilities. My youngest started when he was only three!

WOMAN: Wow! But it's quite physically demanding, isn't it? I've heard you need to be pretty fit.

JACK: Yes. You'll certainly learn more quickly and won't tire as easily.

WOMAN: Well – that should be OK for us. You've been surfing a few times in Ireland, haven't you?

JACK: Yes. There's some great surfing there, which people don't always realise.

WOMAN: And which locations would you recommend? – there seem to be quite a few.

JACK: Yes, there are loads. Last year we went to County Donegal. There are several great places to surf there.

WOMAN: What about in County Clare? I read that's also really good for surfing.

JACK: Yes, it is. I've been there a few times. Most people go to Lahinch. My kids love it there. The waves aren't too challenging and the town is very lively.

WOMAN: Are there good hotels there?

JACK: Yes – some very nice ones and there are also a few basic hostels and campsites. It's great if you need lessons as the surf schools are excellent.

WOMAN: Sounds good.

JACK: Yes and there's lots to see in the area – like those well-known cliffs – … I've forgotten the name of them …

WOMAN: Oh don't worry – I can look them up.

JACK: I've also been surfing in County Mayo, which is less well-known for surfing, but we had a really good time. That was a few years ago when the kids were younger. There's a good surf school at Carrowniskey beach.

WOMAN: How do you spell that?

JACK: C-A-double R-O-W-N-I-S-K-E-Y

WOMAN: OK.

JACK: I put the kids into the surf camp they run during the summer for 10-16 year olds.

WOMAN: Oh right. How long was that for?

JACK: Three hours every day for a week. It was perfect – they were so tired out after that.

WOMAN: I can imagine.

JACK: One thing we did while the kids were surfing was to rent some kayaks to have a look around the bay which is nearby. It's really beautiful.

WOMAN: Oh, I'd love to do that.

———————

WOMAN: Now the only time I went to Ireland it rained practically every day.

JACK: Mmm yes – that can be a problem – but you can surf in the rain, you know.

WOMAN: It doesn't have the same appeal, somehow.

JACK: Well, the weather's been fine the last couple of years when I've been there, but actually, it tends to rain more in August than in the spring or autumn. September's my favourite month because the water is warmer then.

WOMAN: The only problem is that the kids are back to school then.

JACK: I know. But one good thing about Irish summers is that it doesn't get too hot. The average temperature is about 19 degrees and it usually doesn't go above 25 degrees.

WOMAN: That sounds alright. Now what about costs?

JACK: Surfing is a pretty cheap holiday really – the only cost is the hire of equipment. You can expect to pay a daily rate of about 30 euros for the hire of a wetsuit and board – but you can save about 40 euros if you hire by the week.

WOMAN: That's not too bad.

JACK: No. It's important to make sure you get good quality wetsuits – you'll all get too cold if you don't. And make sure you also get boots. They keep your feet warm and it's easier to surf with them on too.

WOMAN: OK. Well, thanks very much …

## Part 2

Good afternoon. My name's Mrs Carter and I run the before and after school extended hours childcare service. I hope you've had a chance to have a good look around the school and talk to staff and pupils. I know that many of you are interested in using our childcare service when your child joins the school, and perhaps you already know something about it, but for those that don't, I'll go through the main details now.

We offer childcare for children from the ages of four to eleven both before and after school. I know that many parents who work find this service invaluable. You can leave your child with us safe in the knowledge that they will be extremely well cared for.

We are insured to provide care for up to 70 children, although we rarely have this many attending at any one session. I think we generally expect around 50-60 children for the afternoon sessions and about half that number for the breakfast sessions. Although we currently do have 70 children registered with us, not all of these attend every day. It's ten years since we began offering an extended hours service and we've come a long way during that time. When we first opened, we only had about 20 children attending regularly.

We try to keep our costs as low as we can and we think we provide very good value for money. For the afternoon sessions, which run from 3.30 until 6 p.m., it's £7.20. But if you prefer, you can pay for one hour only, which costs £3.50, or two hours which costs £5.70.

The cost of the childcare includes food and snacks. They'll be given breakfast in the morning and in the afternoon, a healthy snack as soon as they finish school. At 5 p.m. children are given something more substantial, such as pasta or a casserole. Please inform us of any allergies that your child might have and we'll make sure they're offered a suitable alternative.

As you may know, the childcare service runs through the school holidays from 8 a.m. to 6 p.m. We offer a really varied and exciting programme to keep the children entertained – we don't want them to feel as if they are still at school! It will also feel different because they'll get the chance to make new friends with children from other schools – spaces are available for them because a lot of our term-time children don't always attend during the holiday. In the past, parents have asked if children over the age of 11 are allowed to come with their younger brothers and sisters – but I'm afraid we're unable to do this because of the type of insurance we have.

———————

So now let me tell you about some of the activities that your child can do during the after-school sessions. As well as being able to use the playground equipment, computers and the library, there is usually at least one 'special' activity that children can do each day. For example, Spanish. We have a specialist teacher coming in every Thursday to give a basic introduction to the language through games and songs. She does two sessions: one for the over 8s and one for the younger children. This is the only activity which we have to make an extra charge for – but it's well worth it.

Once a week the children have the opportunity to do some music. We're very lucky that one of our staff is a member of a folk band. On Mondays, she teaches singing and percussion to groups of children. We do rely on parental support for this, so if any of you sing or play an instrument and would be prepared to help out at these sessions, we'd be delighted.

Painting continues to be one of the most popular activities. To begin with we weren't keen on offering this because of the extra mess involved, but children kept asking if they could do some art and so we finally gave in. Art is great for helping the children to relax after working hard at school all day.

Yoga is something that we've been meaning to introduce for some time but haven't been able to find anyone available to teach it – until now that is. So we'll see how this goes. Hopefully, children will benefit in all sorts of ways from this.

Cooking is another popular activity. They make a different sort of cake, or pizza or bread each week. Although the younger children love doing it, we found that the mess was just too much, so we've decided to restrict this to the over 8s, as they are better able to clean up after themselves.

## Part 3

HOLLY: Hello Dr Green – I'm here to talk to you about my work placement.

TUTOR: Oh yes, it's Holly, isn't it?

HOLLY: Yes.

TUTOR: So, which work placement have you chosen?

HOLLY: I decided to go for the Orion Stadium placement. The event I'll be managing is one where I'm helping to set up a sports competition for primary school children.

TUTOR: Yup. That's always a popular placement – even though it can be tougher than you think working with children.

HOLLY: I know, but it's the fresh air that attracts me – organising something indoors doesn't have the same appeal, even though it might be fun.

TUTOR: OK, so obviously safety's going to be one of your key concerns for this event.

HOLLY: Yes, I've already thought about that. I'll need to make sure none of the equipment's damaged.

TUTOR: Ah well, you'll be working with schools, so the equipment will be their responsibility. However, the grounds and what goes on there will be yours.

HOLLY: Oh I see – that'll include keeping everyone within the boundary once they're in their kit and on the field?

TUTOR: Exactly – you'll need to inspect areas like changing rooms as well for anything someone can trip over, but your main priority will be not to lose anyone!

HOLLY: Right. I'll need staff to help with that.

TUTOR: And don't forget about the spectators.

HOLLY: Mmm. I was thinking that many of them will be parents, who could help run the event.

TUTOR: I wouldn't rely on that. They'll be more interested in filming their children than volunteering.

HOLLY: I'll need to make sure they don't interfere with events doing that!

TUTOR: And that's not always easy, especially when a proud parent's trying to get a snap of their child and you want them to move elsewhere.

HOLLY: OK. What about the scheduling?

TUTOR: With sporting events there are all sorts of things that can alter the timetable – like rain, for instance – though so far, we've always been lucky with that.

HOLLY: Yeah, and I was thinking about what to do if someone got hurt as well. I know that last year that caused a terrible delay.

TUTOR: You have to be prepared for such things.

HOLLY: Oh. What if a match ends in a draw – do you let the teams keep going until someone wins?

TUTOR: That'll be up to you – and again, you need to plan for it.

HOLLY: Right.

———————

TUTOR: Now, the aim of your work placement is to give you the opportunity to develop the skills that an events manager needs. So, let's talk about those a bit.

HOLLY: Well, I think my communication skills are pretty good. I can talk on the phone to people and book venues and that kind of thing.

TUTOR: Good – just remember it isn't only about what you say. If you meet someone face-to-face and want to persuade them to be a sponsor, for example …

HOLLY: Oh, I'll dress up for that! Sure.

TUTOR: Good. Let's go on to think about your organisational skills. You're working in a very people-based industry and that means things won't always go to plan.

HOLLY: I guess it's being prepared to make changes that matters.

TUTOR: That's right. You may have to make an on-the-spot change to a timetable because of a problem you hadn't anticipated …

HOLLY: … just do it! OK

TUTOR: How's your time management these days?

HOLLY: I'm working on it – I'm certainly better when I have a deadline, which is why this work suits me.

TUTOR: Yes, but it's how you respond as that deadline approaches!

HOLLY: I know I've got to look calm even if I'm in a panic.

TUTOR: Just think to yourself – no one must know I'm under pressure.

HOLLY: Yeah – even though I'm multi-tasking like crazy!

TUTOR: Another skill that events managers need is creativity. Often your client has what we call the 'big picture' idea, but it's up to the events manager to think of all the fine points that go to making it work.

HOLLY: Right, so I need to listen carefully to that idea and then fill in all the gaps.

TUTOR: That's right. And you'll have a team working under you, so another key skill is leadership. Your team may have lots of ideas too, but you've got to make the ultimate choices. Do we have refreshments inside or out, for example?

HOLLY: Isn't it better to be democratic?

TUTOR: It's a nice idea, but you have the ultimate responsibility. So, believe in what you think best. Be prepared to say 'yes', that's a good idea but it won't work here.

HOLLY: I see what you mean. What about the networking side of things? I know it's an area that a lot of students worry about because we don't have much experience to offer others.

TUTOR: But even without it – you can still be an interesting person with useful ideas. And the more people you impress, the better.

HOLLY: I guess that will help me when I apply for a real job.

TUTOR: Exactly – think ahead – remember what your ambitions are and keep them in mind.

HOLLY: Definitely.

## Part 4

Scientists believe that a majority of the earth's bird population migrate in some fashion or other. Some travel seasonally for relatively short distances, such as birds that move from their winter habitats in lowlands to mountain tops for the summers. Others, like the Arctic Tern, travel more than 25,000 miles seasonally between the northern and southern poles. Bird migration has been studied over many centuries through a variety of observations.

But until relatively recently, where birds went to in the winter was considered something of a mystery. The lack of modern science and technology led to many theories that we now recognize as error-filled and even somewhat amusing. Take hibernation theory for example – two thousand years ago, it was commonly believed that when birds left an area, they went underwater to hibernate in the seas and oceans. Another theory for the regular appearance and disappearance of birds was that they spend winter hidden in mud till the weather changed and food became abundant again. The theory that some birds hibernate persisted until experiments were done on caged birds in the 1940s which demonstrated that birds have no hibernation instinct.

One of the earliest naturalists and philosophers from ancient Greece was Aristotle who was the first writer to discuss the disappearance and reappearance of some bird species at certain times of year. He developed the theory of transmutation, the seasonal change of one species into another, by observing redstarts and robins. He observed that in the autumn, small birds called 'redstarts' began to lose their feathers, which convinced Aristotle that they changed into robins for the winter, and back into redstarts in the summer. These assumptions are understandable given that this pair of species are similar in shape, but are a classic example of an incorrect interpretation based on correct observations.

The most bizarre theory was put forward by an English amateur scientist, Charles Morton, in the seventeenth century. He wrote a surprisingly well-regarded paper claiming that birds migrate to the moon and back every year. He came to this conclusion as the only logical explanation for the total disappearance of some species.

———————————

One of the key moments in the development of migration theory came in 1822 when a white stork was shot in Germany. This particular stork made history because of the long spear in its neck which incredibly had not killed it – everyone immediately realised this spear was definitely not European. It turned out to be a spear from a tribe in Central Africa. This was a truly defining moment in the history of ornithology because it was the first evidence that storks spend their winters in sub-Saharan Africa. You can still see the 'arrow stork' in the Zoological Collection of the University of Rostock in Germany.

People gradually became aware that European birds moved south in autumn and north in summer but didn't know much about it until the practice of catching birds and putting rings on their legs became established. Before this, very little information was available about the actual destinations of particular species and how they travelled there. People speculated that larger birds provided a kind of taxi service for smaller birds by carrying them on their backs. This idea came about because it seemed impossible that small birds weighing only a few grams could fly over vast oceans. This idea was supported by observations of bird behaviour such as the harassment of larger birds by smaller birds.

The development of bird ringing, by a Danish schoolteacher, Hans Christian Cornelius Mortensen, made many discoveries possible. This is still common practice today and relies upon what is known as 'recovery' – this is when ringed birds are found dead in the place they have migrated to, and identified. Huge amounts of data were gathered in the early part of the twentieth century and for the first time in history people understood where birds actually went to in winter. In 1931, an atlas was published showing where the most common species of European birds migrated to. More recent theories about bird migration …

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **family** | I think it's the kind of holiday all the family can enjoy together. |
| 2 | **fit** | I've heard you need to be pretty fit. |
| 3 | **hotels** | Are there good hotels there? |
| 4 | **Carrowniskey** | There's a good surf school at Carrowniskey beach. |
| 5 | **week** | Three hours every day for a week. |
| 6 | **bay** | One thing we did while the kids were surfing was to rent some kayaks to have a look around the bay which is nearby. |
| 7 | **September** | September's my favourite month because the water is warmer then. |
| 8 | **19 / nineteen** | The average temperature is about 19 degrees and it usually doesn't go above 25 degrees. |
| 9 | **30 / thirty** | You can expect to pay a daily rate of about 30 euros for the hire of a wetsuit and board |
| 10 | **boots** | And make sure you also get boots. They keep your feet warm and it's easier to surf with them on too. |
| 11 | **B / E** | We are insured to provide care for up to 70 children I think we generally expect around 50-60 children for the afternoon sessions and about half that number for the breakfast sessions. |
| 12 | **B / E** | We are insured to provide care for up to 70 children I think we generally expect around 50-60 children for the afternoon sessions and about half that number for the breakfast sessions. |
| 13 | **C** | For the afternoon sessions, which run from 3.30 until 6 p.m., it's £7.20. |
| 14 | **C** | At 5 p.m. children are given something more substantial, such as pasta or a casserole. |
| 15 | **A** | It will also feel different because they'll get the chance to make new friends with children from other schools – spaces are available for them because a lot of our term-time children don't always attend during the holiday. |
| 16 | **E** | This is the only activity which we have to make an extra charge for – but it's well worth it. |
| 17 | **D** | We do rely on parental support for this, so if any of you sing or play an instrument and would be prepared to help out at these sessions, we'd be delighted. |
| 18 | **G** | but children kept asking if they could do some art and so we finally gave in. |
| 19 | **F** | Yoga is something that we've been meaning to introduce for some time but haven't been able to find anyone available to teach it – until now that is. |
| 20 | **C** | Although the younger children love doing it, we found that the mess was just too much, so we've decided to restrict this to the over 8s, as they are better able to clean up after themselves. |
| 21 | **B** | I know, but it's the fresh air that attracts me – organising something indoors doesn't have the same appeal, even though it might be fun. |
| 22 | **A** | Oh I see – that'll include keeping everyone within the boundary once they're in their kit and on the field? |
| 23 | **A** | And that's not always easy, especially when a proud parent's trying to get a snap of their child and you want them to move elsewhere. |
| 24 | **B** | Yeah, and I was thinking about what to do if someone got hurt as well. I know that last year that caused a terrible delay. |
| 25 | **C** | Good – just remember it isn't only about what you say. If you meet someone face-to-face and want to persuade them to be a sponsor, for example … |
| 26 | **A** | I guess it's being prepared to make changes that matters |
| 27 | **D** | Yes, but it's how you respond as that deadline approaches! |
| 28 | **B** | Often your client has what we call the 'big picture' idea, but it's up to the events manager to think of all the fine points that go to making it work. |
| 29 | **F** | So, believe in what you think best. |
| 30 | **H** | I guess that will help me when I apply for a real job. |
| 31 | **mud** | Another theory for the regular appearance and disappearance of birds was that they spend winter hidden in mud till the weather changed and food became abundant again. |
| 32 | **feathers** | He observed that in the autumn, small birds called 'redstarts' began to lose their feathers |

| # | Answer | Explanation |
|---|---|---|
| **33** | **shape** | These assumptions are understandable given that this pair of species are similar in shape, but are a classic example of an incorrect interpretation based on correct observations. |
| **34** | **moon** | He wrote a surprisingly well-regarded paper claiming that birds migrate to the moon and back every year. |
| **35** | **neck** | This particular stork made history because of the long spear in its neck which incredibly had not killed it |
| **36** | **evidence** | This was a truly defining moment in the history of ornithology because it was the first evidence that storks spend their winters in sub-Saharan Africa. |
| **37** | **destinations** | Before this, very little information was available about the actual destinations of particular species and how they travelled there. |
| **38** | **oceans** | This idea came about because it seemed impossible that small birds weighing only a few grams could fly over vast oceans. |
| **39** | **recovery** | The development of bird ringing, by a Danish schoolteacher, Hans Christian Cornelius Mortensen, made many discoveries possible. This is still common practice today and relies upon what is known as ‘recovery’ |
| **40** | **atlas** | Huge amounts of data were gathered in the early part of the twentieth century and for the first time in history people understood where birds actually went to in winter. In 1931, an atlas was published showing where the most common species of European birds migrated to. |

# Test 18

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

*Complete the notes below.*

*Write **ONE WORD** for each answer.*

### Easy Life Cleaning Services

**Basic cleaning package offered**

- Cleaning all surfaces
- Cleaning the [1] _____ throughout the apartment
- Cleaning shower, sinks, toilet etc.

**Additional services agreed**

- Every week

– Cleaning the [2] _____

– Ironing clothes – [3] _____ only

- Every month

– Cleaning all the [4] _____ from the inside

– Washing down the [5] _____

**Other possibilities**

- They can organise a plumber or an [6] _____ if necessary.
- A special cleaning service is available for customers who are allergic to [7] _____

**Information on the cleaners**

- Before being hired, all cleaners have a background check carried out by the [8] _____
- References are required.
- All cleaners are given [9] _____ for two weeks.
- Customers send a [10] _____ after each visit.
- Usually, each customer has one regular cleaner.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

*Choose the correct letter, **A**, **B** or **C**.*

**11** Many hotel managers are unaware that their staff often leave because of

- **A** ◯ a lack of training.
- **B** ◯ long hours.
- **C** ◯ low pay.

**12** What is the impact of high staff turnover on managers?

- **A** ◯ an increased workload
- **B** ◯ low morale
- **C** ◯ an inability to meet targets

**13** What mistake should managers always avoid?

- **A** ◯ failing to treat staff equally
- **B** ◯ reorganising shifts without warning
- **C** ◯ neglecting to have enough staff during busy periods

**14** What unexpected benefit did Dunwich Hotel notice after improving staff retention rates?

- **A** ◯ a fall in customer complaints
- **B** ◯ an increase in loyalty club membership
- **C** ◯ a rise in spending per customer

### Questions 15-20

Which way of reducing staff turnover was used in each of the following hotels?

*Write the correct letter, **A**, **B** or **C**, next to Questions.*

**Ways of reducing staff turnover**

**A** improving relationships and teamwork

**B** offering incentives and financial benefits

**C** providing career opportunities

**Hotels**

**15** The Sun Club _____

**16** The Portland _____

**17** Bluewater Hotels _____

**18** Pentlow Hotels _____

**19** Green Planet _____

**20** The Amesbury _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

*Choose **TWO** letters, **A-E**.*

**21** **22** Which **TWO** points do Thomas and Jeanne make about Thomas's sporting activities at school?

- **A** ☐ He should have felt more positive about them.
- **B** ☐ The training was too challenging for him.
- **C** ☐ He could have worked harder at them.
- **D** ☐ His parents were disappointed in him.
- **E** ☐ His fellow students admired him.

### Questions 23-24

*Choose **TWO** letters, **A-E**.*

**23** **24** Which **TWO** feelings did Thomas experience when he was in Kenya?

- **A** ☐ disbelief
- **B** ☐ relief
- **C** ☐ stress
- **D** ☐ gratitude
- **E** ☐ homesickness

### Questions 25-30

What comment do the students make about the development of each of the following items of sporting equipment?

*Choose **SIX** answers from the box and write the correct letter, **A-H**, next to Questions.*

Comments about the development of the equipment

**A** It could cause excessive sweating.

**B** The material was being mass produced for another purpose.

**C** People often needed to make their own.

**D** It often had to be replaced.

**E** The material was expensive.

**F** It was unpopular among spectators.

**G** It caused injuries.

**H** No one ring it liked it at first.

**Items of sporting equipment**

**25** the table tennis bat _____

**26** the cricket helmet _____

**27** the cycle helmet _____

**28** the golf club _____

**29** the hockey stick _____

**30** the football _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

*Complete the notes below.*

*Write **ONE WORD ONLY** for each answer.*

### Maple syrup

**What is maple syrup?**

- made from the sap of the maple tree
- added to food or used in cooking
- colour described as **31** _____
- very **32** _____ compared to refined sugar

**The maple tree**

- has many species
- needs sunny days and cool nights
- maple leaf has been on the Canadian flag since 1964
- needs moist soil but does not need fertiliser as well
- best growing conditions and **33** _____ are in Canada and North America

**Early maple sugar producers**

- made holes in the tree trunks
- used hot **34** _____ to heat the sap
- used tree bark to make containers for collection
- sweetened food and drink with sugar

**Today's maple syrup**

*The trees*

- Tree trunks may not have the correct **35** _____ until they have been growing for 40 years.
- The changing temperature and movement of water within the tree produces the sap.

*The production*

- A tap drilled into the trunk and a **36** _____ carries the sap into a bucket.
- Large pans of sap called evaporators are heated by means of a **37** _____.
- A lot of **38** _____ is produced during the evaporation process.
- 'Sugar sand' is removed because it makes the syrup look **39** _____ and affects the taste.
- The syrup is ready for use.
- A huge quantity of sap is needed to make a **40** _____ of maple syrup.

# Transcripts

## Part 1

JACINTA: Hello, Easy Life Cleaning Services, Jacinta speaking.

CLIENT: Oh hello. I'm looking for a cleaning service for my apartment – do you do domestic cleaning?

JACINTA: Sure.

CLIENT: Well, it's just a one-bedroom flat. Do you have a basic cleaning package?

JACINTA: Yes. For a one-bedroom flat we're probably looking at about two hours for a clean. So we'd do a thorough clean of all surfaces in each room, and polish them where necessary. Does your apartment have carpets?

CLIENT: No, I don't have any, but the floor would need cleaning.

JACINTA: Of course – we'd do that in every room. And we'd do a thorough clean of the kitchen and bathroom.

CLIENT: OK.

JACINTA: Then we have some additional services which you can request if you want – so for example, we can clean your oven for you every week.

CLIENT: Actually, I hardly ever use that, but can you do the fridge?

JACINTA: Sure. Would you like that done every week?

CLIENT: Yes, definitely. And would ironing clothes be an additional service you can do?

JACINTA: Yes, of course.

CLIENT: It wouldn't be much, just my shirts for work that week.

JACINTA: That's fine. And we could also clean your microwave if you want.

CLIENT: No, I wipe that out pretty regularly so there's no need for that.

JACINTA: We also offer additional services that you might want a bit less often, say every month. So for example, if the inside of your windows need cleaning, we could do that.

CLIENT: Yes, that'd be good. I'm on the fifteenth floor, so the outside gets done regularly by specialists, but the inside goes get a bit grubby.

JACINTA: And we could arrange for your curtains to get cleaned if necessary.

CLIENT: No, they're OK. But would you be able to do something about the balcony? It's quite small and I don't use it much, but it could do with a wash every month or so.

JACINTA: Yes, we can get the pressure washer onto that.

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JACINTA: Now if you're interested, we do offer some other possibilities to do with general maintenance. For example, if you have a problem with water and you need a plumber in a hurry, we can put you in touch with a reliable one who can come out straightaway. And the same thing if you need an electrician.

CLIENT: Right. That's good to know. I've only just moved here so I don't have any of those sorts of contacts.

JACINTA: And I don't know if this is of interest to you, but we also offer a special vacuum cleaning system which can improve the indoor air quality of your home by capturing up to 99% of all the dust in the air. So if you're troubled by allergies, this can make a big difference.

CLIENT: Right. In fact, I don't have that sort of problem, but I'll bear it in mind. Now can you tell me a bit about your cleaning staff?

JACINTA: Of course. So all our cleaners are very carefully selected. When they apply to us, they have to undergo a security check with the police to make sure they don't have any sort of criminal background, and, of course, they have to provide references as well. Then if we think they might be suitable for the job, we give them training for it. That lasts for two weeks so it's very thorough, and at the end of it, they have a test. If they pass that, we take them on, but we monitor them very carefully – we ask all our clients to complete a review of their performance after every visit and to email it to us. So we can pick up any problems straightaway and deal with them.

CLIENT: OK, well that all sounds good. And will I always have the same cleaner?

JACINTA: Yes, we do our best to organise it that way, and we usually manage it.

CLIENT: Good. That's fine. Right, so I'd like to go ahead and …

## Part 2

As many of you here today have worked in the hotel industry for some time, I'm sure you have experienced the problem of high staff turnover in your hotels. Every hotel relies on having loyal and experienced members of staff who make sure that everything runs smoothly. If staff are constantly changing, it can

make life difficult for everyone. But why do staff leave frequently in many hotels? Of course, many hotel jobs, such as cleaning, are low-skilled and are not well-paid. A lot of managers think it's this and the long hours that are the main causes of high staff turnover – but what they don't realise is that it's the lack of training in many hotel jobs which is a huge factor.

So, what kind of problems does a high turnover of staff cause? Well, having to recruit new staff all the time can be very time-consuming, and managers may have to cover some duties while waiting for new staff to arrive. This means they don't have time to think about less immediate problems such as how to improve their service. When staff leave, it can also severely affect the colleagues they leave behind. It has a negative effect on remaining staff, who may start to feel that they too should be thinking about leaving.

So, what can be done to change this situation? Firstly, managers should stop making basic errors which leave their staff feeling upset and resentful. When organising shifts, for example, make sure you never give certain staff preferential treatment. All staff should be given some choice about when they work, and everyone should have to work some evening and weekend shifts. If you treat staff fairly, they'll be more likely to step in and help when extra staff are needed.

Keeping staff happy has other tangible benefits for the business. Take the Dunwich Hotel as an example. It had been experiencing a problem with staff complaints and in order to deal with this, invested in staff training and improved staff conditions. Not only did the level of complaints fall, but they also noticed a significant increase in the amount each customer spent during their stay. They have now introduced a customer loyalty scheme which is going really well.

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Now I'd like to look at some ways you can reduce staff turnover in your hotels, and I'll do this by giving some examples of hotels where I've done some training recently.

The Sun Club received feedback which showed that staff thought managers didn't value their opinions. They weren't made to feel they were partners who were contributing to the success of the business as a whole. This situation has changed. Junior staff at all levels are regularly invited to meetings where their ideas are welcomed.

A year ago, The Portland recognised the need to invest in staff retention. Their first step was to introduce a scheme for recognising talent amongst their employees. The hope is that organising training for individuals with management potential will encourage them to stay with the business.

At Bluewater, managers decided to recognise 50 high achievers from across the company's huge hotel chain. As a reward, they're sent on an all-expenses-paid trip abroad every year. Fun is an important element in the trips, but there's also the opportunity to learn something useful. This year's trip included a visit to a brewery, where staff learned about the new beer that would be served in the hotel.

Pentlow Hotels identified that retention of junior reception staff was an issue. In order to encourage them to see that working in a hotel could be worthwhile and rewarding, with good prospects, they introduced a management programme. These staff were given additional responsibilities and the chance to work in various roles in the hotel.

Green Planet wanted to be seen as a caring employer. To make life easier for staff, many of whom had childcare responsibilities, the hotel began issuing vouchers to help cover the cost of childcare.

Louise Marsh at The Amesbury has one of the best staff retention rates in the business. Since she joined the company, she has made a huge effort to achieve this by creating a co-operative and supportive environment. For her, the staff are part of a large family where everyone is valued.

OK, now I'd like to ...

## Part 3

JEANNE: Hi Thomas, how are you enjoying the course so far?

THOMAS: Yeah, I think it's good.

JEANNE: Remind me – why did you decide to study sports science? Didn't you want to be a professional athlete when you were at school?

THOMAS: Yeah – that was my goal, and all my classmates assumed I would achieve it; they thought I was brilliant.

JEANNE: That must have been a nice feeling.

THOMAS: Mm, I thought I could win anything. There was no one who could run faster than me.

JEANNE: Exactly – so what happened? Did your mum and dad want you to be more 'academic'?

THOMAS: Not at all. Perhaps they should have pushed me harder, though.

JEANNE: What do you mean?

THOMAS: I think I should have practised more.

JEANNE: What makes you say that?

THOMAS: Well, I went out to Kenya for a couple of weeks to train ...

JEANNE: Really! I didn't know that.

THOMAS: I was chosen to go there out of loads of kids and run with some of the top teenage athletes in the world. And ... I was so calm about it. I just kept thinking how fortunate I was. What a great chance this was! Everyone back home was so proud of me. But once we started competing, I very quickly realised I wasn't good enough.

JEANNE: That must have been a huge shock.

THOMAS: I thought ‘this can’t be happening’! I was used to winning.

JEANNE: I’m sorry to hear that.

THOMAS: It’s OK. I’m over it now and I think it’s much better to do a university course and this one has such a variety of sports-related areas. It’s going to be good.

JEANNE: Oh, I agree – I chose it because of that.

———————————

THOMAS: So Jeanne – have you thought of any ideas for the discussion session next week on technology and sport?

JEANNE: We have to cover more than one sport, don’t we?

THOMAS: Yeah.

JEANNE: You know – we always think technology is about the future, but we could gather some ideas about past developments in sport.

THOMAS: Look at early types of equipment perhaps? Uh, I remember reading something about table tennis bats once – how they ended up being covered with pimpled rubber.

JEANNE: Cos they were just wooden at first, I’d imagine.

THOMAS: Yeah. In about the 1920s, a factory was making rolls of the rubber in bulk for something like horse harnesses.

JEANNE: Really!

THOMAS: Yeah – and someone realised that it’d make a perfect covering for the wooden bats.

JEANNE: So what about cricket – that’s had a few innovative changes. Maybe the pads they were on their legs?

THOMAS: I don’t think they’ve changed much but, I’m just looking on the internet … and it says that when the first cricket helmet came in, in 1978, the Australian batsman who first wore it was booed and jeered by people watching because it was so ugly!

JEANNE: Wow, players have to protect themselves from getting hurt! I mean everyone wears one now.

THOMAS: Mm, unlike the cycle helmet.

JEANNE: Well, unless you’re a professional, but you’re right, many ordinary bikers don’t wear a helmet.

THOMAS: Hey, look at these pictures of original helmet designs. This one looks like an upside-down bowl!

JEANNE: Yet, the woman’s laughing – she’s so proud to be wearing it!

THOMAS: It says serious cyclists ended up with wet hair from all the hard exercise.

JEANNE: I guess that’s why they have large air vents in them now so that the skin can breathe more easily.

THOMAS: OK, so we’ve done helmets. What about golf balls or better still golf clubs – they’ve changed a lot.

JEANNE: Yeah – I remember my great grandfather telling me that because a club was made entirely of wood, it would easily break and players had to get another.

THOMAS: There’s no wood at all in them now, is there?

JEANNE: No – they’re much more powerful.

THOMAS: The same must be true of hockey sticks.

JEANNE: I don’t think so because players still use wooden sticks today. What it does say here, though, is that when the game started you had to produce a stick yourself.

THOMAS: I guess they just weren’t being manufactured. So, one more perhaps. What about football?

JEANNE: Well, I know the first balls were made of animal skin.

THOMAS: Yeah, they covered them with pieces of leather that were stitched together, but … the balls let in water when it rained.

JEANNE: Oh, that would have made them much heavier.

THOMAS: That’s right. You can imagine the damage to player’s necks when the ball was headed.

JEANNE: How painful that must have been!

THOMAS: Yeah, well, I think we can put together some useful ideas …

## Part 4

Hello everyone. Today we're going to look at another natural food product and that's maple syrup. What is this exactly? Well, maple syrup looks rather like clear honey, but it's not made by bees; it's produced from the plant fluid – or sap – inside the maple tree and that makes maple syrup a very natural product. Maple syrup is a thick, golden, sweet-tasting liquid that can be bought in bottles or jars and poured onto food such as waffles and ice cream or used in the baking of cakes and pastries. It contains no preservatives or added ingredients, and it provides a healthy alternative to refined sugar.

Let's just talk a bit about the maple tree itself, which is where maple syrup comes from. So, there are many species of maple tree, and they'll grow without fertilizer in areas where there's plenty of moisture in the soil. However, they'll only do this if another important criterion is fulfilled, which is that they must have full or partial sun exposure during the day and very cool nights – and I'll talk more about that in a minute. There are only certain parts of the world that provide all these conditions: one is Canada, and by that, I mean all parts of Canada, and the other is the north-eastern states of North America. In these areas, the climate suits the trees perfectly. In fact, Canada produces over two-thirds of the world's maple syrup, which is why the five-pointed maple leaf is a Canadian symbol and has features on the flag since 1964.

So how did maple syrup production begin? Well, long before Europeans settled in these parts of the world, the indigenous communities had started producing maple sugar. They bored holes in the trunks of maple trees and used containers made of tree bark to collect the liquid sap as it poured out. As they were unable to keep the liquid for any length of time – they didn't have storage facilities in those days – they boiled the liquid by placing pieces of rock that had become scorching hot from the sun into the sap. They did this until it turned into sugar, and they were then able to use this to sweeten their food and drinks. Since that time, improvements have been made to the process, but it has changed very little overall.

———————————

So let's look at the production of maple syrup today. Clearly, the maple forests are a valuable resource in many Canadian and North American communities. The trees have to be well looked after and they cannot be used to make syrup until the trunks reach a diameter of around 25 centimetres. This can take anything up to 40 years. As I've already mentioned, maple trees need the right conditions to grow and also to produce sap. Why is this? Well, what happens is that during a cold night, the tree absorbs water from the soil, and that rises through the tree's vascular system. But then in the warmer daytime, the change in temperature causes the water to be pushed back down to the bottom of the tree. This continual movement – up and down – leads to the formation of the sap needed for maple syrup production.

When the tree is ready, it can be tapped and this involves drilling a small hole into the trunk and inserting a tube into it that ends in a bucket. The trees can often take several taps, though the workers take care not to cause any damage to the healthy growth of the tree itself. The sap that comes out of the trees consists of 98 percent water and 2 percent sugar and other nutrients. It has to be boiled so that much of that water evaporates, and this process has to take place immediately, using what are called evaporators. These are basically extremely large pans – the sap is poured into these, a fire is built and the pans are then heated until the sap boils. As it does this, the water evaporates, and the syrup begins to form. The evaporation process creates large quantities of steam, and the sap becomes thicker and denser, and, at just the right moment, when the sap is thick enough to be called maple syrup, the worker removes it from the heat. After this process, something called 'sugar sand' has to be filtered out as this builds up during the boiling and gives the syrup a cloudy appearance and a slightly gritty taste. Once this has been done, the syrup is ready to be packaged so that it can be used for a whole variety of products. It takes 40 litres of sap to produce one litre of maple syrup so you can get an idea of how much is needed!

So that's the basic process. In places like Quebec where …

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **floor / floors** | No, I don't have any, but the floor would need cleaning. |
| 2 | **fridge** | Actually, I hardly ever use that, but can you do the fridge? |
| 3 | **shirts** | It wouldn't be much, just my shirts for work that week. |
| 4 | **windows** | So for example, if the inside of your windows need cleaning, we could do that. |
| 5 | **balcony** | But would you be able to do something about the balcony? |
| 6 | **electrician** | And the same thing if you need an electrician. |
| 7 | **dust** | And I don't know if this is of interest to you, but we also offer a special vacuum cleaning system which can improve the indoor air quality of your home by capturing up to 99% of all the dust in the air. So if you're troubled by allergies, this can make a big difference. |
| 8 | **police** | So all our cleaners are very carefully selected. When they apply to us, they have to undergo a security check with the police to make sure they don't have any sort of criminal background, and, of course, they have to provide references as well. |
| 9 | **training** | Then if we think they might be suitable for the job, we give them training for it. That lasts for two weeks so it's very thorough, and at the end of it, they have a test. |
| 10 | **review** | we ask all our clients to complete a review of their performance after every visit and to email it to us. |
| 11 | **A** | but what they don't realise is that it's the lack of training in many hotel jobs which is a huge factor. |
| 12 | **A** | Well, having to recruit new staff all the time can be very time-consuming, and managers may have to cover some duties while waiting for new staff to arrive. |
| 13 | **A** | When organising shifts, for example, make sure you never give certain staff preferential treatment. All staff should be given some choice about when they work, and everyone should have to work some evening and weekend shifts. |
| 14 | **C** | Not only did the level of complaints fall, but they also noticed a significant increase in the amount each customer spent during their stay. |
| 15 | **A** | They weren't made to feel they were partners who were contributing to the success of the business as a whole. This situation has changed. Junior staff at all levels are regularly invited to meetings where their ideas are welcomed. |
| 16 | **C** | Their first step was to introduce a scheme for recognising talent amongst their employees. |
| 17 | **B** | As a reward, they're sent on an all-expenses-paid trip abroad every year. |
| 18 | **C** | In order to encourage them to see that working in a hotel could be worthwhile and rewarding, with good prospects, they introduced a management programme. |
| 19 | **B** | To make life easier for staff, many of whom had childcare responsibilities, the hotel began issuing vouchers to help cover the cost of childcare. |
| 20 | **A** | Since she joined the company, she has made a huge effort to achieve this by creating a co-operative and supportive environment. For her, the staff are part of a large family where everyone is valued. |
| 21 | **C / E** | Yeah – that was my goal, and all my classmates assumed I would achieve it; they thought I was brilliant. Perhaps they should have pushed me harder, though. |
| 22 | **C / E** | Yeah – that was my goal, and all my classmates assumed I would achieve it; they thought I was brilliant. Perhaps they should have pushed me harder, though. |
| 23 | **A / D** | I just kept thinking how fortunate I was. What a great chance this was! I thought 'this can't be happening'! |
| 24 | **A / D** | I just kept thinking how fortunate I was. What a great chance this was! I thought 'this can't be happening'! |
| 25 | **B** | In about the 1920s, a factory was making rolls of the rubber in bulk for something like horse harnesses. |
| 26 | **F** | I'm just looking on the internet … and it says that when the first cricket helmet came in, in 1978, the Australian batsman who first wore it was booed and jeered by people watching because it was so ugly! |
| 27 | **A** | It says serious cyclists ended up with wet hair from all the hard exercise. |
| 28 | **D** | I remember my great grandfather telling me that because a club was made entirely of wood, it would easily break and players had to get another. |
| 29 | **C** | What it does say here, though, is that when the game started you had to produce a stick yourself. |
| 30 | **G** | You can imagine the damage to player's necks when the ball was headed. |

| # | Answer | Explanation |
|---|---|---|
| **31** | **golden** | Maple syrup is a thick, golden |
| **32** | **healthy** | it provides a healthy alternative to refined sugar. |
| **33** | **climate** | In these areas, the climate suits the trees perfectly. |
| **34** | **rock / rocks** | they boiled the liquid by placing pieces of rock that had become scorching hot from the sun into the sap. |
| **35** | **diameter** | The trees have to be well looked after and they cannot be used to make syrup until the trunks reach a diameter of around 25 centimetres. This can take anything up to 40 years. |
| **36** | **tube** | When the tree is ready, it can be tapped and this involves drilling a small hole into the trunk and inserting a tube into it that ends in a bucket. |
| **37** | **fire** | These are basically extremely large pans – the sap is poured into these, a fire is built and the pans are then heated until the sap boils. |
| **38** | **steam** | The evaporation process creates large quantities of steam |
| **39** | **cloudy** | After this process, something called 'sugar sand' has to be filtered out as this builds up during the boiling and gives the syrup a cloudy appearance and a slightly gritty taste. |
| **40** | **litre / liter** | It takes 40 litres of sap to produce one litre of maple syrup so you can get an idea of how much is needed! |

# Test 19

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

*Complete the notes below.*

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

### Transport survey

**Name:** Sadie Jones

**Year of birth:** 1991

**Postcode:** 1 _____

**Travelling by bus**

Date of bus journey: 2 _____

Reason for trip: shopping and visit to the 3 _____

Travelled by bus because cost of 4 _____ too high

Got on bus at 5 _____ Street

Complaints about bus service:

– bus today was 6 _____

– frequency of buses in the 7 _____

**Travelling by car**

Goes to the 8 _____ by car

**Travelling by bicycle**

Dislikes travelling by bike in the city centre because of the 9 _____

Doesn't own a bike because of a lack of 10 _____

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-13

*Choose the correct letter, **A**, **B** or **C**.*

### Becoming a volunteer for ACE

**11** Why does the speaker apologise about the seats?

- **A** ○ They are too small.
- **B** ○ There are not enough of them.
- **C** ○ Some of them are very close together.

**12** What does the speaker say about the age of volunteers?

- **A** ○ The age of volunteers is less important than other factors.
- **B** ○ Young volunteers are less reliable than older ones.
- **C** ○ Most volunteers are about 60 years old.

**13** What does the speaker say about training?

- **A** ○ It is continuous.
- **B** ○ It is conducted by a manager.
- **C** ○ It takes place online.

## Questions 14-15

*Choose **TWO** letters, **A-E**.*

**14** **15** Which **TWO** issues does the speaker ask the audience to consider before they apply to be volunteers?

- **A** ☐ their financial situation
- **B** ☐ their level of commitment
- **C** ☐ their work experience
- **D** ☐ their ambition
- **E** ☐ their availability

## Questions 16-20

What does the speaker suggest would be helpful for each of the following areas of voluntary work?

*Choose **FIVE** answers from the box and write the correct letter, **A-G**, next to Questions.*

### Helpful things volunteers might offer

**A** experience on stage

**B** original, new ideas

**C** parenting skills

**D** an understanding of food and diet

**E** retail experience

**F** a good memory

**G** a good level of fitness

## Area of voluntary work

**16** Fundraising _____

**17** Litter collection _____

**18** 'Playmates' _____

**19** Story club _____

**20** First aid _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

*Choose the correct letter, **A**, **B** or **C**.*

### Talk on jobs in fashion design

**21** What problem did Chantal have at the start of the talk?

- **A** ◯ Her view of the speaker was blocked.
- **B** ◯ She was unable to find an empty seat.
- **C** ◯ The students next to her were talking.

**22** What were Hugo and Chantal surprised to hear about the job market?

- **A** ◯ It has become more competitive than it used to be.
- **B** ◯ There is more variety in it than they had realised.
- **C** ◯ Some areas of it are more exciting than others.

**23** Hugo and Chantal agree that the speaker's message was

- **A** ◯ unfair to them at times.
- **B** ◯ hard for them to follow.
- **C** ◯ critical of the industry.

**24** What do Hugo and Chantal criticise about their school careers advice?

- **A** ◯ when they received the advice
- **B** ◯ how much advice was given
- **C** ◯ who gave the advice

**25** When discussing their future, Hugo and Chantal disagree on

- **A** ◯ which is the best career in fashion.
- **B** ◯ when to choose a career in fashion.
- **C** ◯ why they would like a career in fashion.

**26** How does Hugo feel about being an unpaid assistant?

- **A** ◯ He is realistic about the practice.
- **B** ◯ He feels the practice is dishonest.
- **C** ◯ He thinks others want to change the practice.

## Questions 27-28

*Choose **TWO** letters, **A-E**.*

**27** **28** Which **TWO** mistakes did the speaker admit she made in her first job?

- **A** ☐ being dishonest to her employer
- **B** ☐ paying too much attention to how she looked
- **C** ☐ expecting to become well known
- **D** ☐ trying to earn a lot of money
- **E** ☐ openly disliking her client

## Questions 29-30

*Choose **TWO** letters, **A-E**.*

**29** **30** Which **TWO** pieces of retail information do Hugo and Chantal agree would be useful?

- **A** ☐ the reasons people return fashion items
- **B** ☐ how much time people have to shop for clothes
- **C** ☐ fashion designs people want but can't find
- **D** ☐ the best time of year for fashion buying
- **E** ☐ the most popular fashion sizes

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

*Complete the notes below.*

*Write **ONE WORD ONLY** for each answer.*

### Elephant translocation

**Reasons for overpopulation at Majete National Park**

- strict enforcement of anti-poaching laws
- successful breeding

**Problems caused by elephant overpopulation**

- greater competition, causing hunger for elephants
- damage to **31** _____ in the park

**The translocation process**

- a suitable group of elephants from the same **32** _____ was selected
- vets and park staff made use of **33** _____ to help guide the elephants into an open plain
- elephants were immobilised with tranquilisers

– this process had to be completed quickly to reduce **34** _____

– elephants had to be turned on their **35** _____ to avoid damage to their lungs

– elephants' **36** _____ had to be monitored constantly

– tracking devices were fitted to the matriarchs

– data including the size of their tusks and **37** _____ was taken

- elephants were taken by truck to their new reserve

**Advantages of translocation at Nkhotakota Wildlife Park**

- **38** _____ opportunities
- a reduction in the number of poachers and **39** _____
- an example of conservation that other parks can follow
- an increase in **40** _____ as a contributor to GDP

# Transcripts

## Part 1

MAN: Excuse me. Would you mind if I asked you some questions? We're doing a survey on transport.

SADIE: Yes, that's OK.

MAN: First of all, can I take your name?

SADIE: Yes. It's Sadie Jones.

MAN: Thanks very much. And could I have your date of birth – just the year will do, actually. Is that all right?

SADIE: Yes, that's fine. It's 1991.

MAN: So next your postcode, please.

SADIE: It's DW30 7YZ.

MAN: Great. Thanks. Is that in Wells?

SADIE: No it's actually in Harborne- Wells isn't far from there, though.

MAN: I really like that area. My grandmother lived there when I was a kid.

SADIE: Yes, it is nice.

MAN: Right, so now I want to ask you some questions about how you travelled here today. Did you use public transport?

SADIE: Yes. I came by bus.

MAN: OK. And that was today. It's the 24th of April, isn't it?

SADIE: Isn't it the 25th? No, actually, you're right.

MAN: Ha ha. And what was the reason for your trip today? I can see you've got some shopping with you.

SADIE: Yes. I did some shopping but the main reason I came here was to go to the dentist.

MAN: That's not much fun. Hope it was nothing serious.

SADIE: No, it was just a check-up. It's fine.

MAN: Good. Do you normally travel by bus into the city centre?

SADIE: Yes. I stopped driving in ages ago because parking was so difficult to find and it costs so much.

MAN: I see.

SADIE: The bus is much more convenient too. It only takes about 30 minutes.

MAN: That's good. So where did you start your journey?

SADIE: At the bus stop on Claxby Street.

MAN: Is that C-L-A-X-B-Y?

SADIE: That's right.

———

MAN: And how satisfied with the service are you? Do you have any complaints?

SADIE: Well, as I said, it's very convenient and quick when it's on time, but this morning it was late. Only about 10 minutes, but still.

MAN: Yes, I understand that's annoying. And what about the timetable? Do you have any comments about that?

SADIE: Mmm. I suppose I mainly use the bus during the day, but any time I've been in town in the evening – for dinner or at the cinema – I've noticed you have to wait a long time for a bus – there aren't that many.

MAN: OK, thanks. So now I'd like to ask you about your car use.

SADIE: Well, I have got a car but I don't use it that often. Mainly just to go to the supermarket. But that's about it really. My husband uses it at the weekends to go to the golf club.

MAN: And what about a bicycle?

SADIE: I don't actually have one at the moment.

MAN: What about the city bikes you can rent? Do you ever use those?

SADIE: No – I'm not keen on cycling there because of all the pollution. But I would like to get a bike – it would be good to use it to get to work.

MAN: So why haven't you got one now?

SADIE: Well, I live in a flat – on the second floor and it doesn't have any storage – so we'd have to leave it in the hall outside the flat.

MAN: I see. OK. Well, I think that's all …

## Part 2

Good evening, everyone. Let me start by welcoming you all to this talk and thanking you for taking the time to consider joining ACE voluntary organisation. ACE offers support to people and services in the local area and we're now looking for more volunteers to help us do this.

By the way, I hope you're all comfortable – we have brought in extra seats so that no one has to stand, but it does mean that the people at the back of the room may be a bit squashed. We'll only be here for about half an hour so, hopefully, that's OK.

One of the first questions we're often asked is how old you need to be to volunteer. Well, you can be as young as 16 or you can be 60 or over; it all depends on what type of voluntary work you want to do. Other considerations, such as reliability, are crucial in voluntary work and age isn't related to these, in our experience.

Another question we get asked relates to training. Well, there's plenty of that and it's all face-to-face. What's more, training doesn't end when you start working for us – it takes place before, during and after periods of work. Often, it's run by other experienced volunteers as managers tend to prefer to get on with other things.

Now, I would ask you to consider a couple of important issues before you decide to apply for voluntary work. We don't worry about why you want to be a volunteer- people have many different reasons that range from getting work experience to just doing something they've always wanted to do. But it is critical that you have enough hours in the day for whatever role we agree is suitable for you- if being a volunteer becomes stressful then it's best not to do it at all. You may think that your income is important, but we don't ask about that. It's up to you to decide if you can work without earning money. What we value is dedication. Some of our most loyal volunteers earn very little themselves but still give their full energy to the work they do with us.

———

OK, so let's take a look at some of the work areas that we need volunteers for and the sort of things that would help you in those.

You may wish simply to help us raise money. If you have the creativity to come up with an imaginative or novel way of fundraising, we'd be delighted, as standing in the local streets or shops with a collection box can be rather boring!

One outdoor activity that we need volunteers for is litter collection and for this it's useful if you can walk for long periods, sometimes uphill. Some of our regular collectors are quite elderly, but very active and keen to protect the environment.

If you enjoy working with children, we have three vacancies for what are called 'playmates'. These volunteers help children learn about staying healthy through a range of out-of-school activities. You don't need to have children yourself, but it's good if you know something about nutrition and can give clear instructions.

If that doesn't appeal to you, maybe you would be interested in helping out at our story club for disabled children, especially if you have done some acting. We put on three performances a year based on books they have read and we're always looking for support with the theatrical side of this.

The last area I'll mention today is first aid. Volunteers who join this group can end up teaching others in vulnerable groups who may be at risk of injury. Initially, though, your priority will be to take in a lot of information and not forget any important steps or details.

Right, so does anyone have any questions …

## Part 3

HUGO: Hi Chantal. What did you think of the talk, then?

CHANTAL: Hi Hugo. I thought it was good once I'd moved seats.

HUGO: Oh- were the people beside you chatting or something?

CHANTAL: It wasn't that. I went early so that I'd get a seat and not have to stand, but then this guy sat right in front of me and he was so tall!

HUGO: It's hard to see through people's heads, isn't it?

CHANTAL: Impossible! Anyway, to answer your question, I thought it was really interesting, especially what the speaker said about the job market.

HUGO: Me too. I mean we know we're going into a really competitive field so it's obvious that we may struggle to get work.

CHANTAL: That's right – and we know we can't all have that 'dream job'.

HUGO: Yeah, but it looks like there's a whole range of … areas of work that we hadn't even thought of – like fashion journalism, for instance.

CHANTAL: Yeah – I wasn't expecting so many career options.

HUGO: Mmm. Overall, she had quite a strong message, didn't she?

CHANTAL: She did. She kept saying things like 'I know you all think this, but …' and then she'd tell us how it really is.

HUGO: Perhaps she thinks students are a bit narrow-minded about the industry.

CHANTAL: It was a bit harsh, though! We know it's a tough industry.

HUGO: Yeah – and we're only first years, after all. We've got a lot to learn.

CHANTAL: Exactly. Do you think our secondary-school education should have been more career-focused?

HUGO: Well, we had numerous talks on careers, which was good, but none of them were very inspiring. They could have asked more people like today's speaker to talk to us.

CHANTAL: I agree. We were told about lots of different careers – just when we needed to be, but not by the experts who really know stuff.

HUGO: So did today's talk influence your thoughts on what career you'd like to take up in the future?

CHANTAL: Well. I promised myself that I'd go through this course and keep an open mind till the end.

HUGO: But I think it's better to pick an area of the industry now and then aim to get better and better at it.

CHANTAL: Well, I think we'll just have to differ on that issue!

HUGO: One thing's for certain, though. From what she said, we'll be unpaid assistants in the industry for quite a long time.

CHANTAL: Mmm.

HUGO: I'm prepared for that, aren't you?

CHANTAL: Actually, I'm not going to accept that view.

HUGO: Really? But she knows it's the case- and everyone else says the same.

CHANTAL: That doesn't mean it has to be true for me.

HUGO: OK. Well – I hope you're right!

———

CHANTAL: I thought the speaker's account of her first job was fascinating.

HUGO: Yeah – she admitted she was lucky to get work being a personal dresser for a musician. She didn't even apply for the job and there she was getting paid to choose all his clothes.

CHANTAL: It must have felt amazing – though she said all she was looking for back then was experience, not financial reward.

HUGO: Mmm. And then he was so mean, telling her she was more interested in her own appearance than his!

CHANTAL: But – she did realise he was right about that, which really made me think. I'm always considering my own clothes but now I can see you should be focusing on your client!

HUGO: She obviously regretted losing the job.

CHANTAL: Well, as she said, she should have hidden her negative feelings about him, but she didn't.

HUGO: It was really brave the way she picked herself up and took that job in retail. Fancy working in a shop after that!

CHANTAL: Yeah – well, she recommended we all do it at some point. I guess as a designer you'd get to find out some useful information, like how big or small the average shopper is.

HUGO: I think that's an issue for manufacturers, not designers. However, it would be useful to know if there's a gap in the market – you know, an item that no one's stocking but that consumers are looking for.

CHANTAL: Yeah, people don't give up searching. They also take things back to the store if they aren't right.

HUGO: Yeah. Imagine you worked in an expensive shop and you found out the garments sold there were being returned because they … fell apart in the wash!

CHANTAL: Yeah, it would be good to know that kind of thing.

HUGO: Yeah.

## Part 4

For my presentation today I want to tell you about how groups of elephants have been moved and settled in new reserves. This is known as translocation and has been carried out in Malawi in Africa in recent years. The reason this is being done is because of overpopulation of elephants in some areas.

Overpopulation is a good problem to have and not one we tend to hear about very often. In Malawi's Majete National Park the elephant population had been wiped out by poachers, who killed the elephants for their ivory. But in 2003, the park was restocked and effective law enforcement was introduced. Since then, not a single elephant has been poached. In this safe environment, the elephant population boomed. Breeding went so well that there were more elephants than the park could support.

This led to a number of problems. Firstly, there was more competition for food, which meant that some elephants were suffering from hunger. As there was a limit to the amount of food in the national park, some elephants began looking further afield. Elephants were routinely knocking down fences around the park, which then had to be repaired at a significant cost.

To solve this problem, the decision was made to move dozens of elephants from Majete National Park to Nkhotakota Wildlife Park, where there were no elephants. But, obviously, attempting to move significant numbers of elephants to a new home 300 kilometres away is quite a challenge.

———

So how did this translocation process work in practice?

Elephants were moved in groups of between eight and twenty, all belonging to one family. Because relationships are very important to elephants, they all had to be moved at the same time. A team of vets and park rangers flew over the park in helicopters and targeted a group, which were rounded up and directed to a designated open plain.

The vets then used darts to immobilise the elephants – this was a tricky manoeuvre, as they not only had to select the right dose of tranquiliser for different-sized elephants but they had to dart the elephants as they were running around. This also had to be done as quickly as possible so as to minimise the stress caused. As soon as the elephants began to flop onto the ground, the team moved in to take care of them.

To avoid the risk of suffocation, the team had to make sure none of the elephants were lying on their chests because their lungs could be crushed in this position. So all the elephants had to be placed on their sides. One person stayed with each elephant while they waited for the vets to do checks. It was very important to keep an eye on their breathing – if there were fewer than six breaths per minute, the elephant would need urgent medical attention. Collars were fitted to the matriarch in each group so their movements could be tracked in their new home. Measurements were taken of each elephant's tusks – elephants with large tusks would be at greater risk from poachers – and also of their feet. The elephants were then taken to a recovery area before being loaded onto trucks and transported to their new home.

The elephants translocated to Nkhotakota settled in very well and the project has generally been accepted to have been a huge success – and not just for the elephants. Employment prospects have improved enormously, contributing to rising living standards for the whole community. Poaching is no longer an issue, as former poachers are able to find more reliable sources of income. In fact, many of them volunteered to give up their weapons, as they were no longer of any use to them.

More than two dozen elephants have been born at Nkhotakota since relocation. With an area of more than 1,800 square kilometres, there's plenty of space for the elephant population to continue to grow. Their presence is also helping to rebalance Nkhotakota's damaged ecosystem and providing a sustainable conservation model, which could be replicated in other parks. All this has been a big draw for tourism, which contributes five times more than the illegal wildlife trade to GDP, and this is mainly because of the elephants. There's also been a dramatic rise in interest ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **DW30 7YZ / DW307YZ** | It's DW30 7YZ. |
| 2 | **24 April / April 24 / 24th April / April 24th / 24/04 / 04/24** | It's the 24th of April, isn't it? |
| 3 | **dentist** | I did some shopping but the main reason I came here was to go to the dentist. |
| 4 | **parking** | I stopped driving in ages ago because parking was so difficult to find and it costs so much. |
| 5 | **Claxby** | At the bus stop on Claxby Street. |
| 6 | **late** | Well, as I said, it's very convenient and quick when it's on time, but this morning it was late. |
| 7 | **evening** | I suppose I mainly use the bus during the day, but any time I've been in town in the evening – for dinner or at the cinema – I've noticed you have to wait a long time for a bus – there aren't that many. |
| 8 | **supermarket** | Mainly just to go to the supermarket. |
| 9 | **pollution** | I'm not keen on cycling there because of all the pollution. |
| 10 | **storage** | Well, I live in a flat – on the second floor and it doesn't have any storage – so we'd have to leave it in the hall outside the flat. |
| 11 | **C** | we have brought in extra seats so that no one has to stand, but it does mean that the people at the back of the room may be a bit squashed. |
| 12 | **A** | Well, you can be as young as 16 or you can be 60 or over; it all depends on what type of voluntary work you want to do. Other considerations, such as reliability, are crucial in voluntary work and age isn't related to these, in our experience. |
| 13 | **A** | What's more, training doesn't end when you start working for us – it takes place before, during and after periods of work. |
| 14 | **B / E** | What we value is dedication it is critical that you have enough hours in the day |
| 15 | **B / E** | What we value is dedication it is critical that you have enough hours in the day |
| 16 | **B** | If you have the creativity to come up with an imaginative or novel way of fundraising, we'd be delighted |
| 17 | **G** | One outdoor activity that we need volunteers for is litter collection and for this it's useful if you can walk for long periods, sometimes uphill. |
| 18 | **D** | it's good if you know something about nutrition and can give clear instructions. |
| 19 | **A** | If that doesn't appeal to you, maybe you would be interested in helping out at our story club for disabled children, especially if you have done some acting. |
| 20 | **F** | Initially, though, your priority will be to take in a lot of information and not forget any important steps or details. |
| 21 | **A** | It's hard to see through people's heads, isn't it? |
| 22 | **B** | Yeah, but it looks like there's a whole range of … areas of work that we hadn't even thought of – like fashion journalism, for instance. |
| 23 | **A** | Yeah – and we're only first years, after all. We've got a lot to learn. |
| 24 | **C** | Well, we had numerous talks on careers, which was good, but none of them were very inspiring. They could have asked more people like today's speaker to talk to us. |
| 25 | **B** | Well. I promised myself that I'd go through this course and keep an open mind till the end. |
| 26 | **A** | I'm prepared for that, aren't you? |
| 27 | **B / E** | And then he was so mean, telling her she was more interested in her own appearance than his! Well, as she said, she should have hidden her negative feelings about him, but she didn't. |
| 28 | **B / E** | And then he was so mean, telling her she was more interested in her own appearance than his! Well, as she said, she should have hidden her negative feelings about him, but she didn't. |
| 29 | **A / C** | However, it would be useful to know if there's a gap in the market – you know, an item that no one's stocking but that consumers are looking for. Yeah. Imagine you worked in an expensive shop and you found out the garments sold there were being returned because they … fell apart in the wash! |

| # | Answer | Explanation |
|---|---|---|
| **30** | **A / C** | However, it would be useful to know if there's a gap in the market – you know, an item that no one's stocking but that consumers are looking for. Yeah. Imagine you worked in an expensive shop and you found out the garments sold there were being returned because they … fell apart in the wash! |
| **31** | **fences** | Elephants were routinely knocking down fences around the park, which then had to be repaired at a significant cost. |
| **32** | **family** | Elephants were moved in groups of between eight and twenty, all belonging to one family. |
| **33** | **helicopters** | A team of vets and park rangers flew over the park in helicopters and targeted a group, which were rounded up and directed to a designated open plain. |
| **34** | **stress** | This also had to be done as quickly as possible so as to minimise the stress caused. |
| **35** | **sides** | So all the elephants had to be placed on their sides. |
| **36** | **breathing** | It was very important to keep an eye on their breathing – if there were fewer than six breaths per minute, the elephant would need urgent medical attention. |
| **37** | **feet** | Measurements were taken of each elephant's tusks – elephants with large tusks would be at greater risk from poachers – and also of their feet. |
| **38** | **employment** | Employment prospects have improved enormously, contributing to rising living standards for the whole community. |
| **39** | **weapons** | In fact, many of them volunteered to give up their weapons, as they were no longer of any use to them. |
| **40** | **tourism** | All this has been a big draw for tourism, which contributes five times more than the illegal wildlife trade to GDP, and this is mainly because of the elephants. |

# Test 20

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-5

*Complete the notes below.*

*Write **ONE WORD ONLY** for each answer.*

### Working at Milo's Restaurants

**Benefits**

- 1 _____ provided for all staff
- 2 _____ during weekdays at all Milo's Restaurants
- 3 _____ provided after midnight

**Person specification**

- must be prepared to work well in a team
- must care about maintaining a high standard of 4 _____
- must have a qualification in 5 _____

## Questions 6-10

*Complete the table below.*

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

| Location | Job title | Responsibilities include | Pay and conditions |
|---|---|---|---|
| 6 _____ Street | Breakfast supervisor | Checking portions, etc. are correct<br><br>Making sure 7 _____ is clean | Starting salary £ 8 _____ per hour<br><br>Start work at 5.30 a.m. |
| City Road | Junior chef | Supporting senior chefs<br><br>Maintaining stock and organising 9 _____ | Annual salary £23,000<br><br>No work on a 10 _____ once a month |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

*Choose **TWO** letters, **A-E**.*

**11** **12** What are the **TWO** main reasons why this site has been chosen for the housing development?

- **A** ☐ It has suitable geographical features.
- **B** ☐ There is easy access to local facilities.
- **C** ☐ It has good connections with the airport.
- **D** ☐ The land is of little agricultural value.
- **E** ☐ It will be convenient for workers.

### Questions 13-14

*Choose **TWO** letters, **A-E**.*

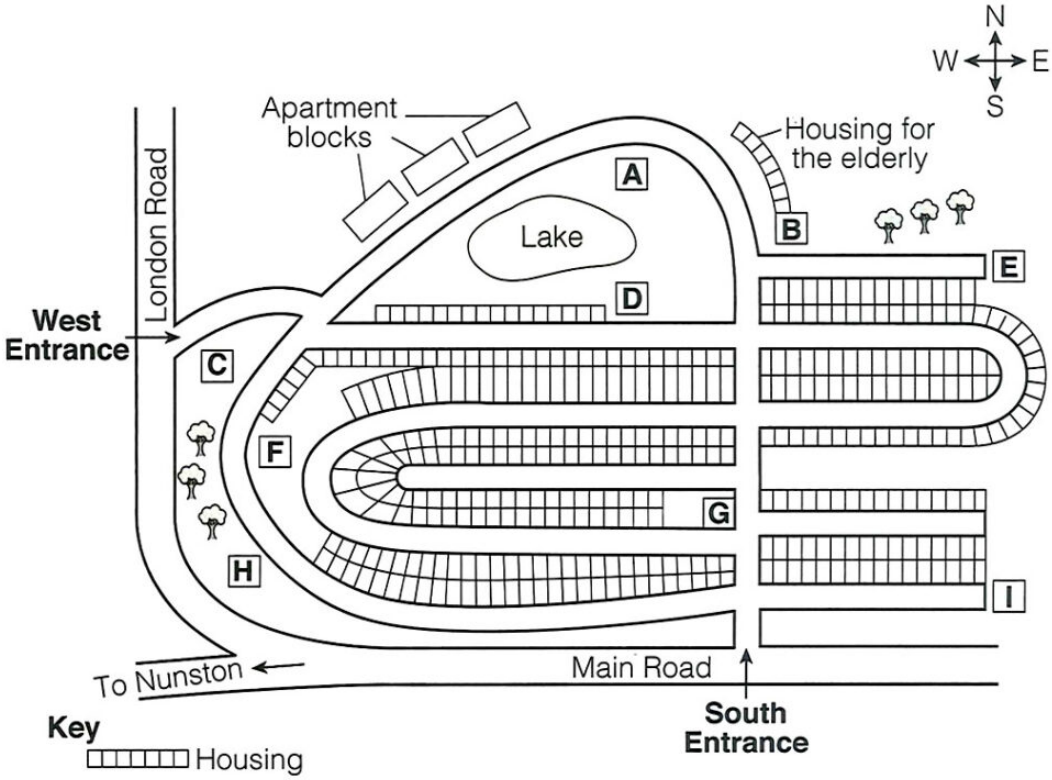
**13** **14** Which **TWO** aspects of the planned housing development have people given positive feedback about?

- **A** ☐ the facilities for cyclists
- **B** ☐ the impact on the environment
- **C** ☐ the encouragement of good relations between residents
- **D** ☐ the low cost of all the accommodation
- **E** ☐ the rural location

### Questions 15-20

*Label the map below.*

*Write the correct letter, **A-I**, next to Questions.*




| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| 15 School | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 16 Sports centre | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 17 Clinic | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 18 Community centre | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19 Supermarket | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20 Playground | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

*Choose the correct letter, **A**, **B** or **C**.*

**21** Why do the students think the Laki eruption of 1783 is so important?

- **A** ○ It was the most severe eruption in modern times.
- **B** ○ It led to the formal study of volcanoes.
- **C** ○ It had a profound effect on society.

**22** What surprised Adam about observations made at the time?

- **A** ○ the number of places producing them
- **B** ○ the contradictions in them
- **C** ○ the lack of scientific data to support them

**23** According to Michelle, what did the contemporary sources say about the Laki haze?

- **A** ○ People thought it was similar to ordinary fog.
- **B** ○ It was associated with health issues.
- **C** ○ It completely blocked out the sun for weeks.

**24** Adam corrects Michelle when she claims that Benjamin Franklin

- **A** ○ came to the wrong conclusion about the cause of the haze.
- **B** ○ was the first to identify the reason for the haze.
- **C** ○ supported the opinions of other observers about the haze.

### Questions 25-26

*Choose **TWO** letters, **A-E**.*

**25** **26** Which **TWO** issues following the Laki eruption surprised the students?

- **A** ☐ how widespread the effects were
- **B** ☐ how long-lasting the effects were
- **C** ☐ the number of deaths it caused
- **D** ☐ the speed at which the volcanic ash cloud spread
- **E** ☐ how people ignored the warning signs

### Questions 27-30

What comment do the students make about the impact of the Laki eruption on the following countries?

*Choose **FOUR** answers from the box and write the correct letter, **A-F**, next to Questions.*

#### Comments

**A** This country suffered the most severe loss of life.

**B** The impact on agriculture was predictable.

**C** There was a significant increase in deaths of young people.

**D** Animals suffered from a sickness.

**E** This country saw the highest rise in food prices in the world.

**F** It caused a particularly harsh winter.

## Countries

**27** Iceland _____

**28** Egypt _____

**29** UK _____

**30** USA _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

*Complete the notes below.*

*Write **ONE WORD ONLY** for each answer.*

### Pockets

**Reason for choice of subject**

- They are **31** _____ but can be overlooked by consumers and designers.

**Pockets in men's clothes**

- Men started to wear **32** _____ in the 18th century.
- A **33** _____ sewed pockets into the lining of the garments.
- The wearer could use the pockets for small items.
- Bigger pockets might be made for men who belonged to a certain type of **34** _____

**Pockets in women's clothes**

- Women's pockets were less **35** _____ than men's.
- Women were very concerned about pickpockets.
- Pockets were produced in pairs using **36** _____ to link them together.
- Pockets hung from the women's **37** _____ under skirts and petticoats.
- Items such as **38** _____ could be reached through a gap in the material.
- Pockets, of various sizes, stayed inside clothing for many decades.
- When dresses changed shape, hidden pockets had a negative effect on the **39** _____ of women.
- Bags called 'pouches' became popular, before women carried a **40** _____

# Transcripts

## Part 1

WOMAN: So, I understand you're interested in restaurant work?

MAN: Yes. I've got a bit of experience and I can provide references.

WOMAN: That's good. I can check all that later. Now, Milo's Restaurants have some vacancies at the moment. They're a really good company to work for. Lots of benefits.

MAN: Oh right.

WOMAN: Yes. They've got a very good reputation for looking after staff. For example, all employees get training – even temporary staff.

MAN: Oh really? That's quite unusual, isn't it?

WOMAN: Certainly is.

MAN: And do staff get free uniforms too?

WOMAN: Um … you just need to wear a white T-shirt and black trousers, it says here. So I guess not … But another benefit of working for a big company like this is that you can get a discount at any of their restaurants.

MAN: Even at weekends?

WOMAN: No, but you'll be working then anyway.

MAN: Oh yes. I suppose so. Most of their restaurants are in the city centre, aren't they? So, easy to get to by bus?

WOMAN: Yes. That's right. But if you have to do a late shift and finish work after midnight, the company will pay for you to get a taxi home.

MAN: I probably won't need one. I think I'd use my bike.

WOMAN: OK. Now, they do have some quite specific requirements for the kind of person they're looking for. Milo's is a young, dynamic company and they're really keen on creating a strong team. It's really important that you can fit in and get on well with everyone.

MAN: Yeah. I've got no problem with that. It sounds good, actually. The last place I worked for was quite demanding too. We had to make sure we gave a really high level of service.

WOMAN: That's good to hear because that will be equally important at Milo's. I know they want people who have an eye for detail.

MAN: That's fine. I'm very used to working in that kind of environment.

WOMAN: Perfect. So the only other thing that's required is good communication skills, so you'll need to have a certificate in English.

MAN: Sure.

———

WOMAN: OK. Let's have a look at the current job vacancies at Milo's. The first one is in Wivenhoe Street.

MAN: Sorry, where?

WOMAN: Wivenhoe. W-I-V-E-N-H-O-E. It's quite central, just off Cork Street.

MAN: Oh right.

WOMAN: They're looking for a breakfast supervisor.

MAN: That would be OK.

WOMAN: So you're probably familiar with the kind of responsibilities involved. Obviously checking that all the portions are correct, etc., and then things like checking all the procedures for cleaning the equipment are being followed.

MAN: OK. And what about the salary? In my last job I was getting £9.50 per hour. I was hoping to get a bit more than that.

WOMAN: Well, to begin with, you'd be getting £9.75 but that goes up to £11.25 after three months.

MAN: That's not too bad. And I suppose it's a very early start?

WOMAN: Mmm. That's the only unattractive thing about this job. But then you have the afternoons and evenings free. So the restaurant starts serving breakfast from 7 a.m. And you'd have to be there at 5.30 to set everything up. But you'd be finished at 12.30.

MAN: Mmm. Well, as you say, there are advantages to that.

WOMAN: Now, you might also be interested in the job at the City Road branch. That's for a junior chef, so again a position of responsibility.

MAN: I might prefer that, actually.

WOMAN: Right, well obviously this role would involve supporting the sous chef and other senior staff. And you'd be responsible for making sure there's enough stock each week – and sorting out all the deliveries.

MAN: I've never done that before, but I imagine it's fairly straightforward, once you get the hang of it.

WOMAN: Yes, and you'd be working alongside more experienced staff to begin with, so I'm sure it wouldn't be a problem. The salary's slightly higher here. It's an annual salary of £23,000.

MAN: Right.

WOMAN: I know that if they like you, it's likely you'll be promoted quite quickly. So that's worth thinking about.

MAN: Yes. It does sound interesting. What are the hours like?

WOMAN: The usual, I think. There's a lot of evening and weekend work, but they're closed on Mondays. But you do get one Sunday off every four weeks. So would you like me to send off your ...

## Part 2

Hello everyone. It's good to see that so many members of the public have shown up for our presentation on the new housing development planned on the outskirts of Nunston. I'm Mark Reynolds and I'm Communications Manager at the development.

I'll start by giving you a brief overview of our plans for the development. So one thing I'm sure you'll want to know is why we've selected this particular site for a housing development. At present it's being used for farming, like much of the land around Nunston. But because of the new industrial centre in Nunston, there's a lot of demand for housing for employees in the region, as many employees are having to commute long distances at present. Of course, there's also the fact that we have an international airport just 20 minutes' drive away, but although that's certainly convenient, it wasn't one of our major criteria for choosing the site. We were more interested in the fact that there's an excellent hospital just 15 kilometres away, and a large secondary school even closer than that. One drawback to the site is that it's on quite a steep slope, but we've taken account of that in our planning so it shouldn't be a major problem.

We've had a lot of positive feedback about the plans. People like the wide variety of accommodation types and prices, and the fact that it's only a short drive to get out into the countryside from the development. We were particularly pleased that so many people liked the designs for the layout of the development, with the majority of people saying it generally made a good impression and blended in well with the natural features of the landscape, with provision made for protecting trees and wildlife on the site. Some people have mentioned that they'd like to see more facilities for cyclists, and we'll look at that, but the overall feedback has been that the design and facilities of the development make it seem a place where people of all ages can live together happily.

———

Ok, so I'll put a map of the proposed development up on the screen. You'll see it's bounded on the south side by the main road, which then goes on to Nunston. Another boundary is formed by London Road, on the western side of the development. Inside the development there'll be about 400 houses and 3 apartment blocks.

There'll also be a school for children up to 11 years old. If you look at the South Entrance at the bottom of the map, there's a road from there that goes right up through the development. The school will be on that road, at the corner of the second turning to the left.

A large sports centre is planned with facilities for indoor and outdoor activities. This will be on the western side of the development, just below the road that branches off from London Road.

There'll be a clinic where residents can go if they have any health problems. Can you see the lake towards the top of the map? The clinic will be just below this, to the right of a street of houses.

There'll also be a community centre for people of all ages. On the northeast side of the development, there'll be a row of specially designed houses specifically for residents over 65, and the community centre will be adjoining this.

We haven't forgotten about shopping. There'll be a supermarket between the two entrances to the development. We're planning to leave the three large trees near London Road, and it'll be just to the south of these.

It's planned to have a playground for younger children. If you look at the road that goes up from the South Entrance, you'll see it curves round to the left at the top, and the playground will be in that curve, with nice views of the lake.

OK, so now does anyone ...

## Part 3

ADAM: So, Michelle, shall we make a start on our presentation? We haven't got that much time left.

MICHELLE: No, Adam. But at least we've done all the background reading. I found it really interesting – I'd never even heard of the Laki eruption before this.

ADAM: Me neither. I suppose 1783 is a long time ago.

MICHELLE: But it was a huge eruption and it had such devastating consequences.

ADAM: I know. It was great there were so many primary sources to look at. It really gives you a sense of how catastrophic the volcano was. People were really trying to make sense of the science for the first time.

MICHELLE: That's right. But what I found more significant was how it impacted directly and indirectly on political events, as well as having massive social and economic consequences.

ADAM: I know. That should be the main focus of our presentation.

MICHELLE: The observations made by people at the time were interesting, weren't they? I mean, they all gave a pretty consistent account of what happened, even if they didn't always use the same terminology.

ADAM: Yeah. I was surprised there were so many weather stations established by that time – so, you know, you can see how the weather changed, often by the hour.

MICHELLE: Right. Writers at the time talked about the Laki haze to describe the volcanic fog that spread across Europe. They all realised that this wasn't the sort of fog they were used to – and of course this was in pre-industrial times- so they hadn't experienced sulphur-smelling fog before.

ADAM: No, that's true.

MICHELLE: Reports from the period blamed the haze for an increase in headaches, respiratory issues and asthma attacks. And they all describe how it covered the sun and made it look a strange red colour.

ADAM: Must have been very weird.

MICHELLE: It's interesting that Benjamin Franklin wrote about the haze. Did you read that? He was the American ambassador in Paris at the time.

ADAM: Yeah. At first no one realised that the haze was caused by the volcanic eruption in Iceland.

MICHELLE: It was Benjamin Franklin who realised that before anyone else.

ADAM: He's often credited with that, apparently. But a French naturalist beat him to it – I can't remember his name. I'd have to look it up. Then other naturalists had the same idea – all independently of each other.

MICHELLE: Oh right. We should talk about the immediate impact of the eruption, which was obviously enormous- especially in Iceland, where so many people died.

ADAM: Mmm. You'd expect that- and the fact that the volcanic ash drifted so swiftly – but not that the effects would go on for so long. Or that two years after the eruption, strange weather events were being reported as far away as North America and North Africa.

MICHELLE: No. I found all that hard to believe too. It must have been terrible- and there was nothing anyone could do about it, even if they knew the ash cloud was coming in their direction.

———

MICHELLE: We should run through some of the terrible consequences of the eruption experienced in different countries. There's quite a varied range.

ADAM: Starting with Iceland, where the impact on farming was devastating.

MICHELLE: Mmm. One of the most dramatic things there was the effect on livestock as they grazed in the fields. They were poisoned because they ate vegetation that had been contaminated with fluorine as a result of the volcanic fallout.

ADAM: That was horrible. In Egypt, the bizarre weather patterns led to a severe drought and as a result the Nile didn't flood, which meant the crops all failed.

MICHELLE: It's so far from where the eruption happened and yet the famine there led to more people dying than any other country. It was worse than the plague.

ADAM: OK. Then in the UK the mortality rate went up a lot- presumably from respiratory illnesses. According to one report it was about double the usual number and included an unusually high percentage of people under the age of 25.

MICHELLE: Mmm. I think people will be surprised to hear that the weather in the USA was badly affected too. George Washington even makes a note in his diary that they were snowbound until March in Virginia. That was before he became president.

ADAM: Yes, and there was ice floating down the Mississippi, which was unprecedented.

MICHELLE: Astonishing, really. Anyway, what do you think …

## Part 4

Good morning. Now, we've been asked to choose an aspect of European clothing or fashion and to talk about its development over time.

I decided to focus on a rather small area of clothing and that's pockets. I chose pockets for two reasons, really. We all have them – in jeans, jackets, coats, for example – and even though we often carry bags or briefcases as well, nothing is quite as convenient as being able to pop your phone or credit card into your pocket. Yet, I suspect that, other than that, people don't really think about pockets too much and they're rather overlooked as a fashion item.

It's certainly very interesting to go back in time and see how pockets developed for men and women. In the 18th century, fashions were quite different from the way they are now, and pockets were too. If we think about male fashion first … that was the time when suits became popular. Trousers were knee-length only and referred to as 'breeches', the waistcoats were short and the jackets were long, but all three garments were lined with material and pockets were sewn into this cloth by whichever tailor the customer used. The wearer could then carry small objects such as pencils or coins on their person and reach them through a gap in the lining. Coat pockets became increasingly decorative on the outside for men who wanted to look stylish, but they were often larger but plainer if the wearer was someone with a profession who needed to carry medical instruments – a doctor or physician, for example.

———

The development of women's pockets was a little different. For one thing, they weren't nearly as visible or as easy to reach as men's. In the 18th and 19th centuries, women carried numerous possessions on their person and some of these could be worth a lot of money. Women were more vulnerable to theft and wealthy women, in particular, worried constantly about pickpockets. So – what they did was to have a pair of pockets made that were tied together with string. The pockets were made of fabric, which might be recycled cloth if the wearer had little money or something more expensive, such as linen, sometimes featuring very delicate embroidery. Women tied the pockets around their waist so that they hung beneath their clothes. Remember, skirts were long then and there was plenty of room to hide a whole range of small possessions between the layers of petticoats that were commonly worn. They would have an opening in the folds of their skirts through which they could reach whatever they needed, like their perfume. Working women, of course, also needed to carry around items that they might use for whatever job or trade they were involved in, but their pairs of pockets still remained on the inside of their clothing, they just got bigger or longer sometimes reaching down to their knees!

So the tie-on pockets went well into the 19th century and only changed when fashion altered towards the end of that period. That's when dresses became tighter and less bulky, and the pairs of pockets became very noticeable – they stood out too much and detracted from the woman's image. Women who had been used to carrying around a range of personal possessions – and still wanted to – needed somewhere to carry these items about their person. That was when small bags, or pouches as they were known, came into fashion and, of course, they inevitably led on to the handbag of more modern times, particularly when fashion removed pockets altogether.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **training** | For example, all employees get training – even temporary staff. |
| 2 | **discount** | But another benefit of working for a big company like this is that you can get a discount at any of their restaurants. |
| 3 | **taxi** | But if you have to do a late shift and finish work after midnight, the company will pay for you to get a taxi home. |
| 4 | **service** | e had to make sure we gave a really high level of service. |
| 5 | **English** | So the only other thing that's required is good communication skills, so you'll need to have a certificate in English. |
| 6 | **Wivenhoe** | The first one is in Wivenhoe Street. |
| 7 | **equipment** | Obviously checking that all the portions are correct, etc., and then things like checking all the procedures for cleaning the equipment are being followed. |
| 8 | **9.75** | Well, to begin with, you'd be getting £9.75 but that goes up to £11.25 after three months. |
| 9 | **deliveries** | And you'd be responsible for making sure there's enough stock each week – and sorting out all the deliveries. |
| 10 | **Sunday** | But you do get one Sunday off every four weeks. |
| 11 | **B / E** | But because of the new industrial centre in Nunston, there's a lot of demand for housing for employees in the region, as many employees are having to commute long distances at present. We were more interested in the fact that there's an excellent hospital just 15 kilometres away, and a large secondary school even closer than that. |
| 12 | **B / E** | But because of the new industrial centre in Nunston, there's a lot of demand for housing for employees in the region, as many employees are having to commute long distances at present. We were more interested in the fact that there's an excellent hospital just 15 kilometres away, and a large secondary school even closer than that. |
| 13 | **B / C** | blended in well with the natural features of the landscape, with provision made for protecting trees and wildlife on the site. the design and facilities of the development make it seem a place where people of all ages can live together happily. |
| 14 | **B / C** | blended in well with the natural features of the landscape, with provision made for protecting trees and wildlife on the site. the design and facilities of the development make it seem a place where people of all ages can live together happily. |
| 15 | **G** | If you look at the South Entrance at the bottom of the map, there's a road from there that goes right up through the development. The school will be on that road, at the corner of the second turning to the left. |
| 16 | **C** | A large sports centre is planned with facilities for indoor and outdoor activities. This will be on the western side of the development, just below the road that branches off from London Road. |
| 17 | **D** | The clinic will be just below this, to the right of a street of houses. |
| 18 | **B** | On the northeast side of the development, there'll be a row of specially designed houses specifically for residents over 65, and the community centre will be adjoining this. |
| 19 | **H** | There'll be a supermarket between the two entrances to the development. We're planning to leave the three large trees near London Road, and it'll be just to the south of these. |
| 20 | **A** | If you look at the road that goes up from the South Entrance, you'll see it curves round to the left at the top, and the playground will be in that curve, with nice views of the lake. |
| 21 | **C** | But what I found more significant was how it impacted directly and indirectly on political events, as well as having massive social and economic consequences. |
| 22 | **A** | Yeah. I was surprised there were so many weather stations established by that time – so, you know, you can see how the weather changed, often by the hour. |
| 23 | **B** | Reports from the period blamed the haze for an increase in headaches, respiratory issues and asthma attacks. |
| 24 | **B** | It was Benjamin Franklin who realised that before anyone else. |
| 25 | **A / B** | not that the effects would go on for so long. Or that two years after the eruption, strange weather events were being reported as far away as North America and North Africa. |
| 26 | **A / B** | not that the effects would go on for so long. Or that two years after the eruption, strange weather events were being reported as far away as North America and North Africa. |
| 27 | **D** | One of the most dramatic things there was the effect on livestock as they grazed in the fields. They were poisoned because they ate vegetation that had been contaminated with fluorine as a result of the volcanic fallout. |
| 28 | **A** | It's so far from where the eruption happened and yet the famine there led to more people dying than any other country. |

| # | Answer | Explanation |
|---|---|---|
| **29** | **C** | According to one report it was about double the usual number and included an unusually high percentage of people under the age of 25. |
| **30** | **F** | Yes, and there was ice floating down the Mississippi, which was unprecedented. |
| **31** | **convenient** | even though we often carry bags or briefcases as well, nothing is quite as convenient as being able to pop your phone or credit card into your pocket. |
| **32** | **suits** | that was the time when suits became popular. |
| **33** | **tailor** | all three garments were lined with material and pockets were sewn into this cloth by whichever tailor the customer used |
| **34** | **profession** | they were often larger but plainer if the wearer was someone with a profession who needed to carry medical instruments |
| **35** | **visible** | For one thing, they weren't nearly as visible or as easy to reach as men's. |
| **36** | **string / strings** | So – what they did was to have a pair of pockets made that were tied together with string. |
| **37** | **waist / waists** | Women tied the pockets around their waist so that they hung beneath their clothes. |
| **38** | **perfume** | They would have an opening in the folds of their skirts through which they could reach whatever they needed, like their perfume. |
| **39** | **image** | That's when dresses became tighter and less bulky, and the pairs of pockets became very noticeable – they stood out too much and detracted from the woman's image. |
| **40** | **handbag** | they inevitably led on to the handbag of more modern times |

# Test 21

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-4

*Complete the form below.*

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

**Wayside Camera Club**

**membership form**

Name: Dan Green

Email address: dan1068@market.com

Home address: 52 **1** _____ Street, Peacetown

Heard about us: from a **2** _____

Reasons for joining: to enter competitions to **3** _____

Type of membership: **4** _____ membership (£30)

### Questions 5-10

*Complete the table below.*

*Write **NO MORE THAN TWO WORDS** for each answer.*

| **Photography competitions** | | |
|---|---|---|
| **Title of competition** | **Instructions** | **Feedback to Dan** |
| ‘**5** _____’ | A scene in the home | The picture’s composition was not good. |
| ‘Beautiful Sunsets’ | Scene must show some **6** _____ | The **7** _____ was wrong. |
| ‘**8** _____’ | Scene must show **9** _____ | The photograph was too **10** _____. |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

*Choose **TWO** letters, **A-E**.*

**11** **12** Which **TWO** warnings does Dan give about picking mushrooms?

- **A** ☐ Don't pick more than one variety of mushroom at a time.
- **B** ☐ Don't pick mushrooms near busy roads.
- **C** ☐ Don't eat mushrooms given to you.
- **D** ☐ Don't eat mushrooms while picking them.
- **E** ☐ Don't pick old mushrooms.

### Questions 13-14

*Choose **TWO** letters, **A-E**.*

**13** **14** Which **TWO** ideas about wild mushrooms does Dan say are correct?

- **A** ☐ Mushrooms should always be peeled before eating.
- **B** ☐ Mushrooms eaten by animals may be unsafe.
- **C** ☐ Cooking destroys toxins in mushrooms.
- **D** ☐ Brightly coloured mushrooms can be edible.
- **E** ☐ All poisonous mushrooms have a bad smell.

### Questions 15-20

*Choose the correct letter, **A**, **B** or **C**.*

**15** What advice does Dan give about picking mushrooms in parks?

- **A** ○ Choose wooded areas.
- **B** ○ Don't disturb wildlife.
- **C** ○ Get there early.

**16** Dan says it is a good idea for beginners to

- **A** ○ use a mushroom app.
- **B** ○ join a group.
- **C** ○ take a reference book.

**17** What does Dan say is important for conservation?

- **A** ○ selecting only fully grown mushrooms
- **B** ○ picking a limited amount of mushrooms
- **C** ○ avoiding areas where rare mushroom species grow

**18** According to Dan, some varieties of wild mushrooms are in decline because there is

- **A** ○ a huge demand for them from restaurants.
- **B** ○ a lack of rain in this part of the country.
- **C** ○ a rise in building developments locally.

**19** Dan says that when storing mushrooms, people should

- **A** ○ keep them in the fridge for no more than two days.
- **B** ○ keep them in a brown bag in a dark room.
- **C** ○ leave them for a period after washing them.

**20** What does Dan say about trying new varieties of mushrooms?

- **A** ○ Experiment with different recipes.
- **B** ○ Expect some to have a strong taste.
- **C** ○ Cook them for a long time.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

*Choose **TWO** letters, **A-E**.*

**21** **22** Which **TWO** opinions about the Luddites do the students express?

- **A** ☐ Their actions were ineffective.
- **B** ☐ They are still influential today.
- **C** ☐ They have received unfair criticism.
- **D** ☐ They were proved right.
- **E** ☐ Their attitude is understandable.

### Questions 23-24

*Choose **TWO** letters, **A-E**.*

**23** **24** Which **TWO** predictions about the future of work are the students doubtful about?

- **A** ☐ Work will be more rewarding.
- **B** ☐ Unemployment will fall.
- **C** ☐ People will want to delay retiring.
- **D** ☐ Working hours will be shorter.
- **E** ☐ People will change jobs more frequently.

### Questions 25-30

What comment do the students make about each of the following jobs?

*Choose **SIX** answers from the box and write the correct letter, **A-G**, next to Questions.*

#### Comments

**A** These jobs are likely to be at risk.

**B** Their role has become more interesting in recent years.

**C** The number of people working in this sector has fallen dramatically.

**D** This job will require more qualifications.

**E** Higher disposable income has led to a huge increase in jobs.

**F** There is likely to be a significant rise in demand for this service.

**G** Both employment and productivity have risen.

#### Jobs

**25** Accountants _____

**26** Hairdressers _____

**27** Administrative staff _____

**28** Agricultural workers _____

**29** Care workers _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

*Complete the notes below.*

*Write **ONE WORD ONLY** for each answer.*

### Space Traffic Management

**A Space Traffic Management system**

- is a concept similar to Air Traffic Control, but for satellites rather than planes.
- would aim to set up legal and **31** _____ ways of improving safety.
- does not actually exist at present.

**Problems in developing effective Space Traffic Management**

- Satellites are now quite **32** _____ and therefore more widespread (e.g. there are constellations made up of **33** _____ of satellites).
- At present, satellites are not required to transmit information to help with their **34** _____.
- There are few systems for **35** _____ satellites.
- Small pieces of debris may be difficult to identify.
- Operators may be unwilling to share details of satellites used for **36** _____ or commercial reasons.
- It may be hard to collect details of the object's **37** _____ at a given time.
- Scientists can only make a **38** _____ about where the satellite will go.

**Solutions**

- Common standards should be agreed on for the presentation of information.
- The information should be combined in one **39** _____.
- A coordinated system must be designed to create **40** _____ in its users.

# Transcripts

## Part 1

BREDA: Hello, Wayside Camera Club, Breda speaking.

DAN: Oh, hello, um, my name's Dan and I'd like to join your club.

BREDA: That's great, Dan. We have an application form- would you like to complete it over the phone, then you can ask any questions you might have?

DAN: Oh, yes, thanks.

BREDA: OK, so what's your family name?

DAN: It's Green- Dan Green.

BREDA: So – can I take your email address?

DAN: Yes, it's dan1068@market.com.

BREDA: Thanks. And what about your home address?

DAN: Well, I'm about ten miles away from your club in Peacetown. I live in a house there.

BREDA: OK, so what's the house number and street?

DAN: It's 52 Marrowfield Street.

BREDA: Is that M-A double R-O-W-F-I-E-L-D?

DAN: That's right.

BREDA: … and that's Peacetown, you said?

DAN: Uhuh.

———

BREDA: So how did you hear about our club? Did you look on the internet?

DAN: I usually do that, but this time, well, I was talking to a relative the other day and he suggested it.

BREDA: Oh, is he a member too?

DAN: He belongs to another club – but he'd heard good things about yours.

BREDA: OK. So what do you hope to get from joining?

DAN: Well, one thing that really interests me is the competitions that you have. I enjoy entering those.

BREDA: Right. Anything else?

DAN: Well, I also like to socialise with other photographers.

BREDA: That's great. So what type of membership would you like?

DAN: What are the options?

BREDA: It's £30 a year for full membership or £20 a year if you're an associate.

DAN: I think I'll go for the full membership, then.

BREDA: That's a good idea because you can't vote in meetings with an associate membership.

———

BREDA: If I could just find out a bit more about you …

DAN: OK.

BREDA: So you said you wanted to compete- have you ever won any photography competitions?

DAN: Not yet, but I have entered three in the past.

BREDA: Oh, that's interesting. So why don't you tell me something about those? Let's start with the first one.

DAN: Well, the theme was entitled 'Domestic Life'.

BREDA: I see – so it had to be something related to the home?

DAN: Yeah. I chose to take a photo of a family sitting round the dinner table having a meal, and, urn, I didn't win, but I did get some feedback.

BREDA: Oh, what did the judges say?

DAN: That it was too 'busy' as a picture.

BREDA: Aha – so it was the composition of the picture that they criticised?

DAN: That's right – and once they'd told me that, I could see my mistake.

BREDA: So what was the theme of the second competition?

DAN: Well, my university was on the coast and that area gets a lot of beautiful sunsets so that was the theme.

BREDA: Oh, sunsets, that's a great theme.

DAN: Yes. The instructions were to capture the clouds as well – it couldn't just be blue sky and a setting sun.

BREDA: Sure, cause they give you all those amazing pinks and purples.

DAN: Yeah – and I thought I'd done that well, but the feedback was that I should have waited a bit longer to get the shot.

BREDA: I see. So the timing wasn't right.

DAN: Yes – I took it too soon, basically. And then the third competition I entered was called 'Animal Magic'.

BREDA: Well, that's a difficult subject!

DAN: I know! I had to take hundreds of shots.

BREDA: I'm sure – because animals move all the time.

DAN: That's what we had to show – there had to be some movement in the scene. I got a great shot of a fox in the end, but I took it at night and, well, I suspected that it was a bit dark, which is what I was told.

BREDA: Well Dan – you seem to be really keen and we'd be delighted to have you in our club. I'm sure we can help with all those areas that you've outlined.

DAN: Thanks, that's great.

## Part 2

PRESENTER: This evening we're delighted to welcome Dan Beagle, who's just written a book on looking for and finding food in the wild. He's going to tell us everything we need to know about picking wild mushrooms.

DAN: Thank you very much. Well, I need to start by talking about safety. You really need to know what you're doing because some mushrooms are extremely poisonous. Having said that, once you know what to look for, it's really worth doing for the amazing variety of mushrooms available – which you can't get in the shops. But of course, you have to be very careful and that's why I always say you should never consume mushrooms picked by friends or neighbours – always remember that some poisonous mushrooms look very similar to edible ones and it's easy for people to get confused. The other thing to avoid is mushrooms growing beside busy roads for obvious reasons. But nothing beats the taste of freshly picked mushrooms – don't forget that the ones in the shops are often several days old and past their best.

There are certain ideas about wild mushrooms that it's important to be aware of. Don't listen to people who tell you that it's only OK to eat mushrooms that are pale or dull – this is completely untrue. Some edible mushrooms are bright red, for example. Personally, I prefer mushrooms cooked but it won't do you any harm to eat them uncooked in salads – it's not necessary to peel them. Another thing you should remember is that you can't tell if a mushroom is safe to eat by its smell – some of the most deadly mushrooms have no smell and taste quite nice, apparently. Finally, just because deer or squirrels eat a particular mushroom doesn't mean that you can.

———

Of course, mushroom picking is associated with the countryside but if you haven't got a car, your local park can be a great place to start. There are usually a range of habitats where mushrooms grow, such as playing fields and wooded areas. But you need to be there first thing in the morning, as there's likely be a lot of competition – not just from people but wildlife too. The deer often get the best mushrooms in my local park.

If you're a complete beginner, I wouldn't recommend going alone or relying on photos in a book, even the one I've written! There are some really good phone apps for identifying mushrooms, but you can't always rely on getting a good signal in the middle of a wood. If possible, you should go with a group led by an expert – you'll stay safe and learn a lot that way.

Conservation is a really important consideration and you must follow a few basic rules. You should never pick all the mushrooms in one area – collect only enough for your own needs. Be very careful that you don't trample on young mushrooms or other plants. And make sure you don't pick any mushrooms that are endangered and protected by law.

There's been a decline in some varieties of wild mushrooms in this part of the country. Restaurants are becoming more interested in locally sourced food like wild mushrooms, but the biggest problem is that so many new houses have been built in this area in the last ten years. And more water is being taken from rivers and reservoirs because of this, and mushroom habitats have been destroyed.

Anyway, a word of advice on storing mushrooms. Collect them in a brown paper bag and as soon as you get home, put them in the fridge. They'll be fine for a couple of days, but it's best to cook them as soon as possible – after washing them really carefully first, of course.

So everybody knows what a mushroom tastes like, right? Well, you'll be surprised by the huge variety of wild mushrooms there are. Be adventurous! They're great in so many dishes – stir fries, risottos, pasta. But just be aware that some people can react badly to certain varieties so it's a good idea not to eat huge quantities to begin with.

OK, so now I'm going to show you …

## Part 3

YOUNG MAN: That seminar yesterday on automation and the future of work was really good wasn't it? Looking at the first industrial revolution in Britain in the 19th century and seeing how people reacted to massive change was a real eye-opener.

YOUNG WOMAN: Yes. It was interesting to hear how people felt about automation then and what challenges they faced. I didn't know that first started with workers in the textile industry.

YOUNG MAN: With those protesting workers called the Luddites destroying their knitting machines because they were so worried about losing their jobs.

YOUNG WOMAN: Yes, and ultimately, they didn't achieve anything. And anyway, industrialisation created more jobs than it destroyed.

YOUNG MAN: Yes, that's true – but it probably didn't seem a positive thing at the time. I can see why the Luddites felt so threatened.

YOUNG WOMAN: I know. I'm sure I would have felt the same. The discussion about the future of work was really optimistic for a change. I like the idea that work won't involve doing boring, repetitive tasks, as robots will do all that. Normally, you only hear negative stuff about the future.

YOUNG MAN: Bit too optimistic, don't you think? For example, I can't see how people are about to have more leisure time, when all the evidence shows people are spending longer than ever at work.

YOUNG WOMAN: No – that's true. And what about lower unemployment? I'm not so sure about that.

YOUNG MAN: Perhaps in the long term – but not in the foreseeable future.

YOUNG WOMAN: Mmm. And I expect most people will be expected to work until they're much older – as everyone's living much longer.

YOUNG MAN: That's already happening.

———

YOUNG WOMAN: I enjoyed all that stuff on how technology has changed some jobs and how they're likely to change in the near future.

YOUNG MAN: Yeah, incredible. Like accountants. You might think all the technological innovations would have put them out of a job, but in fact there are more of them than ever. They're still really in demand and have become far more efficient.

YOUNG WOMAN: Right. That was amazing. Twenty times more accountants in this country compared to the 19th century.

YOUNG MAN: I know. I'd never have thought that demand for hairdressing would have gone up so much in the last hundred years. One hairdresser for every 287 people now, compared to one for over 1,500.

YOUNG WOMAN: Yeah because people's earning power has gone up so they can afford to spend more on personal services like that.

YOUNG MAN: But technology hasn't changed the actual job that much.

YOUNG WOMAN: No, they've got hairdryers, etc. but it's one job where you don't depend on a computer … The kind of work that administrative staff do has changed enormously, thanks to technology. Even 20 years ago there were secretaries doing dictation and typing.

YOUNG MAN: Yes. Really boring compared to these days, when they're given much more responsibility and higher status.

YOUNG WOMAN: Mmm. A lot of graduates go in for this kind of work now … I'd expected there to be a much bigger change in the number of agricultural workers in the 19th century. But the 1871 census showed that roughly 25% of the population worked on the land.

YOUNG MAN: Yeah, I'd have assumed it would be more than 50%. Now it's less than 0.2%.

YOUNG WOMAN: What about care workers?

YOUNG MAN: They barely existed in the 19th century as people's lifespan was so much shorter. But now of course this sector will see huge growth.

YOUNG WOMAN: Yeah- and it's hard enough to meet current demand. The future looks quite bleak for bank clerks. They've been in decline since ATMs were introduced in the eighties.

YOUNG MAN: And technology will certainly make most of the jobs they do now redundant, I think.

YOUNG WOMAN: I agree, although the situation may change. It's very hard to predict what will happen.

## Part 4

In today's astronomy lecture, I'm going to talk about the need for a system to manage the movement of satellites and other objects in orbit around the Earth. In other words, a Space Traffic Management system. We already have effective Air Traffic Control systems that are used internationally to ensure that planes navigate our skies safely. Well, Space Traffic Management is a similar concept, but focusing on the control of satellites.

The aim of such a system would be to prevent the danger of collisions in space between the objects in orbit around the Earth. In order to do this, we'd need to have a set of legal measures, and we'd also have to develop the technical systems to enable us to prevent such accidents.

But unfortunately, at present we don't actually have a Space Traffic Management system that works. So why not? What are the problems in developing such a system?

Well, for one thing, satellites are relatively cheap these days, compared with how they were in the past, meaning that more people can afford to put them into space. So there's a lot more of them out there, and people aren't just launching single satellites but whole constellations, consisting of thousands of them designed to work together. So space is getting more crowded every day.

But in spite of this, one thing you may be surprised to learn is that you can launch a satellite into space and, once it's out there, it doesn't have to send back any information to Earth to allow its identification. So while we have international systems for ensuring we know where the planes in our skies are, and to prevent them from colliding with one another, when it comes to the safety of satellites, at present we don't have anything like enough proper ways of tracking them.

And it isn't just entire satellites that we need to consider. A greater threat is the huge amount of space debris in orbit around the Earth – broken bits of satellite and junk from space stations and so on. And some of these are so small that they can be very hard to identify, but they can still be very dangerous.

In addition, some operators may be unwilling to share information about the satellites they've launched. For example, a satellite may be designed for military purposes, or it may have been launched for commercial reasons, and the operators don't want competitors to have information about it.

And even if the operators are willing to provide it, the information isn't easy to collect. Details are needed about the object itself, as well as about its location at a particular time – and remember that a satellite isn't very big, and it's likely to be moving at thousands of kilometres an hour. We don't have any sensors that can constantly follow something moving so fast, so all that the scientists can do is to put forward a prediction concerning where the satellite is heading next.

———

So those are some of the problems that we're facing. Let's consider now some of the solutions that have been suggested. One key issue is the way in which information is dealt with. We need more information, but it also needs to be accessible at a global level, so we need to establish shared standards that we can all agree on for the way in which this information is presented. We already do this in other areas of science, so although this is a challenge, it's not an impossible task. Then, as all this information's collected, it needs to be put together so it can be used, and that will involve creating a single database on which it can be entered.

As we continue to push forward new developments, congestion of the space environment is only going to increase. To cope with this, we need to develop a system like the one I've described to coordinate the work of the numerous spacecraft operators, but it's also essential that this system is one that establishes trust in the people that use it, both nationally and at a global level.

One interesting development …

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Marrowfield** | It's 52 Marrowfield Street. |
| 2 | **relative** | I usually do that, but this time, well, I was talking to a relative the other day and he suggested it. |
| 3 | **socialise / socialize** | Well, I also like to socialise with other photographers. |
| 4 | **full** | It's £30 a year for full membership or £20 a year if you're an associate. |
| 5 | **Domestic Life** | Well, the theme was entitled 'Domestic Life'. |
| 6 | **clouds** | The instructions were to capture the clouds as well – it couldn't just be blue sky and a setting sun. |
| 7 | **timing** | So the timing wasn't right. |
| 8 | **Animal Magic** | And then the third competition I entered was called 'Animal Magic'. |
| 9 | **movement / animal movement** | That's what we had to show – there had to be some movement in the scene. |
| 10 | **dark** | I suspected that it was a bit dark, which is what I was told. |
| 11 | **B / C** | But of course, you have to be very careful and that's why I always say you should never consume mushrooms picked by friends or neighbours The other thing to avoid is mushrooms growing beside busy roads for obvious reasons. |
| 12 | **B / C** | But of course, you have to be very careful and that's why I always say you should never consume mushrooms picked by friends or neighbours The other thing to avoid is mushrooms growing beside busy roads for obvious reasons. |
| 13 | **B / D** | Don't listen to people who tell you that it's only OK to eat mushrooms that are pale or dull – this is completely untrue. Some edible mushrooms are bright red, for example. Finally, just because deer or squirrels eat a particular mushroom doesn't mean that you can. |
| 14 | **B / D** | Don't listen to people who tell you that it's only OK to eat mushrooms that are pale or dull – this is completely untrue. Some edible mushrooms are bright red, for example. Finally, just because deer or squirrels eat a particular mushroom doesn't mean that you can. |
| 15 | **C** | But you need to be there first thing in the morning |
| 16 | **B** | If possible, you should go with a group led by an expert – you'll stay safe and learn a lot that way. |
| 17 | **B** | You should never pick all the mushrooms in one area – collect only enough for your own needs. |
| 18 | **C** | the biggest problem is that so many new houses have been built in this area in the last ten years. |
| 19 | **A** | They'll be fine for a couple of days, but it's best to cook them as soon as possible – after washing them really carefully first, of course. |
| 20 | **A** | They're great in so many dishes – stir fries, risottos, pasta. |
| 21 | **A / E** | Yes, and ultimately, they didn't achieve anything. Yes, that's true – but it probably didn't seem a positive thing at the time. I can see why the Luddites felt so threatened. |
| 22 | **A / E** | Yes, and ultimately, they didn't achieve anything. Yes, that's true – but it probably didn't seem a positive thing at the time. I can see why the Luddites felt so threatened. |
| 23 | **B / D** | when all the evidence shows people are spending longer than ever at work. And what about lower unemployment? I'm not so sure about that. |
| 24 | **B / D** | when all the evidence shows people are spending longer than ever at work. And what about lower unemployment? I'm not so sure about that. |
| 25 | **G** | You might think all the technological innovations would have put them out of a job, but in fact there are more of them than ever. They're still really in demand and have become far more efficient. |
| 26 | **E** | Yeah because people's earning power has gone up so they can afford to spend more on personal services like that. |
| 27 | **B** | Really boring compared to these days, when they're given much more responsibility and higher status. |
| 28 | **C** | Yeah, I'd have assumed it would be more than 50%. Now it's less than 0.2%. |
| 29 | **F** | But now of course this sector will see huge growth. |
| 30 | **A** | And technology will certainly make most of the jobs they do now redundant, I think. |
| 31 | **technical** | In order to do this, we'd need to have a set of legal measures, and we'd also have to develop the technical systems to enable us to prevent such accidents. |

| # | Answer | Explanation |
|---|---|---|
| **32** | **cheap** | Well, for one thing, satellites are relatively cheap these days, compared with how they were in the past, meaning that more people can afford to put them into space. |
| **33** | **thousands** | So there's a lot more of them out there, and people aren't just launching single satellites but whole constellations, consisting of thousands of them designed to work together. So space is getting more crowded every day. |
| **34** | **identification** | it doesn't have to send back any information to Earth to allow its identification. |
| **35** | **tracking** | at present we don't have anything like enough proper ways of tracking them. |
| **36** | **military** | In addition, some operators may be unwilling to share information about the satellites they've launched. For example, a satellite may be designed for military purposes |
| **37** | **location** | And even if the operators are willing to provide it, the information isn't easy to collect. Details are needed about the object itself, as well as about its location at a particular time |
| **38** | **prediction** | We don't have any sensors that can constantly follow something moving so fast, so all that the scientists can do is to put forward a prediction concerning where the satellite is heading next. |
| **39** | **database** | Then, as all this information's collected, it needs to be put together so it can be used, and that will involve creating a single database on which it can be entered. |
| **40** | **trust** | but it's also essential that this system is one that establishes trust in the people that use it, both nationally and at a global level. |

# Test 22

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

*Complete the notes below.*

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

### Job details from employment agency

**Role** 1 _____

**Location** Fordham 2 _____ Centre

3 _____ Road, Fordham

**Work involves**

- dealing with enquiries
- making 4 _____ and reorganising them
- maintaining the internal 5 _____
- general administration

**Requirements**

- 6 _____ (essential)
- a calm and 7 _____ manner
- good IT skills

**Other information**

- a 8 _____ job – further opportunities may be available
- hours: 7.45 a.m. to 9 _____ p.m. Monday to Friday
- 10 _____ is available onsite

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

*Choose the correct letter, **A**, **B** or **C**.*

**11** The museum building was originally

- **A** ◯ a factory.
- **B** ◯ a private home.
- **C** ◯ a hall of residence.

**12** The university uses part of the museum building as

- **A** ◯ teaching rooms.
- **B** ◯ a research library.
- **C** ◯ administration offices.

**13** What does the guide say about the entrance fee?

- **A** ◯ Visitors decide whether or not they wish to pay.
- **B** ◯ Only children and students receive a discount.
- **C** ◯ The museum charges extra for special exhibitions.

**14** What are visitors advised to leave in the cloakroom?

- **A** ◯ cameras
- **B** ◯ coats
- **C** ◯ bags

### Questions 15-20

What information does the speaker give about each of the following areas of the museum?

*Choose **SIX** answers from the box and write the correct letter, **A-H**, next to Questions .*

#### Information

**A** Parents must supervise their children.

**B** There are new things to see.

**C** It is closed today.

**D** This is only for school groups.

**E** There is a quiz for visitors.

**F** It features something created by students.

**G** An expert is here today.

**H** There is a one-way system.

#### Areas of museum

**15** Four Seasons _____

**16** Farmhouse Kitchen _____

**17** A Year on the Farm _____

**18** Wagon Walk _____

**19** Bees are Magic _____

**20** The Pond _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

*Choose **TWO** letters, **A-E**.*

**21** **22** Which **TWO** educational skills were shown in the video of children doing origami?

- **A** ☐ solving problems
- **B** ☐ following instructions
- **C** ☐ working cooperatively
- **D** ☐ learning through play
- **E** ☐ developing hand-eye coordination

### Questions 23-27

Which comment do the students make about each of the following children in the video?

*Choose **FIVE** answers from the box and write the correct letter, **A-G**, next to Questions.*

#### Comments

**A** demonstrated independence

**B** asked for teacher support

**C** developed a competitive attitude

**D** seemed to find the activity calming

**E** seemed pleased with the results

**F** seemed confused

**G** seemed to find the activity easy

#### Children

**23** Sid _____

**24** Jack _____

**25** Naomi _____

**26** Anya _____

**27** Zara _____

### Questions 28-30

*Choose the correct letter, **A**, **B** or **C**.*

**28** Before starting an origami activity in class, the students think it is important for the teacher to

- **A** ○ make models that demonstrate the different stages.
- **B** ○ check children understand the terminology involved.
- **C** ○ tell children not to worry if they find the activity difficult.

**29** The students agree that some teachers might be unwilling to use origami in class because

- **A** ○ they may not think that crafts are important.
- **B** ○ they may not have the necessary skills.
- **C** ○ they may worry that it will take up too much time.

**30** Why do the students decide to use origami in their maths teaching practice?

- **A** ○ to correct a particular misunderstanding
- **B** ○ to set a challenge
- **C** ○ to introduce a new concept

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

*Complete the notes below.*

*Write **ONE WORD ONLY** for each answer.*

### Victor Hugo

**His novel, *Les Misérables***

- It has been adapted for theatre and cinema.
- We know more about its overall **31** _____ than about its author.

**His early career**

- In Paris, his career was successful and he led the Romantic movement.
- He spoke publicly about social issues, such as **32** _____ and education.
- Napoleon III disliked his views and exiled him.

**His exile from France**

- Victor Hugo had to live elsewhere in **33** _____
- He used his income from the sale of some **34** _____ he had written to buy a house on Guernsey.

**His house on Guernsey**

- Victor Hugo lived in this house until the end of the Empire in France.
- The ground floor contains portraits, **35** _____ and tapestries that he valued.
- He bought cheap **36** _____ made of wood and turned this into beautiful wall carvings.
- The first floor consists of furnished areas with wallpaper and **37** _____ that have a Chinese design.
- The library still contains many of his favourite books.
- He wrote in a room at the top of the house that had a view of the **38** _____.
- He entertained other writers as well as poor **39** _____ in his house.
- Victor Hugo's **40** _____ gave ownership of the house to the city of Paris in 1927.

# Transcripts

## Part 1

JULIE: Hello?

GREG: Oh, hello. Is that Julie Davison?

JULIE: Yes.

GREG: This is Greg Preston from the Employment Agency. We met last week when you came in to enquire about office work.

JULIE: Oh, that's right.

GREG: Now we've just had some details come in of a job which might interest you.

JULIE: OK.

GREG: So this is a position for a receptionist – I believe you've done that sort of work before?

JULIE: Yes, I have, I worked in a sports centre for a couple of years before I got married and had the children.

GREG: Right. Well, this job's in Fordham, so not too far away for you, and it's at the medical centre there.

JULIE: OK. So where exactly is that?

GREG: It's quite near the station, on Chastons Road.

JULIE: Sorry?

GREG: Chastons Road- that's C-H-A-S-T-O-N-S.

JULIE: OK, thanks. So what would the work involve? Dealing with enquiries from patients?

GREG: Yes, and you'd also be involved in making appointments, whether face to face or on the phone. And rescheduling them if necessary.

JULIE: Fine, that shouldn't be a problem.

GREG: And another of your duties would be keeping the centre's database up-to-date. Then you might have other general administrative duties as well, but those would be the main ones.

JULIE: OK.

GREG: Now when the details came in, I immediately thought of you because one thing they do require is someone with experience, and you did mention your work at the sports centre when you came in to see us.

JULIE: Yes, in fact I enjoyed that job. Is there anything else they're looking for?

GREG: Well, they say it's quite a high-pressure environment, they're always very busy, and patients are often under stress, so they want someone who can cope with that and stay calm, and at the same time be confident when interacting with the public.

JULIE: Well, after dealing with three children all under five, I reckon I can cope with that.

GREG: I'm sure you can.

GREG: And then another thing they mention is that they're looking for someone with good IT skills ...

JULIE: Not a problem.

GREG: So you'd be interested in following this up?

JULIE: Sure. When would it start?

GREG: Well, they're looking for someone from the beginning of next month, but I should tell you that this isn't a permanent job, it's temporary, so the contract would be just to the end of September. But they do say that there could be further opportunities after that.

JULIE: OK. And what would the hours be?

GREG: Well, they want someone who can start at a quarter to eight in the morning could you manage that?

JULIE: Yes, my husband would have to get the kids up and off to my mother's – she's going to be looking after them while I'm at work. What time would I finish?

GREG: One fifteen.

JULIE: That should work out all right. I can pick the kids up on my way home, and then I'll have the afternoon with them. Oh, one thing ... is there parking available for staff at the centre?

GREG: Yes, there is. and it's also on a bus route.

JULIE: Right. Well, I expect I'll have the car but it's good to know that. OK, so where do I go from here?

GREG: Well, if you're happy for me to do so, I'll forward your CV and references, and then the best thing would probably be for you to phone them so they can arrange for an interview.

JULIE: Great. Well thank you very much.

GREG: You're welcome. Bye now.

JULIE: Bye.

## Part 2

Good morning everyone, and welcome to the Museum of Farming Life. I understand it's your first visit here, so I'd like to give you some background information about the museum and then explain a little about what you can see during your visit.

So, where we're standing at the moment is the entrance to a large building that was constructed in 1880 as the home of a local businessman. Alfred Palmer, of the Palmer biscuit factory. It was later sold and became a hall of residence for students in 1911, and a museum in 1951. In 2005, a modern extension was built to accommodate the museum's collections.

The museum's owned by the university, and apart from two rooms that are our offices, the university uses the main part of the building. You may see students going into the building for lessons, but it's not open to museum visitors, I'm afraid. It's a shame because the interior architectural features are outstanding, especially the room that used to be the library.

Luckily, we've managed to keep entry to the museum free. This includes access to all the galleries, outdoor areas and the rooms for special exhibitions. We run activities for children and students, such as the museum club, for which there's no charge. We do have a donation box just over there so feel free to give whatever amount you consider appropriate.

We do have a cloakroom, if you'd like to leave your coats and bags somewhere. Unlike other museums, photography is allowed here, so you might like to keep your cameras with you. You might be more comfortable not carrying around heavy rucksacks, though keep your coats and jackets on as it's quite cold in the museum garden today.

———

I'd like to tell you about the different areas of the museum.

Just inside, and outside the main gallery, we have an area called Four Seasons. Here you can watch a four-minute animation of a woodland scene. It was designed especially for the museum by a group of young people on a film studies course, and it's beautiful. Children absolutely love it, but then, so do adults.

The main gallery's called Town and Country. It includes a photographic collection of prize-winning sheep and shepherds. Leaving Town and Country, you enter Farmhouse Kitchen, which is … well, self-explanatory. Here we have the oldest collection of equipment for making butter and cheese in the country. And this morning, a specialist cheesemaker will be giving demonstrations of how it's produced. You may even get to try some.

After that, you can go in two directions. To the right is a staircase that takes you up to a landing from where you can look down on the galleries. To the left is a room called A Year on the Farm. There's lots of seating here as sometimes we use the room for school visits, so it's a good place to stop for a rest. If you're feeling competitive, you can take our memory test in which you answer questions about things you've seen in the museum.

The next area's called Wagon Walk. This contains farm carts from nearly every part of the country. It's surprising how much regional variation there was. Beside the carts are display boards with information about each one. The carts are old and fragile, so we ask you to keep your children close to you and ensure they don't climb on the carts.

From Wagon Walk, you can either make your way back to reception or go out into the garden – or even go back to take another look in the galleries. In the far corner of the garden is Bees are Magic, but we're redeveloping this area so you can't visit that at the moment. You can still buy our honey in the shop, though.

Finally, there's The Pond, which contains all kinds of interesting wildlife. There are baby ducks that are only a few days old, as well as tiny frogs. The Pond isn't deep and there's a fence around it, so it's perfectly safe for children.

## Part 3

TUTOR: So now I want you to discuss the lesson we've just been watching on the video and think about the ways in which origami can be a useful educational tool. Can you all work with the person sitting next to you …

SEB: I had no idea that such a simple thing like folding squares of paper to make the shape of something like a bird could be such an amazing tool. It's made me see origami in a whole new light.

LIA: I know. It was interesting to see the educational skills the children were developing by doing origami. On the video you could see them really listening hard to make sure they did all the steps in the right order to make the bird.

SEB: That's right. In this lesson they were working individually but it would also be interesting to see if the children could work out how to make something simple without being given any direction. That would help with building teamwork as well.

LIA: Yes, but much more of a challenge. One thing that really stood out for me was that the children were all having fun while being taught something new.

SEB: Which is a key aim of any lesson with this age group. And although these kids had no problems with folding the paper, with younger children you could do origami to help practise fine motor skills.

LIA: Absolutely. Shall we talk about the individual children we saw on the video? I wrote all their names down and took some notes.

SEB: Yes, I did too.

LIA: OK, good. Let's start with Sid.

SEB: He was interesting because before they started doing the origami, he was being quite disruptive.

LIA: Yes. He really benefited from having to use his hands – it helped him to settle down and start concentrating.

SEB: Yes, I noticed that too. What about Jack? I noticed he seemed to want to work things out for himself.

LIA: Mmm. You could see him trying out different things rather than asking the teacher for help. What did you make of Naomi?

SEB: She seemed to be losing interest at one point but then she decided she wanted her mouse to be the best and that motivated her to try harder.

LIA: She didn't seem satisfied with hers in the end, though.

SEB: No.

LIA: Anya was such a star. She listened so carefully and then produced the perfect bird with very little effort.

SEB: Mmm – I think the teacher could have increased the level of difficulty for her.

LIA: Maybe. I think it was the first time Zara had come across origami.

SEB: She looked as if she didn't really get what was going on.

LIA: She seemed unsure about what she was supposed to do. but in the end hers didn't turn out too badly.

SEB: Yeah. I'm sure it was a positive learning experience for her.

LIA: Mmm.

———

LIA: I think one reason why the origami activity worked so well in this class was that the teacher was well prepared.

SEB: Right. I think it would have taken me ages to prepare examples, showing each of the steps involved in making the bird. But that was a really good idea. The children could see what they were aiming for – and much better for them to be able to hold something, rather than just looking at pictures.

LIA: Mmm – those physical examples supported her verbal explanations really well.

SEB: It's strange that origami isn't used more widely. Why do you think that is?

LIA: Well, teachers may just feel it's not that appealing to children who are used to doing everything on computers, especially boys. Even if they're aware of the benefits.

SEB: Oh, I don't know. It's no different to any other craft activity. I bet it's because so many teachers are clumsy like me.

LIA: That's true – too much effort required if you're not good with your hands.

SEB: Well, anyway, I think we should try it out in our maths teaching practice with Year 3. I can see using origami is a really engaging way of reinforcing children's knowledge of geometric shapes, like they were doing in the video, but I think it would also work really well for presenting fractions, which is coming up soon.

LIA: Good idea – that's something most of the kids in that class might struggle with. Origami would also be good practice for using symmetry- but I think they did that last term.

SEB: OK – well let's try and get some ideas together and plan the lesson next week.

TUTOR: OK, if you could all stop …

## Part 4

The person I've chosen to talk about is the French writer Victor Hugo – many people have heard of him because his novel, Les Miserables, which he wrote in 1862, is famous around the world. It became a stage musical in the 1980s, and a film version was also released in 2012. So, some of us, I'm sure, have a pretty general idea of the plot, but we know much less about the author. Today, I'm going to provide a little more insight into this talented man and I'm going to talk particularly about the home he had on the island of Guernsey in the British Channel Islands.

But first, his early career … as I've said, he was a writer, he was at the height of his career in Paris and he was very highly regarded by his colleagues. As far as literature was concerned, he was the leading figure of the Romantic movement. However, as well as being a literary genius, he also gave many speeches about issues like the level of poverty in his society. He felt very strongly about this and about other areas where change was needed, like education. This kind of outspoken criticism was not well liked by the rulers of France and, eventually, the emperor – Napoleon III – told Victor Hugo to leave Paris and not return; in other words, he sent him into exile.

So Victor Hugo was forced to reside in other parts of Europe. Guernsey was actually his third place of exile and he landed there in 1855. He produced a lot while on Guernsey – including Les Miserables – and to do this, he had to spend a great deal of time in the home that he had there. This was a property that he bought using the money he'd made in France from the publication of a collection of his poetry. It was the only property he ever owned, and he was very proud of it.

———

The property Victor Hugo bought on Guernsey was a large, five-storey house in the capital town of St Peter Port and he lived there for 15 years, returning to France in 1870 when Napoleon's Empire collapsed. He decorated and furnished each level, or floor, of the house in unique and wonderful ways, and many people consider the inside of the house to be a 'work of art'. Today it's a museum that attracts 200,000 visitors a year.

He lived in the house with his family … and portraits of its members still hang in rooms on the ground floor, along with drawings that he did during his travels that he felt were important to him. In other ground-floor rooms, there are huge tapestries that he would have designed and loved. The walls are covered in dark wood panelling that Victor Hugo created himself using wooden furniture that he bought in the market. The items were relatively inexpensive, and he used them to create intricate carvings. They gave an atmosphere on the lower level that was shadowy and rather solemn.

On the next level of the house there are two impressive lounges, where he entertained his guests. One lounge has entirely red furnishings, such as sofas and wall coverings, and the other blue. There's a strong Chinese influence in these areas in things like the wallpaper pattern and the lamps – which he would have made himself by copying original versions.

His library, where he left many of his favourite books, forms the hallway to the third floor and was a comfortable area where he could relax and enjoy his afternoons. And then, at the very top of the house, there's a room called the Lookout – called that because it looks out over the harbour. In contrast to the rather dark lower levels, it's full of light and was like a glass office where he would write until lunchtime- often at his desk.

So, Victor Hugo was a man of many talents, but he was also true to his values. While living in his house on Guernsey, he entertained many other famous writers, but he also invited a large group of local children from the deprived areas of the island to dinner once a week. What's more, he served them their food, which was an extraordinary gesture for the time period.

In 1927, the house was owned by his relatives, and they decided to donate it to the city of Paris. It has since been restored using photographs from the period and, as I mentioned earlier, is now a museum that is open to the public.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **receptionist** | So this is a position for a receptionist – I believe you've done that sort of work before? |
| 2 | **Medical** | Well, this job's in Fordham, so not too far away for you, and it's at the medical centre there. |
| 3 | **Chastons** | It's quite near the station, on Chastons Road. |
| 4 | **appointments** | Yes, and you'd also be involved in making appointments, whether face to face or on the phone. |
| 5 | **database** | And another of your duties would be keeping the centre's database up-to-date. |
| 6 | **experience** | Now when the details came in, I immediately thought of you because one thing they do require is someone with experience |
| 7 | **confident** | stay calm, and at the same time be confident when interacting with the public. |
| 8 | **temporary** | Well, they're looking for someone from the beginning of next month, but I should tell you that this isn't a permanent job, it's temporary, so the contract would be just to the end of September. |
| 9 | **1.15 / 1:15** | One fifteen. |
| 10 | **parking** | Oh, one thing … is there parking available for staff at the centre? |
| 11 | **B** | So, where we're standing at the moment is the entrance to a large building that was constructed in 1880 as the home of a local businessman. |
| 12 | **A** | The museum's owned by the university, and apart from two rooms that are our offices, the university uses the main part of the building. You may see students going into the building for lessons, but it's not open to museum visitors, I'm afraid. |
| 13 | **A** | We do have a donation box just over there so feel free to give whatever amount you consider appropriate. |
| 14 | **C** | You might be more comfortable not carrying around heavy rucksacks, though keep your coats and jackets on as it's quite cold in the museum garden today. |
| 15 | **F** | It was designed especially for the museum by a group of young people on a film studies course, and it's beautiful. |
| 16 | **G** | And this morning, a specialist cheesemaker will be giving demonstrations of how it's produced. |
| 17 | **E** | If you're feeling competitive, you can take our memory test in which you answer questions about things you've seen in the museum. |
| 18 | **A** | The carts are old and fragile, so we ask you to keep your children close to you and ensure they don't climb on the carts. |
| 19 | **C** | In the far corner of the garden is Bees are Magic, but we're redeveloping this area so you can't visit that at the moment. |
| 20 | **B** | There are baby ducks that are only a few days old, as well as tiny frogs. |
| 21 | **B / D** | On the video you could see them really listening hard to make sure they did all the steps in the right order to make the bird. One thing that really stood out for me was that the children were all having fun while being taught something new. |
| 22 | **B / D** | On the video you could see them really listening hard to make sure they did all the steps in the right order to make the bird. One thing that really stood out for me was that the children were all having fun while being taught something new. |
| 23 | **D** | it helped him to settle down and start concentrating. |
| 24 | **A** | You could see him trying out different things rather than asking the teacher for help. |
| 25 | **C** | She seemed to be losing interest at one point but then she decided she wanted her mouse to be the best and that motivated her to try harder. |
| 26 | **G** | She listened so carefully and then produced the perfect bird with very little effort. |
| 27 | **F** | She seemed unsure about what she was supposed to do. |
| 28 | **A** | I think it would have taken me ages to prepare examples, showing each of the steps involved in making the bird. But that was a really good idea. |
| 29 | **B** | I bet it's because so many teachers are clumsy like me. |
| 30 | **C** | I think it would also work really well for presenting fractions, which is coming up soon. |
| 31 | **plot** | So, some of us, I'm sure, have a pretty general idea of the plot, but we know much less about the author. |

| # | Answer | Explanation |
|---|---|---|
| **32** | **poverty** | However, as well as being a literary genius, he also gave many speeches about issues like the level of poverty in his society. |
| **33** | **Europe** | So Victor Hugo was forced to reside in other parts of Europe. |
| **34** | **poetry** | This was a property that he bought using the money he'd made in France from the publication of a collection of his poetry. |
| **35** | **drawings** | He lived in the house with his family … and portraits of its members still hang in rooms on the ground floor, along with drawings that he did during his travels that he felt were important to him. |
| **36** | **furniture** | The walls are covered in dark wood panelling that Victor Hugo created himself using wooden furniture that he bought in the market. |
| **37** | **lamps** | There's a strong Chinese influence in these areas in things like the wallpaper pattern and the lamps – which he would have made himself by copying original versions. |
| **38** | **harbour / harbor** | And then, at the very top of the house, there's a room called the Lookout – called that because it looks out over the harbour. |
| **39** | **children** | While living in his house on Guernsey, he entertained many other famous writers, but he also invited a large group of local children from the deprived areas of the island to dinner once a week. |
| **40** | **relatives** | In 1927, the house was owned by his relatives, and they decided to donate it to the city of Paris. |

# Test 23

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

**Hinchingbrooke Country Park**

**The park**

Area: **1** _____ hectares

Habitats: wetland, grassland and woodland

Wetland: lakes, ponds and a **2** _____

Wildlife includes birds, insects and animals

**Subjects studied in educational visits include**

Science: Children look at **3** _____ about plants, etc.

Geography: includes learning to use a **4** _____ and compass History: changes in land use

Leisure and tourism: mostly concentrates on the park's **5** _____

Music: Children make **6** _____ with natural materials, and experiment with rhythm and speed.

**Benefits of outdoor educational visits**

They give children a feeling of **7** _____ that they may not have elsewhere.

Children learn new **8** _____ and gain self-confidence.

**Practical issues**

Cost per child: £ **9** _____

Adults, such as **10** _____, free

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-15

Choose the correct letter, A, B or C.

**Stanthorpe Twinning Association**

**11** During the visit to Malatte, in France, members especially enjoyed

- **A** ○ going to a theme park.
- **B** ○ experiencing a river trip.
- **C** ○ visiting a cheese factory.

**12** What will happen in Stanthorpe to mark the 25th anniversary of the Twinning Association?

- **A** ○ A tree will be planted.
- **B** ○ A garden seat will be bought.
- **C** ○ A footbridge will be built.

**13** Which event raised most funds this year?

- **A** ○ the film show
- **B** ○ the pancake evening
- **C** ○ the cookery demonstration

**14** For the first evening with the French visitors host families are advised to

- **A** ○ take them for a walk round the town.
- **B** ○ go to a local restaurant.
- **C** ○ have a meal at home.

**15** On Saturday evening there will be the chance to

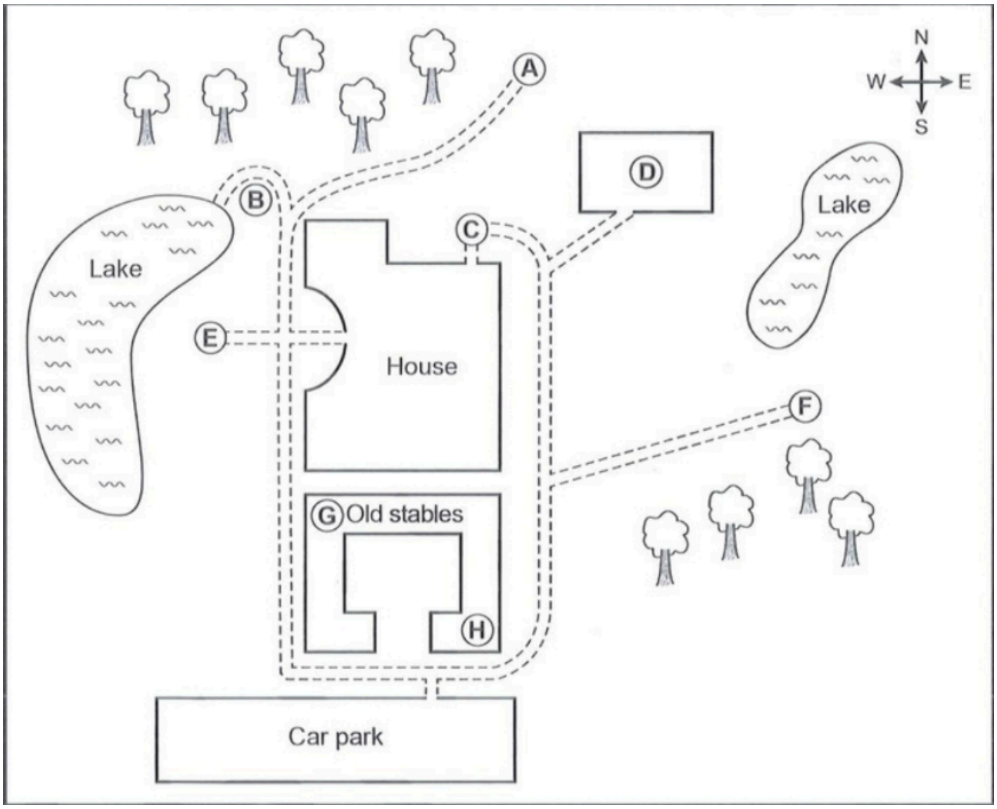
- **A** ○ listen to a concert.
- **B** ○ watch a match.
- **C** ○ take part in a competition.

## Questions 16-20

Label the map below.

Write the correct letter, **A–H**, next to Questions.

**Farley House**




| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| 16 Farm shop | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 17 Disabled entry | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 18 Adventure playground | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19 Kitchen gardens | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20 The Temple of the Four Winds | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

*Choose TWO letters, A-E.*

**21** **22** Which **TWO** things did Colin find most satisfying about his bread reuse project?

- **A** ☐ receiving support from local restaurants
- **B** ☐ finding a good way to prevent waste
- **C** ☐ overcoming problems in a basic process
- **D** ☐ experimenting with designs and colours
- **E** ☐ learning how to apply 3-D printing

### Questions 23-24

*Choose TWO letters, A-E.*

**23** **24** Which **TWO** ways do the students agree that touch-sensitive sensors for food labels could be developed in future?

- **A** ☐ for use on medical products
- **B** ☐ to show that food is no longer fit to eat
- **C** ☐ for use with drinks as well as foods
- **D** ☐ to provide applications for blind people
- **E** ☐ to indicate the weight of certain foods

### Questions 25-30

What is the students' opinion about each of the following food trends?

*Choose SIX answers from the box and write the correct letter, A-H, next to*

**Opinions**

A. This is only relevant to young people.

B. This may have disappointing results.

C. This already seems to be widespread.

D. Retailers should do more to encourage this.

E. More financial support is needed for this.

F. Most people know little about this.

G. There should be stricter regulations about this.

H. This could be dangerous.

**25** Use of local products _____

**26** Reduction in unnecessary packaging _____

**27** Gluten-free and lactose-free food _____

**28** Use of branded products related to celebrity chefs _____

**29** Development of 'ghost kitchens' for takeaway food _____

30 Use of mushrooms for common health concerns

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

**Céide Fields**

an important Neolithic archaeological site in the northwest of Ireland

**Discovery**

In the 1930s, a local teacher realised that stones beneath the bog surface were once **31** _____.

His **32** _____ became an archaeologist and undertook an investigation of the site:

- a traditional method used by local people to dig for **33** _____ was used to identify where stones were located

- carbon dating later proved the site was Neolithic.

Items are well preserved in the bog because of a lack of **34** _____.

**Neolithic farmers**

Houses were **35** _____ in shape and had a hole in the roof.

Neolithic innovations include:

- cooking indoors

- pots used for storage and to make **36** _____.

Each field at Céide was large enough to support a big **37** _____.

The fields were probably used to restrict the grazing of animals – no evidence of structures to house them during **38** _____.

**Reasons for the decline in farming**

a decline in **39** _____ quality

an increase in **40** _____

# Transcripts

## Part 1

**SALLY:** Good morning. Hinchingbrooke Country Park, Sally speaking. I'm one of the rangers.

**JOHN:** Oh hello. My name's John Chapman, and I'm a teaching assistant at a local primary school. I've been asked to arrange a visit to the park for two of our classes.

**SALLY:** OK. What would you like to know?

JOHN: Well, I'm new to this area, so perhaps you could tell me something about the park first, please.

**SALLY:** Of course. Altogether the park covers 170 acres, that's 69 hectares. There are three main types of habitat: wetland, grassland and woodland. The woods are well established and varied, with an oak plantation, and other areas of mixed species.

**JOHN:** Right.

**SALLY:** The wetland is quite varied, too. The original farmland was dug up around 40 years ago to extract gravel. Once this work was completed, the gravel pits filled with water, forming the two large lakes. There are also several smaller ones, ponds and a stream that flows through the park.

**JOHN:** OK, so I suppose with these different habitats there's quite a variety of wildlife.

**SALLY:** There certainly is – a lot of different species of birds and insects, and also animals like deer and rabbits.

**JOHN:** And I understand you organise educational visits for school parties.

**SALLY:** That's right. We can organise a wide range of activities and adapt them to suit all ages.

**JOHN:** Can you give me some examples of the activities?

**SALLY:** Well, one focus is on science, where we help children to discover and study plants, trees and insects. They also collect and analyse data about the things they see.

**JOHN:** Uhuh.

**SALLY:** Another focus is on geography. The park is a great environment to learn and practice reading a map and using a compass to navigate around the park.

**JOHN:** Do you do anything connected with history?

**SALLY:** Yes, we do. For instance, the children can explore how the use of the land has changed over time. Then there's leisure and tourism.

**JOHN:** That focuses on your visitors, I would imagine.

**SALLY:** Yes, mostly. The children find out about them, their requirements, the problems they may cause and how we manage these. And another subject we cover is music: here the children experiment with natural materials to create sounds and explore rhythm and tempo.

**JOHN:** That must be fun!

**SALLY:** Most children really enjoy it.

**SALLY:** And of course, all the activities are educational, too. Learning outside the classroom encourages children to be creative, and to explore and discover for themselves.

**JOHN:** I would imagine they get a sense of freedom that might not be a normal part of their lives.

**SALLY:** That's right. And very often the children discover that they can do things they didn't know they could do, and they develop new skills. This gives them greater self-confidence.

**JOHN:** It sounds great. So, what about the practical side of it? How much does it cost for a full-day visit? We would expect to bring between 30 and 40 children.

**SALLY:** If there are over 30, it costs £4.95 for each child who attends on the day. We invoice you afterwards, so you don't pay for children who can't come because of sickness, for example. There's no charge for leaders and other adults-as many as you want to bring.

**JOHN:** That sounds very fair. Well, thanks for all the information. I'll need to discuss it with my colleagues, and I hope to get back to you soon to make a booking.

**SALLY:** We'll look forward to hearing from you. Goodbye.

**JOHN:** Goodbye, and thank you.

ipsum dolor sit amet, consectetur adipiscing elit. Ut elit tellus, luctus nec ullamcorper mattis, pulvinar dapibus leo.

## Part 2

It's great to see so many members of the Twinning Association here tonight. Since the twinning link between our two towns, Stanthorpe here in England and Malatte in France, was established, the relationship between the towns has gone from strength to strength.

Last month, 25 members of the association from Stanthorpe spent a weekend in Malatte. Our hosts had arranged a great programme. We learned how cheese is produced in the region and had the chance to taste the products. The theme park trip had to be cancelled, but we all had a great time on the final boat trip down the river-that was the real highlight.

This is a special year for the Association because it's 25 years since we were founded. In Malatte, they're planning to mark this by building a footbridge in the municipal park. We've been discussing what to do here and we've decided to plant a poplar tree in the museum gardens. We considered buying a garden seat to put there, but the authorities weren't happy with that idea.

In terms of fundraising to support our activities, we've done very well. Our pancake evening was well attended and made record profits. And everyone enjoyed the demonstration of French cookery, which was nearly as successful. Numbers for our film show were limited because of the venue so we're looking for somewhere bigger next year.

We're looking forward to welcoming our French visitors here next week, and I know that many of you here will be hosting individuals or families. The coach from France will arrive at 5 pm on Friday. Don't try to do too much that first evening as they'll be tired, so have dinner in the house or garden rather than eating out. The weather looks as if it'll be OK so you might like to plan a barbecue. Then the next morning's market day in town, and that's always a good place to stroll round.

On Saturday evening, we'll all meet up at the football club, where once again we'll have Toby Sharp and his band performing English and Scottish country songs. Toby will already be well known to many of you as last year he organized our special quiz night and presented the prizes.

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Now on Sunday, we'll be taking our visitors to Farley House. You may not all be familiar with it, so here's a map to help you. You can see the car park at the bottom of the map. There's an excellent farm shop in the grounds where our visitors can buy local produce – it's in the old stables, which is the first building you come to. They're built round a courtyard, and the shop's in the far corner on the left. There's also a small café on the right as you go in.

I know that one or two of our visitors may not be all that mobile. The main entrance to the house has a lot of steps so you might want to use the disabled entry. This is on the far side of the house from the car park.

Children will probably be most interested in the adventure playground. That's at the northern end of the larger lake, in a bend on the path that leads to the lake. There's lots for children to do there.

There are a number of lovely gardens near the house. The kitchen gardens are rectangular and surrounded by a wall. They're to the north-east of the house, quite near the smaller lake. They're still in use and have a great collection of fruit and vegetables.

The Temple of the Four Winds is a bit more of a walk – but it's worth it. Take the path from the car park and go past the western sides of the stables and the house. Then when the path forks, take the right-hand path. Go up there with the woods on your left and the temple is right at the end. There are great views over the whole area.

OK, so that's . . .

## Part 3

COLIN: I haven't seen you for a bit, Marie.

MARIE: No. I've been busy with my project.

COLIN: You're making a vegan alternative to eggs, aren't you? Something that doesn't use animal products?

MARIE: Yes. I'm using chickpeas. I had two main aims when I first started looking for an alternative to eggs, but actually I've found chickpeas have got more advantages.

COLIN: Right.

MARIE: But how about your project on reusing waste food – you were looking at bread, weren't you?

COLIN: Yes. It's been hard work, but I've enjoyed it. The basic process was quite straightforward -breaking the stale bread down to a paste then reforming it.

MARIE: But you were using 3-D printing, weren't you, to make the paste into biscuits?

COLIN: Yeah, I'd used that before, but in this project, I had time to play around with different patterns for the biscuits and finding how I could add fruit and vegetables to make them a more appetising colour, and I was really pleased with what I managed to produce.

MARIE: It must've been a great feeling to make something appetising out of bits of old bread that would've been thrown away otherwise.

COLIN: It was. And I'm hoping that some of the restaurants in town will be interested in the biscuits. I'm going to send them some samples.

MARIE: I came across something on the internet yesterday that might interest you. It was a company that's developed touch-sensitive sensors for food labels.

COLIN: Mmm?

MARIE: It's a special sort of label on the food package. When the label's smooth, the food is fresh and then when you can feel bumps on the label, that means the food's gone bad. It started off as a project to help visually impaired people know whether food was fit to eat or not.

COLIN: Interesting. So just solid food?

MARIE: No, things like milk and juice as well. But actually, I thought it might be really good for drug storage in hospitals and pharmacies.

COLIN: Right. And coming back to food, maybe it'd be possible to use it for other things besides freshness. Like how many kilograms a joint of meat is, for example.

MARIE: Yes, there's all sorts of possibilities.

COLIN: I was reading an article about food trends predicting how eating habits might change in the next few years.

MARIE: Oh things like more focus on local products? That seems so obvious, but the shops are still full of imported foods.

COLIN: Yes, they need to be more proactive to address that.

MARIE: And somehow motivate consumers to change, yes.

COLIN: One thing everyone's aware of is the need for a reduction in unnecessary packaging-but just about everything you buy in supermarkets is still covered in plastic. The government needs to do something about it.

MARIE: Absolutely. It's got to change.

COLIN: Do you think there'll be more interest in gluten and lactose-free food?

MARIE: For people with allergies or food intolerances? I don't know. Lots of people I know have been buying that type of food for years now.

COLIN: Yes, even if they haven't been diagnosed with an allergy.

MARIE: That's right. One thing I 've noticed is the number of branded products related to celebrity chefs – people watch them cooking on TV and then buy things like spice mixes or frozen foods with the chef's name on. I bought something like that once, but I won't again.

COLIN: Yeah – I bought a ready-made spice mix for chicken which was supposed to be used by a chef I'd seen on television, and it didn't actually taste of anything.

MARIE: Mm. Did the article mention 'ghost kitchens' used to produce takeaway food?

COLIN: No. What are they?

MARIE: Well, they might have the name of a restaurant, but actually they're a cooking facility just for delivery meals – the public don't ever go there. But people aren't aware of that – it's all kept very quiet.

COLIN: So people don't realise the food's not actually from the restaurant?

MARIE: Right.

COLIN: Did you know more and more people are using all sorts of different mushrooms now, to treat different health concerns? Things like heart problems?

MARIE: Hmm. They might be taking a big risk there.

COLIN: Yes, it's hard to know which varieties are safe to eat. Anyway maybe now...

## Part 4

For my presentation today, I'm going to talk about the Céide Fields in the northwest of Ireland, one of the largest Neolithic sites in the world. I recently visited this site and observed the work that is currently being done by a team of archaeologists there.

The site was first discovered in the 1930s by a local teacher, Patrick Caulfield. He noticed that when local people were digging in the bog, they were constantly hitting against what seemed to be rows of stones. He realised that these must be walls and that they must be thousands of years old for them to predate the bog which subsequently grew over them.

He wrote to the National Museum in Dublin to ask them to investigate, but no one took him seriously. It wasn't until 40 years later, when Patrick Caulfield's son Seamus, who had become an archaeologist by then, began to explore further. He inserted iron probes into the bog to map the formation of the stones, a traditional method which local people had always used for finding fuel buried in the bog for thousands of years. Carbon dating later proved that the site was over 5,000 years old and was the largest Neolithic site in Ireland.

Thanks to the bog which covers the area, the remains of the settlement at Céide Fields, which is over 5,000 years old, are extremely well-preserved. A bog is 90 percent water; its soil is so saturated that when the grasses and heathers that grow on its surface die, they don't fully decay but accumulate in layers. Objects remain so well preserved in these conditions because of the acidity of the peat and the deficiency of oxygen. At least 175 days of rain a year are required for this to happen; this part of Ireland gets an average of 225 days.

The Neolithic farmers at Céide would have enjoyed several centuries of relative peace and stability. Neolithic farmers generally lived in larger communities than their predecessors, with a number of houses built around a community building. As they lived in permanent settlements, Neolithic farmers were able to build bigger houses. These weren't round as people often assume, but rectangular with a small hole in the roof that allowed smoke to escape. This is one of many innovations and indicates that the Neolithic farmers were the first people to cook indoors. Another new technology that Neolithic settlers brought to Ireland was pottery. Fragments of Neolithic pots have been found in Céide and elsewhere in Ireland. The pots were used for many things; as well as for storing food, pots were filled with a small amount of fat and when this was set alight, they served as lamps.

It’s thought that the Céide Fields were mainly used as paddocks for animals to graze in. Evidence from the Céide Fields suggests that each plot of land was of a suitable size to sustain an extended family. They may have used a system of rotational grazing in order to prevent over-grazing and to allow for plant recovery and regrowth. This must have been a year-round activity as no structures have been found which would have been used to shelter animals in the winter.

However, archaeologists believe that this way of life at Céide ceased abruptly. Why was this? Well, several factors may have contributed to the changing circumstances. The soil would have become less productive and led to the abandonment of farming. The crop rotation system was partly responsible for this as it would have been very intensive and was not sustainable. But there were also climatic pressures too. The farmers at Céide would have enjoyed a relatively dry period, but this began to change and the conditions became wetter as there was a lot more rain. It was these conditions that encouraged the bog to form over the area which survives today.

So now I’d like to show you some …

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **69** | Of course. Altogether the park covers 170 acres, that's 69 hectares. |
| 2 | **stream** | the gravel pits filled with water, forming the two large lakes. There are also several smaller ones, ponds and a stream that flows through the park. |
| 3 | **data** | Well, one focus is on science, where we help children to discover and study plants, trees and insects. They also collect and analyse data about the things they see. |
| 4 | **map** | Another focus is on geography. The park is a great environment to learn and practice reading a map and using a compass to navigate around the park. |
| 5 | **visitors** | That focuses on your visitors, I would imagine. |
| 6 | **sounds** | here the children experiment with natural materials to create sounds and explore rhythm and tempo. |
| 7 | **freedom** | I would imagine they get a sense of freedom that might not be a normal part of their lives. |
| 8 | **skills** | And very often the children discover that they can do things they didn't know they could do, and they develop new skills. |
| 9 | **4.95** | If there are over 30, it costs £4.95 for each child who attends on the day. |
| 10 | **leaders** | There's no charge for leaders and other adults-as many as you want to bring. |
| 11 | **B** | but we all had a great time on the final boat trip down the river-that was the real highlight. |
| 12 | **A** | we've decided to plant a poplar tree in the museum gardens. |
| 13 | **B** | Our pancake evening was well attended and made record profits. |
| 14 | **C** | Don't try to do too much that first evening as they'll be tired, so have dinner in the house or garden rather than eating out. |
| 15 | **A** | we'll have Toby Sharp and his band performing English and Scottish country songs. |
| 16 | **G** | There's an excellent farm shop in the grounds where our visitors can buy local produce – it's in the old stables, which is the first building you come to |
| 17 | **C** | I know that one or two of our visitors may not be all that mobile. |
| 18 | **B** | Children will probably be most interested in the adventure playground. That's at the northern end of the larger lake, in a bend on the path that leads to the lake. |
| 19 | **D** | The kitchen gardens are rectangular and surrounded by a wall. They're to the north-east of the house, quite near the smaller lake. |
| 20 | **A** | Then when the path forks, take the right-hand path. Go up there with the woods on your left and the temple is right at the end. |
| 21 | **B / D** | It must've been a great feeling to make something appetising out of bits of old bread that would've been thrown away otherwise. in this project, I had time to play around with different patterns for the biscuits and finding how I could add fruit and vegetables to make them a more appetising colour, and I was really pleased with what I managed to produce. |
| 22 | **B / D** | It must've been a great feeling to make something appetising out of bits of old bread that would've been thrown away otherwise. in this project, I had time to play around with different patterns for the biscuits and finding how I could add fruit and vegetables to make them a more appetising colour, and I was really pleased with what I managed to produce. |
| 23 | **A / E** | But actually, I thought it might be really good for drug storage in hospitals and pharmacies. coming back to food, maybe it'd be possible to use it for other things besides freshness. Like how many kilograms a joint of meat is, for example. |
| 24 | **A / E** | But actually, I thought it might be really good for drug storage in hospitals and pharmacies. coming back to food, maybe it'd be possible to use it for other things besides freshness. Like how many kilograms a joint of meat is, for example. |
| 25 | **D** | Oh things like more focus on local products? That seems so obvious, but the shops are still full of imported foods. |
| 26 | **G** | One thing everyone's aware of is the need for a reduction in unnecessary packaging-but just about everything you buy in supermarkets is still covered in plastic. The government needs to do something about it. |
| 27 | **C** | Do you think there'll be more interest in gluten and lactose-free food? |
| 28 | **B** | One thing I 've noticed is the number of branded products related to celebrity chefs – people watch them cooking on TV and then buy things like spice mixes or frozen foods with the chef's name on. I bought something like that once, but I won't again. |

| # | Answer | Explanation |
|---|---|---|
| **29** | **F** | Did the article mention ‘ghost kitchens’ used to produce takeaway food? |
| **30** | **H** | Did you know more and more people are using all sorts of different mushrooms now, to treat different health concerns? Things like heart problems? |
| **31** | **walls** | when local people were digging in the bog, they were constantly hitting against what seemed to be rows of stones. He realised that these must be walls and that they must be thousands of years old for them to predate the bog which subsequently grew over them. |
| **32** | **son** | Patrick Caulfield’s son Seamus, who had become an archaeologist by then, began to explore further. |
| **33** | **fuel** | He inserted iron probes into the bog to map the formation of the stones, a traditional method which local people had always used for finding fuel buried in the bog for thousands of years. |
| **34** | **oxygen** | Objects remain so well preserved in these conditions because of the acidity of the peat and the deficiency of oxygen |
| **35** | **rectangular** | able to build bigger houses. These weren’t round as people often assume, but rectangular with a small hole |
| **36** | **lamps** | The pots were used for many things; as well as for storing food, pots were filled with a small amount of fat and when this was set alight, they served as lamps. |
| **37** | **family** | Evidence from the Céide Fields suggests that each plot of land was of a suitable size to sustain an extended family. |
| **38** | **winter** | This must have been a year-round activity as no structures have been found which would have been used to shelter animals in the winter. |
| **39** | **soil** | The soil would have become less productive and led to the abandonment of farming. |
| **40** | **rain** | but this began to change and the conditions became wetter as there was a lot more rain |

# Test 24

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-6

Complete the form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

**Guitar Group**

Coordinator: Gary [1] _____

Level: [2] _____

Place: the [3] _____

[4] _____ Street

First floor, Room T347

Time: Thursday morning at [5] _____

Recommended website: 'The perfect [6] _____'

### Questions 7-10

Complete the table below.

Write **ONE WORD ONLY** for each answer.

**A typical 45-minute guitar lesson**

| Time | Activity | Notes |
|---|---|---|
| 5 minutes | tuning guitars | using an app or by [7] _____ |
| 10 minutes | strumming chords using our thumbs | keeping time while the teacher is [8] _____ |
| 15 minutes | playing songs | often listening to a [9] _____ of a song |
| 10 minutes | playing single notes and simple tunes | playing together, then [10] _____ |
| 5 minutes | noting things to practise at home | |

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-16

Choose the correct letter, A, B or C.

**Working as a lifeboat volunteer**

**11** What made David leave London and move to Northsea?

- **A** ○ He was eager to develop a hobby.
- **B** ○ He wanted to work shorter hours.
- **C** ○ He found his job in website design unsatisfying

**12** The Lifeboat Institution in Northsea was built with money provided by

- **A** ○ a local organisation.
- **B** ○ a local resident.
- **C** ○ the local council.

**13** In his health assessment, the doctor was concerned about the fact that David

- **A** ○ might be colour blind.
- **B** ○ was rather short-sighted.
- **C** ○ had undergone eye surgery.

**14** After arriving at the lifeboat station, they aim to launch the boat within

- **A** ○ five minutes.
- **B** ○ six to eight minutes.
- **C** ○ eight and a half minutes.

**15** As a 'helmsman', David has the responsibility of deciding

- **A** ○ who will be the members of his crew.
- **B** ○ what equipment it will be necessary to take.
- **C** ○ if the lifeboat should be launched.

**16** As well as going out on the lifeboat, David

- **A** ○ gives talks on safety at sea.
- **B** ○ helps with fundraising.
- **C** ○ recruits new volunteers.

## Questions 17-18

Choose **TWO** letters, **A–E**.

**17** **18** Which TWO things does David say about the lifeboat volunteer training?

- **A** ☐ The residential course developed his leadership skills.
- **B** ☐ The training in use of ropes and knots was quite brief.
- **C** ☐ The training exercises have built up his mental strength.
- **D** ☐ The casualty care activities were particularly challenging for him.
- **E** ☐ The wave tank activities provided practice in survival techniques.

## Questions 19-20

Choose **TWO** letters, **A–E**.

**19** **20** Which TWO things does David find most motivating about the work he does?

- **A** ☐ working as part of a team
- **B** ☐ experiences when working in winter
- **C** ☐ being thanked by those he has helped
- **D** ☐ the fact that it keeps him fit
- **E** ☐ the chance to develop new equipment

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

*Choose the correct letter, **A**, **B** or **C**.*

**21** At first, Don thought the topic of recycling footwear might be too

- **A** ◯ limited in scope.
- **B** ◯ hard to research.
- **C** ◯ boring for listeners.

**22** When discussing trainers, Bella and Don disagree about

- **A** ◯ how popular they are among young people.
- **B** ◯ how suitable they are for school.
- **C** ◯ how quickly they wear out.

**23** Bella says that she sometimes recycles shoes because

- **A** ◯ they no longer fit.
- **B** ◯ she no longer likes them.
- **C** ◯ they are no longer in fashion.

**24** What did the article say that confused Don?

- **A** ◯ Public consumption of footwear has risen.
- **B** ◯ Less footwear is recycled now than in the past.
- **C** ◯ People dispose of more footwear than they used to.

### Questions 25-28

What reasons did the recycling manager give for rejecting footwear, according tothe students?

Choose FOUR answers from the box and write the correct letter, A-F.

**Reason**

A. one shoe was missing

B. the colour of one shoe had faded

C. one shoe had a hole in it

D. the shoes were brand new

E. he shoes were too dirty

F. the stitching on the shoes was broken

**Footwear**

**25** the high-heeled shoes _____

**26** the ankle boots _____

**27** the baby shoes _____

**28** the trainers _____

## Questions 29-30

Choose the correct letter, A, B or C.

**29** Why did the project to make ‘new’ shoes out of old shoes fail?

- **A** ◯ People believed the 'new' pairs of shoes were unhygienic.
- **B** ◯ There were not enough good parts to use in the old shoes.
- **C** ◯ The shoes in the ‘new’ pairs were not completely alike.

**30** Bella and Don agree that they can present their topic

- **A** ◯ from a new angle.
- **B** ◯ with relevant images.
- **C** ◯ in a straightforward way.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

**Tardigrades**

- more than 1,000 species, 0.05–1.2 millimetres long

- also known as water 'bears' (due to how they **31** _____) and 'moss piglets'

**Physical appearance**

- a **32** _____ round body and four pairs of legs

- claws or **33** _____ for gripping

- absence of respiratory organs

- body filled with a liquid that carries both **34** _____ and blood

- mouth shaped like a **35** _____ with teeth called stylets

**Habitat**

- often found at the bottom of a lake or on plants

- very resilient and can exist in very low or high **36** _____

**Cryptobiosis**

- In dry conditions, they roll into a ball called a 'tun'.

- They stay alive with a much lower metabolism than usual.

- A type of **37** _____ ensures their DNA is not damaged.

- Research is underway to find out how many days they can stay alive in **38** _____

**Feeding**

- consume liquids, e.g., those found in moss or **39** _____

- may eat other tardigrades

**Conservation status**

- They are not considered to be **40** _____.

## Transcripts

### Part 1

WOMAN: Hi Coleman, how are you?

COLEMAN: Good, thanks.

WOMAN: I wanted to have a chat with you because our friend Josh told me that you've joined a guitar group and it sounds interesting. I'd really like to learn myself.

COLEMAN: Why don't you come along? I'm sure there's room for another person.

WOMAN: Really? So – who runs the classes?

COLEMAN: He's called a 'coordinator' – his name's Gary Mathieson.

WOMAN: Let me note that down. Gary. . . . How do you spell his surname?

COLEMAN: It's M-A-T-H-I-E-S-O-N.

WOMAN: Right, thanks.

COLEMAN: He's retired, actually, but he's a really nice guy and he used to play in a lot of bands.

WOMAN: Thanks. So how long have you been going?

COLEMAN: About a month now.

WOMAN: And could you play anything before you started?

COLEMAN: I knew a few chords, but that's all.

WOMAN: I'm sure everyone will be better than me.

COLEMAN: That's what I thought, too. When I first spoke to Gary on the phone, he said it was a class for beginners, but I was still worried that everyone would be better than me, but we were all equally hopeless!

WOMAN: Oh, that's reassuring. So where do you meet?

COLEMAN: Well, when I joined the group, they were meeting in Gary's home, but as the group got bigger, he decided to book a room at the college in town. I prefer going there.

WOMAN: I know that place. I used to go to tap dancing classes there when I was at secondary school. I haven't been since, though and I can't remember what road it's in… is it Lock Street?

COLEMAN: It's just beyond there at the bottom of New Street near the city roundabout.

WOMAN: Yes, of course.

COLEMAN: The guitar club is on the first floor in Room T347.

WOMAN: Right. And when do you meet? Is it at the weekend?

COLEMAN: We meet on Thursdays. It used to be 10.30 and that suited me well, but now we meet at 11. The class that's in there before us asked if they could have the room for another 30 minutes.

WOMAN: Oh, I see. Well, I'd love to come, but I don't have a guitar.

COLEMAN: Well, you can always buy a second-hand one. There's a website called 'The perfect instrument' that sells all kinds of guitars, violins and so on. I'm sure you'll find something there.

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WOMAN: So what's a typical lesson like with Gary?

COLEMAN: Well, he always starts by getting us to tune our guitars. That takes about five minutes.

WOMAN: Uhuh.

COLEMAN: Some people have an app they use, but others do it by ear. Gary goes round and helps them. And while he's doing that, he tells us what he's going to do during the lesson.

WOMAN: Right.

COLEMAN: First, we usually spend about ten minutes doing some strumming.

WOMAN: So is that using . . . what are they called . . . plectrums?

COLEMAN: No – we just use our thumbs.

WOMAN: Much easier.

COLEMAN: Gary reminds us where to put our fingers for each chord and then we play them together. Sometimes we all just start laughing because we're so bad at keeping time, so Gary starts clapping to help us.

WOMAN: Do you learn to play any songs?

COLEMAN: Yes – we do at least one song with words and chords. I mean that's harder than you think.

WOMAN: Oh, I'm sure it is!

COLEMAN: That part of the lesson takes about 15 minutes. He often brings a recording of the song and plays it to us first. Then he hands out the song and if there's a new chord in it, we practise that before we play it together – but really slowly.

WOMAN: Do you do any finger picking?

COLEMAN: That's the last ten minutes of the lesson, when we pick out the individual notes from a tune he's made up. It's always quite simple.

WOMAN: That must be hard, though.

COLEMAN: It is, but people like it because they can really concentrate and if we're all playing well, it sounds quite impressive. The only trouble is that he sometimes gets us to play one at a time – you know, alone.

WOMAN: That's scary.

COLEMAN: It is, but I've got used to it now. At the end he spends about five minutes telling us what to practise for the following week.

WOMAN: Well, thanks Coleman. I'll go and have a look at that website, I think.

## Part 2

I never really planned to be a lifeboat volunteer when I came to live in Northsea. I'd been working in London as a website designer, but although that was interesting, I didn't like city life. I'd been really keen on boats as a teenager, and I thought if I went to live by the sea, I might be able to pursue that interest a bit more in my free time. Then I found that the Lifeboat Institution was looking for volunteers, so I decided to apply.

The Lifeboat Institution building here in Northsea's hard to miss; it's one of the largest in the country. It was built 15 years ago with funds provided by a generous member of the public, who'd lived here all her life. As the Lifeboat Institution is a charity that relies on that kind of donation, rather than funding provided by the government, that kind of help is much needed.

When I applied, I had to have a health assessment. The doctors were particularly interested in my vision. I used to be short-sighted, so I'd had to wear glasses, but I'd had laser eye surgery two years earlier so that was OK. They gave me tests for colour blindness and they thought I might have a problem there, but it turned out I was OK.

When the coastguard gets an alert, all the volunteers are contacted and rush to the lifeboat station. Our target's to get there in five minutes, then we try to get the boat off the dock and out to sea in another six to eight minutes. Our team's proud that we usually achieve that – the average time across the country's eight and a half minutes.

I've recently qualified as what's called a 'helmsman', which means I have the ultimate responsibility for the lifeboat. I have to check that the equipment we use is in working order – the crew have special life jackets that can support up to four people in the water. And it's ultimately my decision whether it's safe to launch the boat. But it's very rare not to launch it, even in the worst weather.

As well as going out on the lifeboat, my work involves other things too. A lot of people underestimate how windy conditions can change at sea, so I speak to youth groups and sailing clubs in the area about the sorts of problems that sailors and swimmers can have if the weather suddenly gets bad. We also have a lot of volunteers who organise activities to raise money for us, and we couldn't manage without them.

The training we get is a continuous process, focusing on technical competence and safe handling techniques, and it's given me the confidence to deal with extreme situations without panicking. We had to do a fire and sea survival test first, and that's a big help with the casualty care activities we do. We've done a lot on how to deal with ropes and tie knots – that's an essential skill. After a year, I did a one-week residential course, led by specialists. There's a wave-tank where we could experience an overturned lifeboat scenario-so we could get experience at what to do if the boat turned over in a storm at night, for example.

Since I started, I've had to deal with a range of emergency situations.

But the work's hugely motivating. It's not just about saving lives-I've learned a lot about the technology involved. My background in IT's been useful here, and I can use my expertise to help other volunteers. They're a great group-we're like a family really, which helps when you're dragging yourself out of bed on a cold stormy night. But actually, it's the colder months that can be the most rewarding time. That's when the incidents tend to be more serious, and you realise that you can make a huge difference to the outcome.

So if any of you listeners are interested...

## Part 3

BELLA: Hi Don – did you get the copy of the article on recycling footwear that I emailed you?

DON: Yeah – it's here ... I've had a look at it.

BELLA: So do you think it's a good topic for our presentation?

DON: Well, before I started reading it, I thought recycling footwear, well, although it's quite interesting, perhaps there isn't enough to say about it, cos we put shoes in recycling bins, they go to charity shops and that's about it.

BELLA: ... but there's much more to it than that.

DON: I realise that now and I'm keen to research the topic more.

BELLA: That's great.

DON: One of the things I didn't realise until I read the article was just how many pairs of trainers get recycled!

BELLA: Well, a lot of young people wear them all the time now. They've become more popular than ordinary shoes.

DON: I know. I guess they are very hard-wearing, but don't they look a bit casual for school uniform? I don't think they're right for that.

BELLA: Actually, I think some of them look quite smart on pupils ... better than a scruffy old pair of shoes.

DON: So do you keep shoes a long time?

BELLA: Yes. Though I do tend to wear my old pairs for doing dirty jobs like cleaning my bike.

BELLA: I must admit, I've recycled some perfectly good shoes, that haven't gone out of fashion and still fit, just because they don't look great on me any more. That's awful isn't it?

DON: I think it's common because there's so much choice. The article did say that recent sales of footwear have increased enormously.

BELLA: That didn't surprise me.

DON: No. But then it said that the amount of recycled footwear has fallen: it's 6 percent now compared to a previous level of 11 percent. That doesn't seem to make sense.

BELLA: That's because not everything goes through the recycling process. Some footwear just isn't good enough to re-sell, for one reason or another, and gets rejected.

.....

BELLA: So let's find some examples in the article of footwear that was rejected for recycling.

DON: OK. I think there are some in the interview with the recycling manager. Yeah – here it is.

BELLA: Mmm. Let's start with the ladies' high-heeled shoes. What did he say about those?

DON: He said they were probably expensive – the material was suede and they were beige in colour – it looked like someone had only worn them once, but in a very wet field so the heels were too stained with mud and grass to re-sell them.

BELLA: OK ... and the leather ankle boots. What was wrong with them?

DON: Apparently, the heels were worn – but that wasn't the problem. One of the shoes was a much lighter shade than the other one – it had obviously been left in the sun. I suppose even second-hand shoes should look the same!

BELLA: Sure. Then there were the red baby shoes.

DON: Oh yes – we're told to tie shoes together when we put them in a recycling bin, but people often don't bother.

BELLA: You'd think it would have been easy to find the other, but it wasn't. That was a shame because they were obviously new.

DON: The trainers were interesting. He said they looked like they'd been worn by a marathon runner.

BELLA: Yeah – weren't they split?

DON: Not exactly. One of the soles was so worn under the foot that you could put your finger through it.

BELLA: Well, we could certainly use some of those examples in our presentation to explain why 90 percent of shoes that people take to recycling centres or bins get thrown into landfill.

DON: Mmm. What did you think about the project his team set up to avoid this by making new shoes out of the good parts of old shoes?

BELLA: It sounded like a good idea. They get so many shoes, they should be able to match parts. I wasn't surprised that it failed, though. I mean who wants to buy second-hand shoes really? Think of all the germs you could catch!

DON: Well, people didn't refuse them for that reason, did they? It was because the pairs of shoes weren't identical.

BELLA: They still managed to ship them overseas, though.

DON: That's another area we need to discuss.

BELLA: You know I used to consider this topic just from my own perspective, by thinking about my own recycling behaviour without looking at the bigger picture. So much happens once shoes leave the recycling area.

DON: It’s not as simple as you first think, and we can show that by taking a very different approach to it.

BELLA: Absolutely. So let’s discuss …

## Part 4

For my project on invertebrates, I chose to study tardigrades. These are microscopic — or to be more precise — near-microscopic animals. There are well over a thousand known species of these tiny animals, which belong to the phylum Tardigrada. Most tardigrades range in length from 0.05 to 1 millimetre, though the largest species can grow to be 1.2 millimetres in length. They are also sometimes called ‘water bears’: ‘water’ because that’s where they thrive best, and ‘bear’ because of the way they move. ‘Moss piglet’ is another name for tardigrades because of the way they look when viewed from the front. They were first discovered in Germany in 1773 by Johann Goeze, who coined the name Tardigrada.

As I say, there are many different species of tardigrade — too many to describe here — but, generally speaking, the different species share similar physical traits. They have a body which is short, and also rounded- a bit like a barrel- and the body comprises four segments. Each segment has a pair of legs, at the end of which are between four and eight sharp claws. I should also say that some species don’t have any claws: what they have are discs, and these work by means of suction. They enable the tardigrade to cling to surfaces or to grip its prey. Within the body, there are no lungs, or any organs for breathing at all. Instead, oxygen and also blood are transported in a fluid that fills the cavity of the body.

As far as the tardigrade’s head is concerned, the best way I can describe this is that it looks rather strange — a bit squashed even — though many of the websites I looked at described its appearance as cute, which isn’t exactly very scientific. The tardigrade’s mouth is a kind of tube that can open outwards to reveal teeth-like structures known as ‘stylets’. These are sharp enough to pierce plant or animal cells.

So, where are tardigrades found? Well, they live in every part of the world, in a variety of habitats: most commonly, on the bed of a lake, or on many kinds of plants or in very wet environments. There’s been some interesting research which has found that tardigrades are capable of surviving radiation and very high pressure, and they’re also able to withstand temperatures as low as minus ~200 degrees centigrade, or highs of more than 148 degrees centigrade, which is incredibly hot.

It has been said that tardigrades could survive long after human beings have been wiped out, even in the event of an asteroid hitting the earth. If conditions become too extreme and tardigrades are at risk of drying out, they enter a state called cryptobiosis. They form a little ball, called a tun — that’s T-U-N — by retracting their head and legs, and their metabolism drops to less than one percent of normal levels. They can stay in this state for decades, and if re-introduced to water, when they will come back to life in a matter of a few hours. While in this state of cryptobiosis, tardigrades produce a protein that protects their DNA. In 2016, scientists revived two tardigrades that had been tuns for more than 30 years. There was a report that,in 1948, a 120-year-old tun was revived, but this experiment has never been repeated. There are currently several tests taking place in space, to determine how long tardigrades might be able to survive there. I believe the record so far is 10 day.

So, erm, moving on. In terms of their diet, tardigrades consume liquids in order to survive. Although they have teeth, they don’t use these for chewing. They suck the juices from moss, or extract fluid from seaweed, but some species prey on other tardigrades, from other species or within their own. I suppose this isn’t surprising, given that tardigrades are mainly comprised of liquid and are coated with a type of gel.

Finally, I’d like to mention the conservation status of tardigrades. It is estimated that they have been in existence for approximately half a billion years and, in that time, they have survived five mass extinctions. So, it will probably come as no surprise to you, that tardigrades have not been evaluated by the International Union for Conservation of Nature and are not on any endangered list. Some researchers have described them as thriving.

Does anyone have any questions they’d like to ask?

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **MATHIESON** | It's M-A-T-H-I-E-S-O-N. |
| 2 | **beginners** | When I first spoke to Gary on the phone, he said it was a class for beginners |
| 3 | **college** | he decided to book a room at the college in town. I prefer going there |
| 4 | **New** | It's just beyond there at the bottom of New Street near the city roundabout. |
| 5 | **11 / eleven** | We meet on Thursdays. It used to be 10.30 and that suited me well, but now we meet at 11. |
| 6 | **instrument** | Well, you can always buy a second-hand one. There's a website called 'The perfect instrument' that sells all kinds of guitars, violins and so on. |
| 7 | **ear** | Some people have an app they use, but others do it by ear. |
| 8 | **Clapping** | Sometimes we all just start laughing because we're so bad at keeping time, so Gary starts clapping to help us. |
| 9 | **recording** | He often brings a recording of the song and plays it to us first. |
| 10 | **alone** | The only trouble is that he sometimes gets us to play one at a time – you know, alone. |
| 11 | **A** | I never really planned to be a lifeboat volunteer when I came to live in Northsea. I'd been working in London as a website designer, but although that was interesting, I didn't like city life. I'd been really keen on boats as a teenager, and I thought if I went to live by the sea, I might be able to pursue that interest a bit more in my free time. |
| 12 | **B** | It was built 15 years ago with funds provided by a generous member of the public, who'd lived here all her life. |
| 13 | **A** | They gave me tests for colour blindness and they thought I might have a problem there, but it turned out I was OK. |
| 14 | **B** | When the coastguard gets an alert, all the volunteers are contacted and rush to the lifeboat station. Our target's to get there in five minutes, then we try to get the boat off the dock and out to sea in another six to eight minutes. |
| 15 | **C** | I've recently qualified as what's called a 'helmsman', which means I have the ultimate responsibility for the lifeboat. |
| 16 | **A** | As well as going out on the lifeboat, my work involves other things too. A lot of people underestimate how windy conditions can change at sea, so I speak to youth groups and sailing clubs in the area about the sorts of problems that sailors and swimmers can have if the weather suddenly gets bad. |
| 17 | **C / E** | The training we get is a continuous process, focusing on technical competence and safe handling techniques, and it's given me the confidence to deal with extreme situations without panicking. There's a wave-tank where we could experience an overturned lifeboat scenario-so we could get experience at what to do if the boat turned over in a storm at night, for example. |
| 18 | **C / E** | The training we get is a continuous process, focusing on technical competence and safe handling techniques, and it's given me the confidence to deal with extreme situations without panicking. There's a wave-tank where we could experience an overturned lifeboat scenario-so we could get experience at what to do if the boat turned over in a storm at night, for example. |
| 19 | **A / B** | But the work's hugely motivating. It's not just about saving lives-I've learned a lot about the technology involved. My background in IT's been useful here, and I can use my expertise to help other volunteers. They're a great group-we're like a family really, which helps when you're dragging yourself out of bed on a cold stormy night. But actually, it's the colder months that can be the most rewarding time. That's when the incidents tend to be more serious, and you realise that you can make a huge difference to the outcome. |
| 20 | **A / B** | But the work's hugely motivating. It's not just about saving lives-I've learned a lot about the technology involved. My background in IT's been useful here, and I can use my expertise to help other volunteers. They're a great group-we're like a family really, which helps when you're dragging yourself out of bed on a cold stormy night. But actually, it's the colder months that can be the most rewarding time. That's when the incidents tend to be more serious, and you realise that you can make a huge difference to the outcome. |
| 21 | **A** | Well, before I started reading it, I thought recycling footwear, well, although it's quite interesting, perhaps there isn't enough to say about it |
| 22 | **B** | I guess they are very hard-wearing, but don't they look a bit casual for school uniform? I don't think they're right for that. |
| 23 | **B** | I must admit, I've recycled some perfectly good shoes, that haven't gone out of fashion and still fit, just because they don't look great on me any more. That's awful isn't it? |
| 24 | **B** | No. But then it said that the amount of recycled footwear has fallen: it's 6 percent now compared to a previous level of 11 percent. That doesn't seem to make sense. |
| 25 | **E** | but in a very wet field so the heels were too stained with mud and grass to re-sell them. |
| 26 | **B** | One of the shoes was a much lighter shade than the other one |

| # | Answer | Explanation |
|---|---|---|
| **27** | **A** | You'd think it would have been easy to find the other, but it wasn't. |
| **28** | **C** | One of the soles was so worn under the foot that you could put your finger through it. |
| **29** | **C** | It was because the pairs of shoes weren't identical. |
| **30** | **A** | we can show that by taking a very different approach to it. |
| **31** | **move** | 'bear' because of the way they move. |
| **32** | **short** | They have a body which is short, and also rounded- a bit like a barrel- and the body comprises four segments. Each segment has a pair of legs |
| **33** | **discs / disks** | I should also say that some species don't have any claws: what they have are discs |
| **34** | **oxygen** | Instead, oxygen and also blood are transported in a fluid that fills the cavity of the body. |
| **35** | **tube** | The tardigrade's mouth is a kind of tube that can open outwards to reveal teeth-like structures known as 'stylets'. |
| **36** | **temperatures** | they're also able to withstand temperatures as low as minus ~200 degrees centigrade, or highs of more than 148 degrees centigrade |
| **37** | **protein** | tardigrades produce a protein that protects their DNA. |
| **38** | **space** | There are currently several tests taking place in space, to determine how long tardigrades might be able to survive there. |
| **39** | **seaweed** | They suck the juices from moss, or extract fluid from seaweed |
| **40** | **endangered** | Conservation of Nature and are not on any endangered list. |

# Test 25

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-6

*Complete the notes below.*

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

**Local food shops**

**Where to go**

- Kite Place - near the [1] _____

**Fish market**

- cross the [2] _____ and turn right

- best to go before [3] _____ pm, earlier than closing time

**Organic shop**

- called [4] _____

- below a restaurant in the large, grey building

- look for the large [5] _____ outside

**Supermarket**

take a [6] _____ minibus, number 289

### Questions 7-10

*Complete the table below.*

*Write **ONE WORD ONLY** for each answer.*

| **Shopping** | | |
|---|---|---|
| | **To buy** | **Other ideas** |
| **Fish market** | a dozen prawns | a handful of [7] _____ (type of seaweed) |
| **Organic shop** | beans and a [8] _____ for dessert | spices and [9] _____ |
| **Bakery** | a brown loaf | a [10] _____ tart |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

What information is given about each of the following festival workshops?

Choose **SIX** answers from the box and write the correct letter, **A-H**.

**A** involves painting and drawing

**B** will be led by a prize-winning author

**C** is aimed at children with a disability

**D** involves a drama activity

**E** focuses on new relationships

**F** is aimed at a specific age group

**G** explores an unhappy feeling

**H** raises awareness of a particular culture

**11** Superheroes _____

**12** Just do it _____

**13** Count on me _____

**14** Speak up _____

**15** Jump for joy _____

**16** Sticks and stones _____

### Questions 17-18

Choose TWO letters, A–E.

**17** **18** Which TWO reasons does the speaker give for recommending Alive and Kicking

- **A** ☐ It will appeal to both boys and girls.
- **B** ☐ The author is well known.
- **C** ☐ It has colourful illustrations.
- **D** ☐ It is funny.
- **E** ☐ It deals with an important topic.

### Questions 19-20

Choose TWO letters, A–E.

**19** **20** Which TWO pieces of advice does the speaker give to parents about reading?

- **A** ☐ Encourage children to write down new vocabulary.
- **B** ☐ Allow children to listen to audio books.
- **C** ☐ Get recommendations from librarians.
- **D** ☐ Give children a choice about what they read.
- **E** ☐ Only read aloud to children until they can read independently.

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-25

*Choose the correct letter, **A, B** or **C**.*

**Science experiment for Year 12 students**

**21** How does Clare feel about the students in her Year 12 science class?

- **A** ○ worried that they are not making progress
- **B** ○ challenged by their poor behaviour in class
- **C** ○ frustrated at their lack of interest in the subject

**22** How does Jake react to Clare's suggestion about an experiment based on children's diet?

- **A** ○ He is concerned that the results might not be meaningful.
- **B** ○ He feels some of the data might be difficult to obtain.
- **C** ○ He suspects that the conclusions might be upsetting.

**23** What problem do they agree may be involved in an experiment involving animals?

- **A** ○ Any results may not apply to humans.
- **B** ○ It may be complicated to get permission.
- **C** ○ Students may not be happy about animal experiments.

**24** What question do they decide the experiment should address?

- **A** ○ Are mice capable of controlling their food intake?
- **B** ○ Does an increase in sugar lead to health problems?
- **C** ○ How much do supplements of different kinds affect health?

**25** Clare might also consider doing another experiment involving

- **A** ○ other types of food supplement.
- **B** ○ different genetic strains of mice.
- **C** ○ varying amounts of exercise.

## Questions 26-30

Complete the flowchart below.

*Choose **FIVE** answers from the box and write the correct letter, **A-H**.*

**A.** size

**B.** escape

**C.** age

**D.** water

**E.** cereal

**F.** calculations

**G.** changes

**H.** colour

Choose mice which are all the same **26** _____.

↓

Divide the mice into two groups, each with a different **27** _____.

↓

Put each group in a separate cage.

Feed group A commercial mouse food.

Feed group B the same, but also sugar contained in **28** _____.

↓

Take measurements using an electronic scale.

Place them in a weighing chamber to prevent **29** _____.

↓

Do all necessary **30** _____.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

*Write ONE WORD ONLY for each answer.*

**Microplastics**

**Where microplastics come from**

fibres from some **31** _____ during washing

the breakdown of large pieces of plastic

waste from industry

the action of vehicle tyres on roads

**Effects of microplastics**

They cause injuries to the **32** _____ of wildlife and affect their digestive systems.

They enter the food chain, e.g., in bottled and tap water, **33** _____ and seafood.

They may not affect human health, but they are already banned in skin cleaning products and **34** _____ in some countries.

Microplastics enter the soil through the air, rain and **35** _____.

**Microplastics in the soil – a study by Anglia Ruskin University**

Earthworms are important because they add **36** _____ to the soil.

The study aimed to find whether microplastics in earthworms affect the **37** _____ of plants.

The study found that microplastics caused:

**38** _____ loss in earthworms

fewer seeds to germinate

a rise in the level of **39** _____ in the soil.

The study concluded:

soil should be seen as an important natural process.

changes to soil damage both ecosystems and **40** _____

# Transcripts

## Part 1

LEON: Hi Shannon – how are you settling into your new flat?

SHANNON: Really well, thanks.

LEON: You look like you're going shopping.

SHANNON: Yes, I am. My cousins are coming to stay for a couple of days, and I have to cook for them.

LEON: Well, there are plenty of places to buy food in Kite Place- it's the area by the harbour.

SHANNON: Oh. OK, I'll find that on the map. Thanks.

LEON: What sort of food do you need to get?

SHANNON: Well, neither of them eats meat but they both like fish.

LEON: Well, there's a really good fish market there.

SHANNON: Oh great – where is it exactly?

LEON: It's at the far end of Kite Place, so you have to go over the bridge and then it's on the right.

SHANNON: OK – is it open all day?

LEON: It doesn't close until four, but I'd recommend going earlier than that – it does run out of some things.

SHANNON: Oh, I don't want that to happen.

LEON: As long as you get there by 3.30. you should be fine. It's only 11 now, so plenty of time.

SHANNON: Right.

LEON: Do you need to buy vegetables too?

SHANNON: I do, and I want to avoid all the plastic packaging in the supermarket!

LEON: Well, there's a really nice organic shop there. Now what's it called … it's the name of a flower. I know, it's 'Rose'.

SHANNON: That's a nice name.

LEON: Yeah – it sells vegetables and quite a lot of other stuff.

SHANNON: And where's that?

LEON: Well, as you reach the market, you'll see a big grey building on your left – I think it used to be a warehouse. Anyway, now it's a restaurant upstairs, but the ground floor has two shops either side of the entrance and it's the one on the left.

SHANNON: That's easy enough.

LEON: You can't miss it-there's also a big sign on the pavement so you can look for that.

SHANNON: Fine! I guess if I need anything else, I'll have to go to the supermarket.

LEON: Yeah- you should be able to get everything you need, but there's a minibus that goes to the supermarket if you need it. It's purple and the number is 289.

SHANNON: Thanks, that's great.

LEON: So what do you need to get at the fish market? The salmon is always very good and the shellfish.

SHANNON: I'm going to make a curry, I think, and I need about 12 prawns for that.

LEON: They'll have plenty of those.

SHANNON: OK.

LEON: Have you ever tried samphire?

SHANNON: No – what's that?

LEON: It's a type of seaweed. I just ask for a handful and you fry it in butter. It's delicious!

SHANNON: Oh, I might try that- how do you spell it?

LEON: It's S-A-M-P-H-I-R-E.

SHANNON: Great – it's always good to try something different.

LEON: Yeah.

SHANNON: I'll see what beans they have in the organic shop and I think I'll get something for dessert there.

LEON: How about a mango?

SHANNON: I'm not sure- they're not always ripe. I'd prefer a melon- it's bigger too.

LEON: Good idea. The owner also sells a lot of spices there that you can put in a curry, and things like coconut.

SHANNON: Oh, that's very helpful. I'll have a look.

LEON: No problem.

SHANNON: I know bread doesn't really go with curry but I always like to have some in case.

LEON: As I said – all the bread is home-made and there's lots of variety. I like the brown bread myself.

SHANNON: Mm, sounds good.

LEON: They sell other things there too.

SHANNON: Like cakes? I love chocolate cake.

LEON: Well – not that, but they have a whole range of tarts and the best are the strawberry ones.

SHANNON: Perfect – hopefully I won t even have to go to the supermarket!

## Part 2

PRESENTER: The children's book festival is coming up again soon and here to tell us all about it is the festival's organiser, Jenny Morgan. So tell us what we can expect this year, Jenny.

JENNY: Well, as usual we've got five days of action-packed exciting events for children, with writers coming from all over the country getting involved.

Just to give you an idea of what's on offer in the workshops, first of all, there's a very special event called Superheroes. This is a chance for deaf children to share their reading experiences with author Madeleine Gordon, who is herself hearing impaired.

'Just do it' is a practical workshop led by the well-known illustrator Mark Keane. He'll take participants on a magical journey to faraway lands with an opportunity for aspiring actors to do some role play.

'Count on me' is an inspiring and entertaining look at the issues of friendship for 13-14-year-olds. It looks at some of the friendships described in popular books and asks participants to compare these with their own experiences.

'Speak up' is part of a series of workshops on the subject of mental health. This is a creative writing workshop encouraging children to describe situations where young people experience loneliness. A recent survey revealed that children can be lonely even when they're at home with their families.

'Jump for joy', as many of you will know, is the heart-warming, best-selling story by Nina Karan about a young girl's trip to visit her relatives in India. It recently received the gold medal at the Waterford Awards. Nina will get children to celebrate the word 'joy' by writing a poem.

'Sticks and stones' is the beautifully illustrated picture book for young readers about a community who organise an African-Caribbean festival to help local children learn about their Jamaican roots. This will be a musical event where children will have the chance to play steel drums. This is bound to be very popular, so please book as soon as possible.

PRESENTER: Thanks Jenny. That all sounds really interesting. I'm just wondering if you have a favourite book you could recommend for our readers?

JENNY: It's hard to choose, but Alive and Kicking is definitely worth mentioning. You won't have heard of the writer as it's her first book – which is really impressive. It's basically the teenage diary of a boy from Somalia who comes to live in the UK. It deals with the serious issue of immigration and all the challenges the boy has to face at school and with the language barrier, etc. Usually, books like this are quite sad, but this one actually made me cry with laughter. On each page, there are simple but hilarious black and white stick drawings of the boy with his friends and teachers. At the end of each diary entry, there are new English words the boy learns each day, which may help develop some children's vocabulary.

PRESENTER: I think my kids would enjoy that. What about any advice for parents on how to encourage their children to read more?

JENNY: Well, this is something I get asked about a lot. There are so many distractions for kids these days that it can be hard to find time for reading. One thing I'd say is to make time to sit down with your child and share books with them. A lot of parents give up reading aloud to their children as soon as they learn to read

independently, but this is a mistake. It's good to read more advanced books to them as it helps to develop their vocabulary. If you don't have time for this, then let them listen to audio books. Often, they'll want to read books they've listened to for themselves. I think it's a good idea to make a mental note of the type of books your child is reading – often they just read the same genre all the time, which can get a bit boring. You can introduce new authors and genres to them. Librarians should be able to help you with this.

PRESENTER: Well Jenny, I think that's really useful… .

## Part 3

CLARE: Hi Jake. How are you getting on with the practical teaching?

JAKE: It's harder than I expected, but I've got some great classes. How about you?

CLARE: Not brilliant. I'm really struggling with my Year 12 science class.

JAKE: Are they hard to control?

CLARE: Well, I don't have discipline problems as such. It's just that they don't seem to think that science has anything to do with their lives. It's depressing. They listen to what I say, and I gave them a test last week and the results weren't too bad, but there's no real engagement.

JAKE: Right.

CLARE: And as part of my teaching practice, I have to design an experiment for them to do. I was wondering about something on the children's diets… you know, asking them to record what they eat and maybe linking it to their state of health.

JAKE: Mmm. Let's think. So your methodology would involve the children recording what they eat. OK, but you'd also need to have access to the children's medical records and I don't think people would be happy about that; confidentiality would be an issue. If you could get the right data, the conclusions might be significant, but I suspect it's just not going to be easy.

CLARE: Right.

JAKE: Have you thought about doing an experiment using animals?

CLARE: Wouldn't that be upsetting for the children?

JAKE: Well, the animals don't have to be harmed in any way. It could just be an experiment where they're given a certain diet and the effects are observed.

CLARE: Would I have to get permission to use animals?

JAKE: Yes, you'd have to submit an outline of the experiment and fill in a form, but it's quite straightforward.

CLARE: But if we found out that, say, a particular diet affects the health of animals, the same thing wouldn't necessarily be true for people, would it?

JAKE: No that's true, but the findings for any experiment are going to be limited. It's inevitable.

CLARE: I suppose so. So what animals could I use to investigate the effects of diet? Mice?

JAKE: Yes. You'd need experimental mice – ones that have been specially bred for experiments.

OK, so what will your experiment be investigating exactly?

CLARE: Well, something to do with nutrition. So maybe we could look at food supplements… things like extra iron and extra protein, and their impact on health.

JAKE:Mmm. That might be rather broad. Maybe just look at the effects of one supplement, like sugar, on the health of the mice?

CLARE: In fact, maybe the focus could be on whether mice can control their own diet.

JAKE: So, what happens when they have access to more sugar, that they don't really need?

CLARE: Exactly. Do they eat it or do they decide to leave it?

JAKE: Great. Then later on, you could do a follow-up experiment adding another variable. Like, you could give some of the mice the chance to be more active, running on a wheel or something, and the others just sit around and don't do much.

CLARE: Or I could repeat the experiment but change the type of food I provided . . . or use mice with a different genetic structure. But I think your idea would be more interesting, I might think about that some more.

CLARE: So can I talk through a possible procedure for the experiment where mice are given a sugar supplement?

JAKE: Sure. I did a similar experiment in college actually.

CLARE: Great. So how many mice would I need?

JAKE: I'd say about 12. And all young ones, not a mixture of old and young.

CLARE: OK. And I'd need two groups of equal sizes, so six in each group. And how would I tell them apart? I suppose I could put some sort of tag on one group… or just mark them in some way?

JAKE: You could use food colouring, that wouldn't hurt them.

CLARE: Perfect. Then each group would go into a separate cage, and one group, let's call them group A, would be the control group. So they'd just have ordinary mouse food. I suppose you can buy that?

JAKE: Yes, it comes in dry pellets.

CLARE: And the other group would have the same as the first group, but they'd also have the extra sugar.

JAKE: Would you just give them straight sugar?

CLARE: I might be better to give them something like cereal with it.

JAKE: Hmm. Then you'd need to weigh the mice, I should think once a week. And you'd need an electronic balance.

CLARE: But we can't hold them on the balance, or it'd affect the reading.

JAKE: Exactly. So you need something called a weighing chamber to stop the mice from running away. It sounds complicated, but actually you can just use a plastic box with holes in the top.

CLARE: OK. So once we've measured the weight gain of each mouse we can work out the average for each group, as well as the standard deviation. And then see where we go from there. That sounds cool, I think the students will enjoy it.

JAKE: Yes. One thing...

## Part 4

In today's lecture, I'm going to be talking about microplastics.

Microplastics are tiny pieces of plastic smaller than five millimetres in size. Recently there's been a greater awareness that there are large quantities of plastic waste – big and small – in the environment. The amount of plastic waste in the oceans has received widespread attention, but far less is known about the effects of microplastics in freshwater and particularly in soil.

Microplastics can enter the environment via a number of different sources. Threads and microfibres detach from synthetic clothing every time they're put in a washing machine, and these find their way into the water system. Other sources include big pieces of plastic waste that are already in the environment, and these break down into microscopic particles over a period of time. On a larger scale, factory waste is another route, as are tyres which wear down as cars, lorries and so on travel along road surfaces.

We already understand some of the impacts of microplastics from studies involving fish and other animals. There is evidence that microplastics harm small creatures in a variety of ways, such as by damaging their mouths, or by impairing their ability to feed, for example when microplastics get lodged in their digestive system.

Surprisingly perhaps, it is likely that humans consume microplastics, as these have been detected in a wide range of food and drink products, including bottled water, as well as in water that comes direct from the tap. What's more, salt and many kinds of seafood have also been found to contain microplastics.

However, it's important to underline that there is not yet conclusive proof that microplastics cause significant harm to people. In many countries, including here in the UK, there is legislation which prevents manufacturers from adding plastic microbeads to shower gels, facial cleansers and toothpaste.

It is very difficult to accurately estimate the total amount of microplastic particles in the soil as they can be hard to detect, but we do know they are carried in the air and deposited in the soil by rain. What's more, many of the fertilisers used by both farmers and gardeners contain microplastics.

A team from the Anglia Ruskin University in Cambridge has carried out a study of the effects of microplastics on the digestive tracts of earthworms. These worms, which live in topsoil, are an essential component of our agricultural system. By feeding on soil, they mix nutrients into it, thereby making it more fertile.

The researchers set out to discover whether the introduction of microplastics into the soil- and the subsequent ingestion of these by earthworms- would impact soil quality and ultimately inhibit plant growth. The short answer was, yes, it did. After placing three different types of microplastic particles into the soil, they planted perennial rye grass. The particles of microplastic, which included biodegradable PLA and conventional high-density polyethylene, or HDPE, were then ingested by the earthworms in the soil. The result was that the worms lost weight rapidly. What's more, a lower percentage than normal of the rye grass seeds germinated, and the researchers concluded that this was a direct result of the earthworms being unable to fulfil their normal role in making soil more fertile. The team also discovered that there was an increase in the amount of acid found in the soil, and this was attributed mainly to the microplastic particles from conventional HDPE plastic.

The conclusions of the study make for very interesting reading – I've included the reference in the notes to give you at the end of this session. To summarise, the authors proposed the idea that we need to regard soil as we would regard any other process in nature. This means we should accept the implications of soil being dependent on decaying and dead matter constantly being passed through the bodies of earthworms. That is, when soil becomes impoverished by the presence of microplastics, not only ecosystems but also the whole of society are negatively impacted.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **harbour / harbor** | Well, there are plenty of places to buy food in Kite Place- it's the area by the harbour. |
| 2 | **bridge** | It's at the far end of Kite Place, so you have to go over the bridge and then it's on the right. |
| 3 | **3.30 / 3:30 / three thirty / half 3 / three** | As long as you get there by 3.30. you should be fine. It's only 11 now, so plenty of time. |
| 4 | **Rose / rose** | it's the name of a flower. I know, it's 'Rose'. |
| 5 | **sign** | You can't miss it-there's also a big sign on the pavement so you can look for that. |
| 6 | **purple** | Yeah- you should be able to get everything you need, but there's a minibus that goes to the supermarket if you need it. It's purple and the number is 289. |
| 7 | **samphire** | It's S-A-M-P-H-I-R-E. |
| 8 | **melon** | I'm not sure- they're not always ripe. I'd prefer a melon- it's bigger too. |
| 9 | **coconut** | The owner also sells a lot of spices there that you can put in a curry, and things like coconut. |
| 10 | **strawberry** | they have a whole range of tarts and the best are the strawberry ones. |
| 11 | **C** | there's a very special event called Superheroes. This is a chance for deaf children to share their reading experience |
| 12 | **D** | 'Just do it' is a practical workshop led by the well-known illustrator Mark Keane. He'll take participants on a magical journey to faraway lands with an opportunity for aspiring actors to do some role play. |
| 13 | **F** | 'Count on me' is an inspiring and entertaining look at the issues of friendship for 13-14-year-olds. |
| 14 | **G** | 'Speak up' is part of a series of workshops on the subject of mental health. This is a creative writing workshop encouraging children to describe situations where young people experience loneliness. |
| 15 | **B** | 'Jump for joy', as many of you will know, is the heart-warming, best-selling story by Nina Karan about a young girl's trip to visit her relatives in India. It recently received the gold medal at the Waterford Awards. |
| 16 | **H** | 'Sticks and stones' is the beautifully illustrated picture book for young readers about a community who organise an African-Caribbean festival to help local children learn about their Jamaican roots. |
| 17 | **D / E** | Usually, books like this are quite sad, but this one actually made me cry with laughter. It deals with the serious issue of immigration |
| 18 | **D / E** | Usually, books like this are quite sad, but this one actually made me cry with laughter. It deals with the serious issue of immigration |
| 19 | **B / C** | If you don't have time for this, then let them listen to audio books. You can introduce new authors and genres to them. Librarians should be able to help you with this. |
| 20 | **B / C** | If you don't have time for this, then let them listen to audio books. You can introduce new authors and genres to them. Librarians should be able to help you with this. |
| 21 | **C** | Not brilliant. I'm really struggling with my Year 12 science class. |
| 22 | **B** | I have to design an experiment for them to do. I was wondering about something on the children's diets |
| 23 | **A** | But if we found out that, say, a particular diet affects the health of animals, the same thing wouldn't necessarily be true for people, would it? |
| 24 | **A** | In fact, maybe the focus could be on whether mice can control their own diet. |
| 25 | **C** | Like, you could give some of the mice the chance to be more active, running on a wheel or something, and the others just sit around and don't do much. |
| 26 | **C** | I'd say about 12. And all young ones, not a mixture of old and young. |
| 27 | **H** | You could use food colouring, that wouldn't hurt them. |
| 28 | **E** | I might be better to give them something like cereal with it. |
| 29 | **B** | So you need something called a weighing chamber to stop the mice from running away. |
| 30 | **F** | So once we've measured the weight gain of each mouse we can work out the average for each group, as well as the standard deviation. |
| 31 | **clothing** | Threads and microfibres detach from synthetic clothing every time they're put in a washing machine |
| 32 | **mouths** | There is evidence that microplastics harm small creatures in a variety of ways, such as by damaging their mouths, or by impairing their ability to feed, for example when microplastics get lodged in their digestive system. |

| # | Answer | Explanation |
|---|---|---|
| **33** | **salt** | Surprisingly perhaps, it is likely that humans consume microplastics, as these have been detected in a wide range of food and drink products, including bottled water, as well as in water that comes direct from the tap. What's more, salt and many kinds of seafood have also been found to contain microplastics. |
| **34** | **toothpaste** | In many countries, including here in the UK, there is legislation which prevents manufacturers from adding plastic microbeads to shower gels, facial cleansers and toothpaste. |
| **35** | **fertilizers / fertilisers** | but we do know they are carried in the air and deposited in the soil by rain. What's more, many of the fertilisers used by both farmers and gardeners contain microplastics. |
| **36** | **nutrients** | A team from the Anglia Ruskin University in Cambridge has carried out a study of the effects of microplastics on the digestive tracts of earthworms. These worms, which live in topsoil, are an essential component of our agricultural system. By feeding on soil, they mix nutrients into it, thereby making it more fertile. |
| **37** | **growth** | The researchers set out to discover whether the introduction of microplastics into the soil- and the subsequent ingestion of these by earthworms- would impact soil quality and ultimately inhibit plant growth. |
| **38** | **weight** | The result was that the worms lost weight rapidly. |
| **39** | **acid** | The team also discovered that there was an increase in the amount of acid found in the soil |
| **40** | **society** | That is, when soil becomes impoverished by the presence of microplastics, not only ecosystems but also the whole of society are negatively impacted. |

# Test 26

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-6

Complete the notes below

Write **ONE WORD AND/OR A NUMBER** for each answer.

**First day at work**

| | |
|---|---|
| Name of supervisor | 1 _____ |
| Where to leave coat and bag: | use 2 _____ in staffroom |
| See Tiffany in HR: | to give 3 _____ number to collect 4 _____ |
| Location of HR office: | on 5 _____ floor |
| Supervisor's mobile number: | 6 _____ |

## Questions 7-10

*Complete the table below.*

*Write **ONE WORD ONLY** for each answer.*

| **Responsibilities** | | | |
|---|---|---|---|
| | **Task 1** | **Task 2** | **Notes** |
| Bakery section | Check sell by dates | Change price labels | Use 7 _____ labels |
| Sushi takeaway counter | Re-stock with 8 _____ boxes if needed | Wipe preparation area and clean the sink | Do not clean any knives |
| Meat and fish counters | Clean the serving area, including the weighing scales | Collect 9 _____ for the fish from the cold-room | Must wear special 10 _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

*Choose **TWO** letters, **A-E**.*

**11** **12** Which **TWO** problems with some training programmes for new runners does Liz mention?

- **A** ☐ There is a risk of serious injury.
- **B** ☐ They are unsuitable for certain age groups.
- **C** ☐ They are unsuitable for people with health issues.
- **D** ☐ It is difficult to stay motivated.
- **E** ☐ There is a lack of individual support.

### Questions 13-14

*Choose **TWO** letters, **A-E**.*

**13** **14** Which TWO tips does Liz recommend for new runners?

- **A** ☐ doing two runs a week
- **B** ☐ running in the evening
- **C** ☐ going on runs with a friend
- **D** ☐ listening to music during runs
- **E** ☐ running very slowly

### Questions 15-18

What reason prevented each of the following members of the Compton Park Runners Club from joining until recently?

*Write the correct letter, **A**, **B**, or **C**.*

**Reasons**

**A.** a lack of confidence

**B.** a dislike of running

**C.** a lack of time

**Club members**

**15** Ceri _____

**16** James _____

**17** Leo _____

**18** Mark _____

### Questions 19-20

*Choose the correct letter, **A**, **B** or **C**.*

**19** What does Liz say about running her first marathon?

- **A** ◯ It had always been her ambition.
- **B** ◯ Her husband persuaded her to do it.
- **C** ◯ She nearly gave up before the end.

**20** Liz says new runners should sign up for a race

- **A** ◯ every six months.
- **B** ◯ within a few weeks of taking up running.
- **C** ◯ after completing several practice runs.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

*Choose the correct letter, A, B or C.*

**21** Kieran thinks the packing advice given by Jane's grandfather is

- **A** common sense.
- **B** hard to follow.
- **C** over-protective.

**22** How does Jane feel about the books her grandfather has given her?

- **A** They are not worth keeping.
- **B** They should go to a collector.
- **C** They have sentimental value for her.

**23** Jane and Kieran agree that hardback books should be

- **A** put out on display.
- **B** given as gifts to visitors.
- **C** more attractively designed.

**24** While talking about taking a book from a shelf, Jane

- **A** describes the mistakes other people make doing it.
- **B** reflects on a significant childhood experience.
- **C** explains why some books are easier to remove than others.

**25** What do Jane and Kieran suggest about new books?

- **A** Their parents liked buying them as presents.
- **B** They would like to buy more of them.
- **C** Not everyone can afford them.

### Questions 26-30

Where does Jane's grandfather keep each of the following types of books in his shop?

*Choose FIVE answers from the box and write the correct letter, A-G.*

**Location of books**

**A** near the entrance

**B** in the attic

**C** at the back of the shop

**D** on a high shelf

**E** near the stairs

**F** in a specially designed space

**G** within the cafe

**Types of books**

26 rare books _____

27 children's books _____

28 unwanted books _____

29 requested books _____

30 coursebooks _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

*Complete the notes below.*

*Write **ONE WORD ONLY** for each answer.*

**Tree planting**

**Reforestation projects should:**

- include a range of tree species

- not include invasive species because of possible **31** _____ with native species

- aim to capture carbon, protect the environment and provide sustainable sources of **32** _____ for local people

- use tree seeds with a high genetic diversity to increase resistance to **33** _____ and climate change

- plant trees on previously forested land which is in a bad condition, not select land which is being used for **34** _____

**Large-scale reforestation projects**

- Base planning decisions on information from accurate **35** _____

- Drones are useful for identifying areas in Brazil which are endangered by keeping **36** _____ and illegal logging.

**Lampang Province, Northern Thailand**

- A forest was restored in an area damaged by mining.

- A variety of native fig trees were planted, which are important for

+ supporting many wildlife species

+ increasing the **37** _____ of recovery by attracting animals and birds, e.g., **38** _____ were soon attracted to the area.

**Involving local communities**

- Destruction of mangrove forests in Madagascar made it difficult for people to make a living from **39** _____

- The mangrove reforestation project:

+ provided employment for local people

+ restored a healthy ecosystem

+ protects against the higher risk of **40** _____

# Transcripts

## Part 1

KAEDEN: Hello Charlotte. I'm Kaeden, one of the supervisors. Welcome to the team.

CHARLOTTE: Hi Aiden.

KAEDEN: It's Kaeden

CHARLOTTE: I'm so sorry.

KAEDEN: Don't worry. People often get my name wrong; they never know how to spell it. It's K-A-E-D-E-N, in case you ever need to write it.

CHARLOTTE: I'll try and remember.

KAEDEN: So, there are a few practical things you need to sort out this morning. Then I'll show you what you're going to do today.

CHARLOTTE: The email I received said to go to the front desk, to show my letter of appointment and pick up my badge.

KAEDEN: You'll need that for the staffroom and other areas of the supermarket where shoppers aren't allowed.

So, after you've finished at the front desk, I'll take you to the staffroom. Put your coat and rucksack in one of the lockers there. Take whichever one is free.

CHARLOTTE: Willl have a key?

KAEDEN: Yes. Try not to lose it. At the end of the day, leave it in the door for the next person to use.

CHARLOTTE: Will do.

KAEDEN: You also need to go to the HR department to see Tiffany. She's really helpful.

CHARLOTTE: I was told to bring my passport with me. HR need to take a note of the number in it.

KAEDEN: That's right. Or you can show your ID card.

CHARLOTTE: I don't have one of those.

KAEDEN: OK. Tiffany will give you a uniform. They have lots in different sizes, so you just tell her what you need.I won't come with you to HR -I've got to go and sort something else out. Problem with a bread sheer.

CHARLOTTE: Is the HR office near the staffroom?

KAEDEN: The staffroom's on the first floor, and HR are a couple of floors above that, on the third floor. There's a staircase outside the staffroom.

CHARLOTTE: OK.

KAEDEN: When you've finished with HR, come and find me in the bakery section of the shop.

CHARLOTTE: I'm looking forward to getting started.

KAEDEN: I'll just give you my phone number, in case you can't find me. Have you got your phone there?

CHARLOTTE: Yes ... OK,ready.

KAEDEN: It's oh-four-one-two double-six-five nine-oh-three.

CHARLOTTE: OK, done.

---

KAEDEN: So, Charlotte, your tasks today are in the bakery section, on the sushi counter, and on the meat and fish counters. The first job is to check sell-by dates on the bread and cakes. If any of the dates are today's, put a new price label on the packaging.

CHARLOTTE: What if any of the labels are yesterday's dates, or older? Do I throw those items away?

KAEDEN: Yes, but that shouldn't happen – we check the stock every day. When something needs a new price label, put a yellow one on the package, next to the original price.

CHARLOTTE: OK.

KAEDEN: After that, you'll go to the sushi takeaway counter.

CHARLOTTE: Will I be preparing boxes of food?

KAEDEN: For today, you'll just be helping the staff.

CHARLOTTE: Yes, of course.

KAEDEN: You'll see lots of flat cardboard boxes at one end of the counter. Beneath those is where we keep the plastic boxes -we run out of those really quickly, so you should bring more from the storeroom.

CHARLOTTE: IS that my only task on the sushi counter?

KAEDEN: No. You also need to clean the area where they prepare the dishes. There are cloths and bottles of spray by the sink. Oh, and please make sure you clean that too.

CHARLOTTE: Sure. That's important, isn't it?

KAEDEN: Absolutely. But you mustn't wash up knives. You have to do some training before you're allowed to touch sharp objects.

CHARLOTTE: What should I do if there are any?

KAEDEN: Ask someone to put them in the dishwasher.

CHARLOTTE: OK, thanks. I don't want to get anything wrong.

KAEDEN: Don't worry. You'll be fine. And I'll be around to help.

CHARLOTTE: Right.

KAEDEN: Finally, the meat and fish counters. You need to clean the area where staff serve customers, including wiping the weighing scales.

CHARLOTTE: OK. Anything else?

KAEDEN: The fish is laid on ice, but when that starts to melt, you'll need to get more from the cold-room.

CHARLOTTE: I know the staff on the food counters wear a hat. Will that be the same for me?

KAEDEN: You won't be serving customers directly, so no. But make sure you put on thermal gloves when you take anything out of the cold-room. The temperature's low enough in there to get frostbite from touching things.

CHARLOTTE: Understood.

## Part 2

My name's Liz Fuller and I'm a running coach with Compton Park Runners Club.

Welcome to my podcast. If you're thinking about taking up running – I'm here to help.

There are many training programmes available online which aim to help people build up to running 5 kilometres. Some of them are great and thousands of people of all ages are taking part in 5-kilometre races across the country as a result. People like them because they're easy to follow and don't push them too hard. However, they don't work for everyone-especially if you suffer from something like a heart condition or asthma, because they're aimed at people with average fitness and running ability. Another thing is that everyone is different- and if you have any specific questions related to your needs, there's no one to provide any answers.

I have a couple of simple tips I always give to new runners. I expect you've been told to run very slowly until your fitness increases – well, I find that can prevent progress. You should run at a speed that feels comfortable, but time yourself and try to run a bit faster each time. Listening to music can be very helpful- it takes your mind off things and helps your body get into a rhythm. I'd say that is better than running with a friend – especially as most people are competitive and that's not what you want when you're just starting. I don't think the time of day is especially important- some people are better in the evening, while others are morning people- but you need to be consistent, so aim to train regularly- twice a week is enough to begin with.

New members often say to me that they've been put off running either because they lack confidence, or they don't have time, or they think they dislike running. Ceri, for example, joined the club two years ago at the age of 40. She'd always enjoyed running at school but wasn't sure if she'd be able to do it. She was worried about being left behind and being the slowest runner. But she says she was made to feel so welcome she soon forgot all about that.

James had always hated the idea of running but a friend encouraged him to come along for a taster session and he hasn't looked back. He never misses a training session despite having a really demanding job.

Leo was worried about having to commit himself to training sessions every week and wasn't sure he'd be able to fit training into his busy schedule. But after experiencing a lot of stress at work he came along to us and gave it a go. Now he says he feels much more relaxed and he looks forward to his weekly run.

Mark is quite typical of our new members. He's never considered himself to be a sporty person and it was only when he retired that he decided to take up the challenge of trying to run 5 kilometres. It took him months to find the courage to contact us but felt reassured immediately as there were other people his age who were only just taking up running for the first time.

My own journey hasn't been easy. I did my first marathon when I was 37, after having had two kids. My husband had been running marathons for years, but I never dreamed I 'd be doing one with him. I managed to complete it in four hours, but I felt like giving up halfway through -it was only the support of the spectators that kept me going.

I do think signing up for a race of whatever length is motivating – whether it's 5K or 25K – because it's good to have something to work towards and it gives you a sense of achievement. I did my first 10K after only six months, which was certainly very challenging and not something I 'd necessarily recommend. But after you've been training for a few weeks, it's worth putting your name down for a 5K- some people find they only need a few practice runs before taking part in a race, but I'd give yourself a couple of months at least.

Well, I hope that's given . . .

## Part 3

KIERAN: So Jane – you'll be off to Denmark soon to do your work placement.

JANE: Yes, I'm really looking forward to it and I've just started packing up all my books to put in storage.

KIERAN: Well, I hope they don't get spoilt.

JANE: It's OK – my grandfather works in a bookshop and he told me how to pack them.

KIERAN: Oh, that's helpful.

JANE: He says you have to support the spine otherwise the paper can come away from the cover.

KIERAN: Yeah – that's obvious.

JANE: He also told me to pack them flat in the box not on their side – again because they can bend and if you leave them like that for, say, a year, it's quite hard to get them back to their normal shape.

KIERAN: Well, it's pretty clear that ruins them, but a lot of people just can't be bothered to protect their books.

JANE: He always says it's such a shame that publishers don't use better-quality paper.

KIERAN: It's the acid in the paper that causes the problem, isn't it?

JANE: Yeah – that's why old books go yellow. You know some of the books my grandfather's given me are like that already.

KIERAN: Oh . . .

JANE: I should dump them really if they're going to deteriorate further, but I'd feel bad. They'll always remind me of him. He's quite a collector, you know.

KIERAN: Well, if they're important to you . . .

JANE: Yeah – I'd regret just throwing them away.

KIERAN: You know, maybe it's because I was taught to treasure books . . . but I hate seeing students force open the pages – of paperbacks. They press so hard they end up breaking the spine.

JANE: I know, but unfortunately, paperbacks aren't designed to last a long time and people know that. Hardbacks aren't quite as weak.

KIERAN: Yeah, they're different, I suppose. But I still don't think people value hardbacks like they used to.

JANE: Well, they aren't decorative, are they, like other objects. Plus, nowadays, people don't keep them out on shelves as much as they used to.

KIERAN: That's such a pity. When I visit someone – if they have, say, a colorful book on a table, it's the first thing I'm drawn to.

JANE: I agree-and book covers can be a work of art in themselves. Some are really eye-catching.

KIERAN: I've always been taught to handle books carefully. If you watch someone take a book off a shelf, well, they usually do it wrong.

JANE: Ah, my grandfather says, you should put your hand right over the top of the book . . . or if you can't do that, pull the other books on the shelf aside so that you can hold the whole cover.

KIERAN: When did you learn all this?

JANE: He watched me pull a heavy book off the shelf when I was small, and it fell on the floor and broke apart.

KIERAN: Oh dear!

KIERAN: I can still remember it!

JANE: You know what I really like?

KIERAN: What?

JANE: The smell of new books.

KIERAN: Me too.

JANE: My parents used to laugh at me when I was a kid because I loved putting books up to my nose. Almost as much as reading them!

KIERAN: New books aren't cheap, though, are they?

JANE: I guess we're lucky we can buy them.

KIERAN: My grandfather stocks second-hand books as well as new ones and they don't smell quite as good.

.....

KIERAN: I'd love to have a bookshop like your grandfather. What's it like?

JANE: Well, it's quite big – it's got two floors and an attic, and he stocks all kinds of books really.

KIERAN: I guess he treasures things like first editions and other rare books.

JANE: Yeah – you might think he'd keep those in the attic or somewhere.

KIERAN: . . . so they'd be hidden?

JANE: Yeah. But he likes people to know that he has them. So, he puts them out in the shop but makes sure you need a ladder to get them.

KIERAN: Right. That would prevent any thefts!

JANE: Uhuh.

KIERAN: Does he stock books for children?

JANE: He does. He particularly likes to encourage kids to read; he always says that he used to sit under the stairs as a child with a pile of books and read them all.

KIERAN: Is that where he keeps them, then?

JANE: Not exactly- he's got a dedicated area on the ground floor with cushions so that parents can enter with their toddlers, go there and spend some time reading to them.

KIERAN: Oh cool.

JANE: And then there's a place for pushchairs by the front door. And a café if anyone needs refreshments.

KIERAN: That's good to know.

JANE: As I said, it's a big shop and there's a storage area out the back as well.

KIERAN: Oh, what does he keep there? Books he wants to throw away?

JANE: He hardly ever throws anything away -he just leaves unwanted books by the front door for customers to take.

KIERAN: Well, that's very nice.

JANE: Yeah-and books people or institutions have requested, they all go at the far end.

KIERAN: Oh.

JANE: He thinks it's best to keep these out of the main shopping area as they're boxed and new.

KIERAN: Did you get your coursebooks from him?

JANE: Naturally. He stocks books for a lot of the colleges. He used to keep these books on the first floor, but now there's a new university in my hometown, he's moved them downstairs to attract the students. They're actually part of the coffee shop, on low shelves all around it.

KIERAN: Pretty central then. You'll have to take me there some time!

## Part 4

Tree planting now dominates political and popular agendas and is often presented as an easy answer to the climate crisis, as well as a way for business corporations to offset their carbon emissions. But unfortunately, tree planting isn't as straightforward as some people think. When the wrong trees are planted in the wrong place, it can do considerably more damage than good, failing to help either people or the environment.

Reforestation projects are currently being undertaken on a huge scale in many countries and it's crucial that the right trees are selected. A mix of species should always be planted, typical of the local natural forest ecosystem and including rare and endangered species in order to create a rich ecosystem. It's important to avoid non-native species that could become invasive. Invasive species are a significant contributor to the current global biodiversity crisis and are often in competition with native species and may threaten their long-term survival.

Restoring biodiversity that will maximise carbon capture is key when reforesting an area, but ideally any reforestation project should have several goals. These could include selecting trees that can contribute to wildlife conservation, improve the availability of food for the local community and maintain the stability of soil systems. Meeting as many of these goals as possible, whilst doing no harm to local communities, native ecosystems and vulnerable species, is the sign of a highly successful tree-planting scheme. To ensure the survival and resilience of a planted forest, it's vital to use tree seeds with appropriate levels of genetic diversity: the amount of genetic variation found within a species essential for their survival. Using seeds with low genetic diversity generally lowers the resilience of restored forests, which can make them vulnerable to disease and unable to adapt to climate change.

Choosing the right location for reforestation projects is as important as choosing the right trees. Ultimately, the best area for planting trees would be in formerly forested areas that are in poor condition. It's better to avoid non-forested landscapes such as natural grasslands, savannas or wetlands as these ecosystems already contribute greatly to capturing carbon. It would also be advantageous to choose an area where trees could provide other benefits, such as recreational spaces. Reforesting areas which are currently exploited for agriculture should be avoided as this often leads to other areas being deforested.

Large-scale reforestation projects require careful planning. Making the right decisions about where to plant trees depends on having the right information. Having detailed and up-to-date maps identifying high-prioritv areas for intervention is essential. Drone technology is a useful tool in helping to prioritise and monitor areas of degraded forest for restoration. In Brazil, it's being used to identify and quantify how parts of the Amazon are being devastated by human activities such as rearing cattle and illegal logging.

A good example of where the right trees were picked to achieve a restored forest is in Lampang Province in Northern Thailand. A previously forested site which had been degraded through mining was reforested by a cement company together with Chiang Mai University. After spreading 60 cm of topsoil, they

planted 14 different native tree species which included several species of fig. Figs are a keystone species because of the critical role they play in maintaining wildlife populations. They are central to tropical reforestation projects as they accelerate the speed of the recovery process by attracting animals and birds which act as natural seed dispersers. This helps to promote diversity through the healthy regrowth of a wide range of plant species. Unlike the majority of fruit trees, figs bear fruit all year round, providing a reliable food source for many species. At this site, for example, after only three rainy seasons, monkeys started visiting to eat the fig fruits, naturally dispersing seeds through defecation.

Reforestation projects should always aim to make sure that local communities are consulted and involved in the decision-making process. The restoration of mangrove forests in Madagascar is an example of a project which has succeeded in creating real benefits for the community. Destruction of the mangrove forests had a terrible impact on plant and animal life, and also badly affected the fishing industry, which was a major source of employment for local people living in coastal areas. The reforestation project involved hiring local people to plant and care for the new mangrove trees. Millions of mangrove trees have now been planted which has resulted in the return of a healthy aquatic ecosystem. The mangroves also act as a defence against the increased threat of flooding caused by climate change. What's more, the local economy is more stable and thousands more Madagascans are now able to send their children to school.

One other important point to consider . ..

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **KAEDEN** | Hello Charlotte. I'm Kaeden, one of the supervisors. Welcome to the team. |
| 2 | **locker / lockers** | So, after you've finished at the front desk, I'll take you to the staffroom. Put your coat and rucksack in one of the lockers there. Take whichever one is free. |
| 3 | **passport** | I was told to bring my passport with me. HR need to take a note of the number in it. |
| 4 | **uniform** | OK. Tiffany will give you a uniform. They have lots in different sizes, so you just tell her what you need. |
| 5 | **third / 3rd** | The staffroom's on the first floor, and HR are a couple of floors above that, on the third floor. There's a staircase outside the staffroom. |
| 6 | **0412665903** | It's oh-four-one-two double-six-five nine-oh-three. |
| 7 | **yellow** | When something needs a new price label, put a yellow one on the package, next to the original price. |
| 8 | **plastic** | Beneath those is where we keep the plastic boxes -we run out of those really quickly, so you should bring more from the storeroom. |
| 9 | **ice** | The fish is laid on ice, but when that starts to melt, you'll need to get more from the cold-room. |
| 10 | **gloves** | But make sure you put on thermal gloves when you take anything out of the cold-room. |
| 11 | **C / E** | However, they don't work for everyone-especially if you suffer from something like a heart condition or asthma, because they're aimed at people with average fitness and running ability. Another thing is that everyone is different- and if you have any specific questions related to your needs, there's no one to provide any answers. |
| 12 | **C / E** | However, they don't work for everyone-especially if you suffer from something like a heart condition or asthma, because they're aimed at people with average fitness and running ability. Another thing is that everyone is different- and if you have any specific questions related to your needs, there's no one to provide any answers. |
| 13 | **A / D** | I don't think the time of day is especially important- some people are better in the evening, while others are morning people- but you need to be consistent, so aim to train regularly- twice a week is enough to begin with. Listening to music can be very helpful- it takes your mind off things and helps your body get into a rhythm. |
| 14 | **A / D** | I don't think the time of day is especially important- some people are better in the evening, while others are morning people- but you need to be consistent, so aim to train regularly- twice a week is enough to begin with. Listening to music can be very helpful- it takes your mind off things and helps your body get into a rhythm. |
| 15 | **A** | Ceri, for example, joined the club two years ago at the age of 40. She'd always enjoyed running at school but wasn't sure if she'd be able to do it. She was worried about being left behind and being the slowest runner. |
| 16 | **B** | James had always hated the idea of running but a friend encouraged him to come along for a taster session and he hasn't looked back. He never misses a training session despite having a really demanding job |
| 17 | **C** | Leo was worried about having to commit himself to training sessions every week and wasn't sure he'd be able to fit training into his busy schedule. |
| 18 | **A** | Mark is quite typical of our new members. He's never considered himself to be a sporty person and it was only when he retired that he decided to take up the challenge of trying to run 5 kilometres. It took him months to find the courage to contact us but felt reassured immediately as there were other people his age who were only just taking up running for the first time. |
| 19 | **C** | I managed to complete it in four hours, but I felt like giving up halfway through -it was only the support of the spectators that kept me going. |
| 20 | **B** | But after you've been training for a few weeks, it's worth putting your name down for a 5K- some people find they only need a few practice runs before taking part in a race, but I'd give yourself a couple of months at least. |
| 21 | **A** | He says you have to support the spine otherwise the paper can come away from the cover. |
| 22 | **C** | I should dump them really if they're going to deteriorate further, but I'd feel bad. They'll always remind me of him. |
| 23 | **A** | I agree-and book covers can be a work of art in themselves. Some are really eye-catching. |
| 24 | **B** | He watched me pull a heavy book off the shelf when I was small, and it fell on the floor and broke apart. |
| 25 | **C** | I guess we're lucky we can buy them. |
| 26 | **D** | But he likes people to know that he has them. So, he puts them out in the shop but makes sure you need a ladder to get them. |
| 27 | **F** | Not exactly- he's got a dedicated area on the ground floor with cushions |
| 28 | **A** | He hardly ever throws anything away -he just leaves unwanted books by the front door for customers to take. |

| # | Answer | Explanation |
|---|---|---|
| **29** | **C** | Yeah-and books people or institutions have requested, they all go at the far end. |
| **30** | **G** | he's moved them downstairs to attract the students. They're actually part of the coffee shop, on low shelves all around it. |
| **31** | **competition** | Invasive species are a significant contributor to the current global biodiversity crisis and are often in competition with native species and may threaten their long-term survival. |
| **32** | **food** | Restoring biodiversity that will maximise carbon capture is key when reforesting an area, but ideally any reforestation project should have several goals. These could include selecting trees that can contribute to wildlife conservation, improve the availability of food for the local community and maintain the stability of soil systems. |
| **33** | **disease** | Using seeds with low genetic diversity generally lowers the resilience of restored forests, which can make them vulnerable to disease and unable to adapt to climate change. |
| **34** | **agriculture** | Reforesting areas which are currently exploited for agriculture should be avoided as this often leads to other areas being deforested. |
| **35** | **maps** | Making the right decisions about where to plant trees depends on having the right information. Having detailed and up-to-date maps identifying high-prioritv areas for intervention is essential. |
| **36** | **cattle** | Drone technology is a useful tool in helping to prioritise and monitor areas of degraded forest for restoration. In Brazil, it's being used to identify and quantify how parts of the Amazon are being devastated by human activities such as rearing cattle and illegal logging. |
| **37** | **speed** | They are central to tropical reforestation projects as they accelerate the speed of the recovery process by attracting animals and birds which act as natural seed dispersers. |
| **38** | **monkeys** | At this site, for example, after only three rainy seasons, monkeys started visiting to eat the fig fruits, naturally dispersing seeds through defecation. |
| **39** | **fishing** | Destruction of the mangrove forests had a terrible impact on plant and animal life, and also badly affected the fishing industry, which was a major source of employment for local people living in coastal areas. |
| **40** | **flooding** | The mangroves also act as a defence against the increased threat of flooding caused by climate change. |

# Test 27

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

**Complete the notes below.**

Write **ONE WORD AND/OR A NUMBER** for each answer.

### Restaurant Recommendations

| Name of restaurant | Location | Reason for recommendation | Other comments |
|---|---|---|---|
| The Junction | Greyson Street, near the station | Good for people who are especially keen on **1** _____ | Quite expensive<br>The **2** _____ is a good place for a drink |
| Paloma | In Bow Street next to the cinema | **3** _____ food, good for sharing | Staff are very friendly<br>Need to pay £50 deposit<br>A limited selection of **4** _____ food on the menu |
| The **5** _____ | At the top of a **6** _____ | A famous chef<br>All the **7** _____ are very good<br>Only uses **8** _____ ingredients | Set lunch costs £ **9** _____ per person<br>Portions probably of **10** _____ size |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

Choose the correct letter, **A, B, or C.**

**11** Heather says pottery differs from other art forms because

- **A** It lasts longer in the ground.
- **B** It is practised by more people.
- **C** It can be repaired more easily.

**12** Archaeologists sometimes identify the use of ancient pottery from

- **A** The clay it was made with.
- **B** The marks that are on it.
- **C** The basic shape of it.

**13** Some people join Heather's pottery class because they want to

- **A** Create an item that looks very old.
- **B** Find something that they are good at.
- **C** Make something that will outlive them.

**14** What does Heather value most about being a potter?

- **A** Its calming effect
- **B** Its messy nature
- **C** Its physical benefits

**15** Most of the visitors to Edelman Pottery

- **A** Bring friends to join courses.
- **B** Have never made a pot before.
- **C** Try to learn techniques too quickly.

**16** Heather reminds her visitors that they should

- **A** Put on their aprons.
- **B** Change their clothes.
- **C** Take off their jewellery.

### Questions 17-18

Choose **TWO** letters, **A–E.**

17 18 Which **TWO** things does Heather explain about kilns?

- **A** ☐ What their function is
- **B** ☐ When they were invented
- **C** ☐ Ways of keeping them safe
- **D** ☐ Where to put one in your home
- **E** ☐ What some people use instead of one

## Questions 19-20

Choose **TWO** letters, **A–E.**

19 20 Which points does Heather make about a potter's tools?

- **A** ☐ Some are hard to hold.
- **B** ☐ Some are worth buying.
- **C** ☐ Some are essential items.
- **D** ☐ Some have memorable names.
- **E** ☐ Some are available for use by participants.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose **TWO** letters, **A E.**

**21** **22** Which **TWO** things do the students both believe are responsible for the increase in loneliness?

- **A** ☐ Social media
- **B** ☐ Smaller nuclear families
- **C** ☐ Urban design
- **D** ☐ Longer lifespans
- **E** ☐ A mobile workforce

### Questions 23-24

Choose **TWO** letters**, A–E.**

**23** **24** Which **TWO** health risks associated with loneliness do the students agree are based on solid evidence?

- **A** ☐ A weakened immune system
- **B** ☐ Dementia
- **C** ☐ Cancer
- **D** ☐ Obesity
- **E** ☐ Cardiovascular disease

### Questions 25-26

Choose **TWO** letters, **A–E.**

**25** **26** Which **TWO** opinions do both the students express about the evolutionary theory of loneliness?

- **A** ☐ It has little practical relevance.
- **B** ☐ It needs further investigation.
- **C** ☐ It is misleading.
- **D** ☐ It should be more widely accepted.
- **E** ☐ It is difficult to understand.

### Questions 27-30

Choose the correct letter, **A, B, or C.**

**27** When comparing loneliness to depression, the students

- **A** ○ Doubt that there will ever be a medical cure for loneliness.
- **B** ○ Claim that the link between loneliness and mental health is overstated.
- **C** ○ Express frustration that loneliness is not taken more seriously.

**28** Why do the students decide to start their presentation with an example from their own experience?

- **A** ○ To explain how difficult loneliness can be
- **B** ○ To highlight a situation that most students will recognise
- **C** ○ To emphasise that feeling lonely is more common for men than women

**29** The students agree that talking to strangers is a good strategy for dealing with loneliness because

- **A** ○ It creates a sense of belonging.
- **B** ○ It builds self-confidence.
- **C** ○ It makes people feel more positive.

**30** The students find it difficult to understand why solitude is considered to be

- **A** ○ Similar to loneliness.
- **B** ○ Necessary for mental health.
- **C** ○ An enjoyable experience.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

**Complete the notes below.**

Write **ONE WORD ONLY** for each answer.

### Reclaiming Urban Rivers

**Historical Background**

Nearly all major cities were built on a river.

Rivers were traditionally used for transport, fishing, and recreation.

Industrial development and rising populations later led to:

-More sewage from houses being discharged into the river.

-Pollution from **31** _____ on the river bank.

In 1957, the River Thames in London was declared biologically **32** _____

**Recent Improvements**

Seals and even a **33** _____ have been seen in the River Thames.

Riverside warehouses are converted to restaurants and **34** _____

In Los Angeles, there are plans to:

Build a riverside **35** _____

Display **36** _____ projects.

In Paris, **37** _____ are created on the sides of the river every summer.

**Transport Possibilities**

Over 2 billion passengers already travel by **38** _____ in cities around the world.

Changes in shopping habits mean the number of deliveries that are made is increasing.

Instead of road transport, goods can be transported by large freight barges and electric **39** _____, or, in future, by **40** _____

# Transcripts

## Part 1

WOMAN: I've been meaning to ask you for some advice about restaurants. I need to book somewhere to celebrate my sister's 30th birthday, and I liked the sound of that place you went to for your mum's 50th.

MAN: The Junction. Yeah, I'd definitely recommend that for a special occasion. We had a great time there. Everyone really enjoyed it.

WOMAN: Where is it again? I can't remember.

MAN: It on Grayson Street only about a two walk from the station

WOMAN: Oh that good I prefer not to have to drive anywhere But I don want to have to walk too far either.

MAN: Yes, the location's perfect, but that's not necessarily why I'd recommend it. The food's amazing. If you like fish, it's probably the best restaurant in town for that. It's always really fresh and there are lots of interesting dishes to choose from But all the food is good there

WOMAN: Is it really expensive?

MAN: It's certainly not cheap, but for a special occasion I think it's fine It's got a great atmosphere and before dinner you can go up on the roof and have a drink It's really nice up there, but you need to book It's very popular as the views are spectacular.

WOMAN: Sounds good. So that's definitely a possibility then. Is there anywhere else you can think of?

MAN: If you want somewhere a bit less formal, then you could try Paloma.

WOMAN:Where's that? I haven't heard of it.

MAN: No, it's quite new. It's only been open a few months, but it's got a great reputation already. It's in a really beautiful old building on Bow Street.

WOMAN:Oh, I think I know where you mean. Right beside the cinema.

MAN: Yes, that's it. I've only been there a couple of times, but I was really impressed. The chef used to work at Don Felipe's, apparently. I was really sorry when that closed down.

WOMAN: So is all the food they serve Spanish, then?

MAN: Yeah. You can get lots of small dishes to share, which always works really well if you're in a group.

WOMAN: Hmm. Worth thinking about.

MAN: Yeah. There's a lively atmosphere and the waiters are really friendly. The only thing is that you need to pay a £50 deposit to book a table.

WOMAN: A lot of restaurants are doing that these days. I should have a look at the menu to check there a good choice of vegetarian dishes. A couple of my friends have stopped eating meat.

MAN: Not sure I say the selection of those would be quite limited.

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MAN: I've just thought of another idea. Have you been to the Audley?

WOMAN: No, don't think I've heard of it. How's it spelt?

MAN: A-U-D-L-E-Y. You must have heard of it. There's been a lot about it in the press.

WOMAN: I don't tend to pay much attention to that kind of thing. So where is it exactly?

MAN: It's in that hotel near Baxter Bridge, on the top floor.

WOMAN: Oh, the views would be incredible from up there.

MAN: Yeah, I'd love to go. I can't think of the chef's name, but she was a judge on that TV cookery show recently. And she's written a couple of cookery books.

WOMAN: Oh, Angela Frayne.

MAN: That's the one. Anyway, it's had excellent reviews from all the newspapers.

WOMAN: That would be a memorable place for a celebration.

MAN: Definitely. Obviously it's worth going there just for the view, but the food is supposed to be really special.

WOMAN: She only likes cooking with local products doesn't she?

MAN: Yes. Everything at the restaurant has to be sourced within a short distance and absolutely nothing flown in from abroad.

WOMAN: I imagine it's really expensive, though.

MAN: Well, you could go for the set lunch. That's quite reasonable for a top-class restaurant. £30 a head. In the evening, I think it'd be more like £50.

WOMAN: At least that, I should think. But I'm sure everyone would enjoy it. It's not the kind of place you leave feeling hungry, though, is it? With tiny portions?

MAN: No, the reviews I've read didn't mention that. I imagine they'd be average.

WOMAN: Well, that's all great. Thanks so much.

## Part 2

Hello and welcome. My name's Heather McCallum and I'm one of the potters who work here at Edelman Pottery. Before we go into the workshop, I just want to say a bit about the craft of pottery. Then we'll have a look at the equipment and you can try making a pot of your own. Like many people, I'm sure you know that pottery as an art form is tens of thousands of years old. And we know this because it stands the test of time. Things like baskets and pictures don't survive in the earth in the same way that pots do. and even if ancient pots are found in small pieces they still provide a lot of information about the past. There no doubt that pottery has given archaeologists a fascinating insight into how ancient hls lived The shape of an artefact may have been lost but archaeologists can tell whether the pots were for, say, storage or cooking by examining the impressions on the clay, the scratches from tools, and the clay itself can reveal where the pots came from. When I ask people why they want to take a pottery class with me, they sometimes talk about these things. Like our ancestors, they hope that something they create will also last longer than they do, that their work, whether it is good or not, might say something about humanity many years after their death. Of course, you will all have your own reasons for coming here. As far as I'm concerned, what I love most is the concentration you need to make a good pot. That focus takes you away from the stresses of everyday life. If you're elderly, it's also good exercise for hands and wrists and helps with arthritis. And of course, it's a fun activity for children because it's so messy. Here at Edelman Pottery, we show you some of the basic pottery techniques so that you can use these to create whatever you wish. A gift for a friend, perhaps. Like nearly everyone who comes here, I'm sure this is the first time you will have tried the art So we'll keep things simple today Now, before we move on, can I just say a word about what you're wearing? As we said in our email please remove any watches necklaces etc and put them somewhere safe If you have long hair do tie it back now We provide aprons later but I trust your clothes are old but comfortable not your favourite T-shirt or jeans.

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So now we're in the workshop. Have a look around. There's a lot going on. To make pottery that will last, you need a potter's wheel, a kiln, which is basically a very hot oven where you fire the pottery, and some tools. So, first, the kiln. If you look over in the far corner, you'll see one of ours. Since their invention, kilns have changed very little, though in the past 20 years a lot of progress has been made in temperature control. Basically, a kiln removes the water from clay at temperatures of around 1000 degrees Celsius. This allows anything you've made to set permanently in shape. It's a pretty ugly heavy object that's hard to keep in a house or flat, so most people don't have one.

You may think, can't I use my oven? Well, that's possible, but domestic ovens don't really get hot enough and eventually the clay will crack and fall apart. Some people fire pottery in a fire pit outside but bear in mind… that can be dangerous You also need to know about safety procedures for kilns as they release toxic compounds into the air Every potter needs a potter's wheel. This machine is used to shape the clay into an object with circular walls or sides, such as a bowl. Its invention revolutionised the pottery industry, allowing multiple items to be produced in a day. Lastly, there are a number of different tools that potters use, depending on what they want to make. When you start, your hands can make all kinds of shapes and curves without relying on a sculpting tool. However, there are some basic tools that you will need to handle the clay on the wheel. Some look very strange and have even odder names that you may find hard to remember. Rather than go through them all now, I'll just name a few tools as we go along. We can provide these and I wouldn't recommend spending money on them yet. So, let's try making a pot of your own. If you sit down…

## Part 3

**TAMARA** Shall we go through the notes we've made from our research into loneliness now, Dev?

**DEV** OK, Tamara. It's been a real eye-opener. I had no idea that loneliness has been increasing steadily for the last 20 years.

**TAMARA** I know. And it's the same all over the world. The downside of a modern lifestyle, I guess.

**DEV** Did you come to any conclusions about what the reasons for the increase are?

**TAMARA** Well, I'd assumed it was mainly an issue for the elderly, but in fact it's something which affects young people just as much.

**DEV** So nothing really to do with longer lifespans. What about social media? In my case, far from

making me feel isolated, it actually does the opposite. it?

**TAMARA** It definitely does more good than harm. I'd say loneliness has a lot to do with the way cities are designed. People living in high flats with not much opportunity to speak to their neighbours

**DEV** I think you right

**TAMARA** Another possible reason is that people are having fewer children and don live in large extended family groups.

**DEV** But in this country anyway, that all changed decades ago. And yet loneliness is a more recent problem.

**TAMARA** I suppose so. A more plausible explanation is that people are having to move around for work and often end up living miles away from their family and friends.

**DEV** That's true.

**TAMARA** Looking at the studies on health risks and loneliness, there are claims that loneliness has as much impact as smoking 15 cigarettes a day.

**DEV** Or similar to the risks caused by obesity. But I'm not sure there's enough evidence for some of these claims.

**TAMARA** Well, what about that one in Finland, which showed that loneliness increased the risk of cancer by about 10%? And those findings have been supported by other studies too.

**DEV** You're right about that one. I was actually thinking of the studies on dementia. Some found no association between loneliness and dementia, and others found the opposite.

**TAMARA** Not exactly reliable, then. There's been a lot of research on cardiovascular disease and whether loneliness contributes to that.

**DEV** Yes, I read that it was hard to reach a judgment, as the definition of loneliness varied quite a lot, and the responses from participants were too subjective. But there's no doubt that loneliness contributes to a weakened immune system.

**TAMARA** Unquestionably. The data on that is sound.

**DEV** What did you think about the evolutionary theory of loneliness?

**TAMARA** Well I thought the idea that loneliness evolved because it motivated people to be with other people is quite convincing. Survival often depended on group cooperation.

**DEV** But I don't think there is enough evidence to claim that there must be a group of neurons in our brains which influence social behaviour by making us feel bad when we're alone.

**TAMARA** There are a few studies which support the theory, but not conclusively enough. More evidence is needed.

**DEV** And anyway, this theory's not really useful when it comes to solving the problem of loneliness today.

**TAMARA** True.

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**DEV** Should we look at the relationship between loneliness and mental health now?

**TAMARA** OK. So, loneliness and depression are clearly related and that's been recognised by various governments around the world. But unlike depression, loneliness has no recognised clinical form.

**DEV** There's no available diagnosis or effective treatment and that's not likely to change.

**TAMARA** I don't think so either I was thinking we should start our presentation with an example from our own experience. I like to talk about how lonely I was when I started university being away from home for the first time and all that

**DEV** Good idea. Everyone will be able to relate to that although a lot of students were probably too embarrassed to admit to it.

**TAMARA** Yeah. We could discuss ways of dealing with loneliness as well, like just talking to strangers.

**DEV** Loads of studies have shown that interactions with shop assistants and bar staff make people feel more optimistic and relaxed.

**TAMARA** I don't know about that, but it must make people feel more connected with their community.

**DEV** True, although you need to be a certain kind of person to be able to just strike up a conversation.

**TAMARA** Good point. We should say something about solitude and how being alone and being lonely aren't the same thing. It's strange the way some people can't stand being by themselves while others love it.

**DEV** Yeah, the research shows a certain amount of solitude is beneficial for wellbeing, which I appreciate, but being alone isn't something I actually like. I'd never choose to go on holiday alone, for example.

**TAMARA** Me neither.

**DEV** Well, let's not...

## Part 4

It's quite hard to think of a city that doesn't have a big river running through it. If you think about the major cities in the world, Shanghai, New York, Mumbai, London, they're nearly all built on rivers. When these cities were established hundreds or even thousands of years ago, the rivers were a big part of people's lives. In 16th century London, the quickest way to get from one part of the city to another was by river. But people also used the river for fishing, as the water then was relatively clean, and they would also go on boat trips up and down the river just for pleasure, as a relaxing escape from the noise and bustle of the city streets But as industries developed and populations increased city rivers suffered The rising number of people meant there was a huge increase in the amount of sewage discharged into the rivers. Rivers had always been used for this purpose, but when the number of inhabitants was so small, that wasn't such a problem. However, as cities grew to over a million inhabitants, the impact on the rivers became more serious. In addition, other types of pollution increased, as factories were built beside the river and discharged their waste materials into the water. This got worse over time. As recently as 1957, scientists at London's Natural History Museum declared that the River Thames was dead in biological terms, as the water was too filthy to support any kind of life. But in recent years, as rivers lost their industrial function, cities have begun to recognise their true value and to take steps to clean them up. For example, the River Thames is now cleaner than it's been for 150 years. These days you can see seals swimming in the water, and recently people had to try to rescue a whale, which had got lost and swum up the river from the sea by mistake. Unfortunately, they didn't succeed, but the problem was disorientation rather than the quality of the water. Then, all around the world, riverside areas are now seen as prime sites for development. Warehouses that were once used for storing goods are now being converted into expensive restaurants and also into apartments with river views, which are in great demand and sell for astronomical prices. In Los Angeles, on the west coast of the USA, an architect has plans to revitalise the banks of the river and to make a park

there which can provide facilities for sports as well as a natural environment for relaxing in It also hoped that the riverside can be used for other purposes It’s been proposed that facilities could be provided for displaying projects related to various kinds of art that have been produced by local people, for example. In the city of Paris, During the summer months of July and August, all the traffic is banned from the roads by the sides of the river, and the banks are transformed into beaches, where people can relax in deck chairs under potted palm trees, sunbathe or buy a drink or a snack while enjoying the view. But to make the most of our rivers in our increasingly crowded cities, we need to allow them to regain their original purpose and be used as a means of transport, reclaiming our streets from cars and lorries. To do this, we’ll have to shift more traffic back to the river, but this time cleanly and silently, making the most of modern technology. Already, more than two billion passengers use the ferry to travel in cities around the world, like Istanbul, San Francisco and New York, and these numbers are set to rise further. Admittedly, it’s not a fast way of travelling, but neither is a car when it’s stuck in traffic. Of course, passenger traffic on roads might decrease as more people start working from home, but another recent development, the huge rise in online shopping, has meant that another form of urban traffic just keeps on growing, and that’s deliveries. Trucks and vans in the city pollute and double-park while dropping off parcels. Imagine using the immense capacity of shipping to take these trucks off the road One freight barge can replace 44 large trucks uses far less energy and causes less pollution When the barge docks at the riverside the parcels could be taken the last few kilometres to their final destination on cargo bikes, electric ones of course. This is already happening in the Dutch city of Amsterdam, and in future the final stage could even be carried out by drone, although at present this isn’t allowed. Wouldn’t it be great to unblock our city centres in this way? Looking further ahead…

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Fish** | The food's amazing. If you like fish, it's probably the best restaurant in town for that. It's always really fresh |
| 2 | **Roof** | It's got a great atmosphere and before dinner you can go up on the roof and have a drink |
| 3 | **Spanish** | So is all the food they serve Spanish, then? |
| 4 | **Vegetarian** | Not sure I say the selection of those would be quite limited |
| 5 | **Audley** | A-U-D-L-E-Y. You must have heard of it. There's been a lot about it in the press |
| 6 | **Hotel** | MAN: It's in that hotel near Baxter Bridge, on the top floor |
| 7 | **Reviews** | Anyway, it's had excellent reviews from all the newspapers |
| 8 | **Local** | Yes. Everything at the restaurant has to be sourced within a short distance and absolutely nothing flown in from abroad. |
| 9 | **30** | Well, you could go for the set lunch. That's quite reasonable for a top-class restaurant. £30 a head |
| 10 | **Average** | No, the reviews I've read didn't mention that. I imagine they'd be average |
| 11 | **A** | Things like baskets and pictures don't survive in the earth in the same way that pots do |
| 12 | **B** | Archaeologists can tell whether the pots were for, say, storage or cooking by examining the impressions on the clay, the scratches from tools, and the clay itself can reveal where the pots came from |
| 13 | **C** | Like our ancestors, they hope that something they create will also last longer than they do, that their work, whether it is good or not, might say something about humanity many years after their death |
| 14 | **A** | what I love most is the concentration you need to make a good pot. That focus takes you away from the stresses of everyday life |
| 15 | **B** | Like nearly everyone who comes here, I'm sure this is the first time you will have tried the art |
| 16 | **C** | Can I just say a word about what you're wearing? As we said in our email please remove any watches necklaces etc and put them somewhere safe |
| 17 | **A / E** | To make pottery that will last, you need a potter's wheel, a kiln, which is basically a very hot oven where you fire the pottery Some people fire pottery in a fire pit outside but bear in mind |
| 18 | **A / E** | To make pottery that will last, you need a potter's wheel, a kiln, which is basically a very hot oven where you fire the pottery Some people fire pottery in a fire pit outside but bear in mind |
| 19 | **C / E** | However, there are some basic tools that you will need to handle the clay on the wheel We can provide these and I wouldn't recommend spending money on them yet |
| 20 | **C / E** | However, there are some basic tools that you will need to handle the clay on the wheel We can provide these and I wouldn't recommend spending money on them yet |
| 21 | **C / E** | I'd say loneliness has a lot to do with the way cities are designed. A more plausible explanation is that people are having to move around for work and often end up living miles away from their family and friends |
| 22 | **C / E** | I'd say loneliness has a lot to do with the way cities are designed. A more plausible explanation is that people are having to move around for work and often end up living miles away from their family and friends |
| 23 | **A / C** | But there's no doubt that loneliness contributes to a weakened immune system. Well, what about that one in Finland, which showed that loneliness increased the risk of cancer by about 10%? And those findings have been supported by other studies too |
| 24 | **A / C** | But there's no doubt that loneliness contributes to a weakened immune system. Well, what about that one in Finland, which showed that loneliness increased the risk of cancer by about 10%? And those findings have been supported by other studies too |
| 25 | **A / B** | There are a few studies which support the theory, but not conclusively enough. More evidence is needed. And anyway, this theory's not really useful when it comes to solving the problem of loneliness today. |
| 26 | **A / B** | There are a few studies which support the theory, but not conclusively enough. More evidence is needed. And anyway, this theory's not really useful when it comes to solving the problem of loneliness today. |
| 27 | **A** | There's no available diagnosis or effective treatment and that's not likely to change |
| 28 | **B** | Good idea. Everyone will be able to relate to that although a lot of students were probably too embarrassed to admit to it. |
| 29 | **A** | but it must make people feel more connected with their community. |

| # | Answer | Explanation |
|---|---|---|
| **30** | **C** | It’s strange the way some people can’t stand being by themselves while others love it |
| **31** | **Factories** | However, as cities grew to over a million inhabitants, the impact on the rivers became more serious. In addition, other types of pollution increased, as factories were built beside the river and discharged their waste materials into the water |
| **32** | **Dead** | As recently as 1957, scientists at London’s Natural History Museum declared that the River Thames was dead in biological terms, as the water was too filthy to support any kind of life |
| **33** | **Whale** | These days you can see seals swimming in the water, and recently people had to try to rescue a whale, which had got lost and swum up the river from the sea by mistake |
| **34** | **Apartments** | Warehouses that were once used for storing goods are now being converted into expensive restaurants and also into apartments with river views |
| **35** | **Park** | an architect has plans to revitalise the banks of the river and to make a park there which can provide facilities for sports as well as a natural environment for relaxing in |
| **36** | **Art** | It’s been proposed that facilities could be provided for displaying projects related to various kinds of art that have been produced by local people, for example |
| **37** | **Beaches** | In the city of Paris, During the summer months of July and August, all the traffic is banned from the roads by the sides of the river, and the banks are transformed into beaches |
| **38** | **Ferry** | Already, more than two billion passengers use the ferry to travel in cities around the world, like Istanbul, San Francisco and New York, and these numbers are set to rise further |
| **39** | **Bikes** | When the barge docks at the riverside the parcels could be taken the last few kilometres to their final destination on cargo bikes, electric ones of course |
| **40** | **Drone** | this is already happening in the Dutch city of Amsterdam, and in future the final stage could even be carried out by drone, although at present this isn’t allowed |

# Test 28

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

**Complete the notes below.**

Write **ONE WORD AND/OR A NUMBER** for each answer.

Local Councils can Arrange Practical Support to Help those Caring for Elderly people at Home.

This can give the carer:

– time for other responsibilities

– a **1** _____

**Assessment of mother's needs**

This may include discussion of:

– how much **2** _____ the caring involves

What types of tasks are involved, e.g.:

– help with dressing

– helping her have a **3** _____

– shopping

– helping with meals

– dealing with **4** _____

Any aspects of caring that are especially difficult, e.g.:

– loss of **5** _____

– **6** _____ her

– preventing a **7** _____

**Types of support that may be offered to carers**

– transport costs, e.g. cost of a **8** _____

– car-related costs, e.g. fuel and **9** _____

– help with housework

– help to reduce **10** _____

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-16

What is the role of the volunteers in each of the following activities?

Choose **SIX** answers from the box and write the correct letter, **A-I,** next to Questions

**Community Volunteering and Local Festival Events**

**Information**

**A** providing entertainment

**B** providing publicity about a council service

**C** contacting local businesses

**D** giving advice to visitors

**E** collecting feedback on events

**F** selling tickets

**G** introducing guest speakers at an event

**H** encouraging cooperation between local organisations

**I** helping people find their seats

**11** walking around the town centre _____

**12** helping at concerts _____

**13** getting involved with community groups _____

**14** helping with a magazine _____

**15** participating at lunches for retired people _____

**16** helping with the website _____

## Questions 17-20

Choose the correct letter, **A, B or C.**

**17** Which event requires the largest number of volunteers?

- **A** ○ the music festival
- **B** ○ the science festival
- **C** ○ the book festival

**18** What is the most important requirement for volunteers at the festivals?

- **A** ○ interpersonal skills
- **B** ○ personal interest in the event
- **C** ○ flexibility

**19** New volunteers will start working in the week beginning

- **A** ○ 2 September
- **B** ○ 9 September
- **C** ○ 23 September

**20** What is the next annual event for volunteers?

- **A** ○ a boat trip
- **B** ○ a barbecue
- **C** ○ a party

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-25

What is Rosie and Colin's opinion about each of the following aspects of human geography?

Choose **FIVE** answers from the box and write the correct letter, **A-G**, next to Questions

**Urban Development and Human Geography Discussion**

**Opinion**

**A** The information given about this was too vague.

**B** This may not be relevant to their course.

**C** This will involve only a small number of statistics.

**D** It will be easy to find facts about this.

**E** The facts about this may not be reliable.

**F** No useful research has been done on this.

**G** The information provided about this was interesting.

**21** Population _____

**22** Health _____

**23** Economies _____

**24** Culture _____

**25** Poverty _____

## Questions 26-30

Choose the correct letter, **A, B or C.**

**26** Rosie says that in her own city the main problem is

- **A** ○ Crime
- **B** ○ Housing
- **C** ○ Unemployment

**27** What recent additions to the outskirts of their cities are both students happy about?

- **A** ○ Conference centres
- **B** ○ Sports centres
- **C** ○ Retail centres

**28** The students agree that developing disused industrial sites may

- **A** ○ Have unexpected costs
- **B** ○ Damage the urban environment
- **C** ○ Destroy valuable historical buildings

**29** The students will mention Masdar City as an example of an attempt to achieve

- **A** ○ Daily collections for waste recycling
- **B** ○ Sustainable energy use
- **C** ○ Free transport for everyone

**30** When discussing the ecotown of Greenhill Abbots, Colin is uncertain about

- **A** ○ What its objectives were
- **B** ○ Why there was opposition to it
- **C** ○ How much of it has actually been built

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

**Complete the notes below.**

Write **ONE WORD ONLY** for each answer.

**Developing Food Trends**

The growth in interest in food fashions started with **31** _____ of food being shared on social media.

The UK food industry is constantly developing products which are newor different.

Influencers on social media become 'ambassadors' for a brand.

Sales of **32** _____ food brands have grown rapidly this way.

Supermarkets track demand for ingredients on social media.

Famous **33** _____ are influential.

**Marketing campaigns**

**The avocado:**

— **34** _____ were invited to visit growers in South Africa.

— Advertising focused on its **35** _____ benefits.

**Oat milk:**

— A Swedish brand's media campaign received publicity by upsetting competitors.

— Promotion in the USA through **36** _____ shops reduced the need for advertising.

— It appealed to consumers who are concerned about the **37** _____

**Norwegian skrei:**

— has helped strengthen the **38** _____ of Norwegian seafood.

— Ethical concerns

**Quinoa:**

— Its success led to an increase in its **39** _____ .

— Overuse of resources resulted in poor quality **40** _____ .

# Transcripts

## Part 1

**WOMAN** It's really good to see you, Tom. Since I had to give up work, I feel I'm losing touch with my friends and colleagues.

**MAN** We really miss you in the office. We were all so sorry you had to leave. But you must be relieved to have more time to look after your mother. How is she?

**WOMAN** Well she is very cheerful, but she needs a lot of help.

**MAN** Have you tried to get any support from the local council?

**WOMAN** No, I didn't know I could.

**MAN** Yes, they offer different kinds of practical support. They realise that carers sometimes need time for all the other responsibilities they have, apart from the person they're caring for, and also that they sometimes need a break.

**WOMAN** Absolutely. OK, so tell me more. How do I go about getting this support?

**MAN** Well, you'd have to have an assessment of your mother's needs. That means someone would come round and talk to you about the situation and what you need. So, for a start, they'd want to know the amount of time you spend looking after your mother every day.

**WOMAN** OK.

**MAN** Then they'll probably ask you what sorts of tasks you do for your mother during the day. Things like if she needs help with getting dressed, for example.

**WOMAN** Right. I help her with that. And also I help her get into the shower in the morning.

**MAN** Yes, that sort of thing. They'll probably ask you if you do the shopping for her and help her at mealtimes, and whether she can cope using money.

**WOMAN** Yes, that's becoming a bit of a problem. She used to be very good at it, but not anymore.

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**MAN** And be ready to tell them about anything you find particularly difficult about caring for your mother.

**WOMAN** So, recently I've noticed she's started to have quite bad problems with her memory. If I wasn't there, I think she'd forget to eat, for example. And often she doesn't seem quite sure what day it is.

MAN Yes, tell them about that. And are there any physical difficulties you have caring for her? Lifting her, for example?

**WOMAN** Yes, she's quite heavy and I'm afraid of hurting my back. I'd be in real trouble if that happened.

**MAN** They can give you advice about that and also about how to avoid the possibility of your mum having a fall.

**WOMAN** Great. So once they've done this assessment, if I'm eligible, what happens next?

**MAN** Well, they might support you financially. So they might help you with transport costs, like if you have to get a taxi to take your mother for an appointment, for example.

**WOMAN** I usually drive her myself, actually. So, could I claim the petrol?

**MAN** You could. And you can claim for the insurance too.

**WOMAN** Oh, right.

**MAN** And if you need help with the housework, they can arrange for someone to come along once or twice a week. And one other thing. I hope you don't mind me saying this, but it important you

look after yourself And it seems to me you under quite a bit of stress

**WOMAN** I am yes

**MAN** Well tell the council because they may be able to give you some advice on how to minimise it

**WOMAN** Really? Though, actually, I feel so much better having talked to you. I'll get in touch with the council straight away. Now, shall we go for coffee or something?

## Part 2

Good morning everyone. I'm Steve Wainwright from Elmley Town Council and I organise the town's volunteer scheme. I'm delighted you're all interested in joining the scheme. Our volunteers help to create a sense of community among the many people who live in our historic town of Elmley and make residents and visitors feel welcome at local events. First, I'll mention just a few of the activities that volunteers carry out. One is to walk around the town centre streets wearing our volunteer T-shirt. Tourists often ask how to get to a particular shop, and they might also be grateful for recommendations about what to visit. The town holds a large number of concerts each year and part of the volunteers' role is to get everyone in the audience to the right place as smoothly

as possible. You'd be surprised how many people buy tickets, then don't check them, and head for the wrong section of the hall. Volunteers may get involved with community groups, such as sports clubs or gardeners' associations. Here, the volunteers talk about how groups can help each other. For instance, a writing group might want to travel to another town to hear a talk by a well-known author, but may not know that another club has a coach they could travel in. The town produces a monthly magazine, and anyone who lives in the town can send in articles. It's free to residents and is paid for by local businesses. That's the responsibility of the council's advertising department. We depend on volunteers though to find out what people think of events they've attended and any suggestions they have for the future. The volunteers then send a summary to the editors. There are a number of clubs for retired people and every year the council arranges lunch for all the members. The volunteers welcome the guests and when everyone's sitting down and relaxing after the meal, some volunteers put on a show. Usually around half an hour of songs and short plays, the club members really welcome the chance to chat to the volunteers at these events. The town council has a website, of course, and volunteers are asked to help by making sure residents know about it. It updated every day with information about future activities and we want as many people as possible to use it.

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As you probably know, the town arranges three major festivals every year, and they all depend on a large number of volunteers. The book festival lasts three days, and uses several venues which all need volunteers. More are needed for the music festival because that lasts a whole week, and even more help is required for the science festival, even though it's only two days long. It involves quite a lot of venues, though. It's a good idea to help at the festival you're most interested in, because you can attend most of the events for free. We try to use volunteers who are flexible, though, because some festival events are held outdoors and the weather may affect the size of the audience and even whether the event can take place so there can be changes at short notice What essential though is being able to get on well with other people and also to deal with someone who's behaving badly, as occasionally happens. Our plan is to get you all working in September, after a week's training starting on the 2nd, so we'll be timetabling you for duties the following week from the 9th onward. Later in the week beginning September 23rd we have a chat with each of you to find out how you feel about being a volunteer and what extra support you need. As a thank you to the volunteers we arrange an annual event. In recent years we've had a party in the Town Hall and last year a barbecue in Chamber Park. Our forthcoming event is a trip along the canal from here to Dewhurst and back. It's on Saturday, September the 28th. And if you'd like to attend, you can sign up once you start work. Now, this is the Volunteer's T-shirt.

## Part 3

**ROSIE** Colin, I'm really struggling to think of a topic for our human geography assignment.

**COLIN** Me too, Rosie. I'll tell you what, let's think about the different aspects of human geography and see if we can narrow the topic down a bit to help us decide.

**ROSIE** OK. So one aspect is population. That would be all about population density and migration and so on. Lots of facts and statistics. Maybe a bit boring?

**COLIN** Yeah, but quite straightforward to find on the internet.

**ROSIE** Suppose so. How about health? I'd never thought about the links between that and geography until Professor Lee gave us that lecture on cholera. How in the 19th century, a physician used street plans and plans of water supplies to find the source of a cholera epidemic.

**COLIN** Yes, fascinating, wasn't it? Or we could do something more general like economies

**ROSIE** So how financial and commercial factors are linked to the physical environment

**COLIN** Yeah

**ROSIE** I thought that had been taken off the syllabus for this year

**COLIN** Has it?

**ROSIE** I'm not sure but it might be best to avoid it

**COLIN** OK. Maybe we could do something on culture. We had that lecture about culture and geography last week.

**ROSIE** I didn't get much out of that. It was all so general and the lecturer didn't give any useful examples.

**COLIN** Yeah, I hardly took any notes. It didn't seem worth it.

**ROSIE** Me neither.

**COLIN** We could focus on poverty. That's something that's a global problem.

**ROSIE** The trouble is, Dr Lee was saying, that you have to be careful with some of the figures relating to poverty. They're sometimes deliberately manipulated.

**COLIN** You mean the information gets changed for political reasons?

**ROSIE** That sort of thing, yes.

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**ROSIE** So what are we going to do our assignment on? I'll tell you what. One of the possibilities we have discussed is urbanisation and now over half the world population lives in cities. That really important

**COLIN** OK good idea Rosie Let do that

**ROSIE** I love living in a big city but of course there are problems

**COLIN** Things like theft and robbery?

**ROSIE** Yes, but where I come from, that's linked to another more serious issue, which is that a lot of people don't have jobs. That's getting worse and worse. And we also still have quite a lot of people who are homeless, though that's not quite so bad as it was.

**COLIN** It would be nice to talk about some positive developments, like some of the new developments on the outskirts of cities.

**ROSIE** Yeah, they've opened some massive new shopping centres outside my city.

**COLIN** Yeah, the same with mine, but it means a lot of the shops in the city centre are closing down. But the outskirts are ideal for buildings that need a lot of space, like for conferences. They've opened a couple of big ones.

**ROSIE** Yes, we've got some too. It'd be nicer to have more facilities for things like football too, but that's not happening where I live.

**COLIN** Same in my area.

**ROSIE** We could include something about developing disused industrial sites. It seems like a good idea because you're not doing any harm to the natural environment.

**COLIN** Yeah, but aren't the buildings architecturally significant?

**ROSIE** Not really. And what people forget is that they often used quite dangerous materials, chemicals and things, which haven't been properly cleared away, so the whole site has to be made safe.

**COLIN** Hmm, that can't be cheap. And I bet it's often not budgeted for.

**ROSIE** You're right.

**COLIN** Have you read about Masdar City?

**ROSIE** In Abu Dhabi? Yes. It was designed to be a green city, wasn't it? That might be a good example of a city which set out to depend entirely on renewable energy.

**COLIN** Yes. We should say something about that. It was designed to be totally pedestrianised too wasn't it with the transport underground

**ROSIE** Yes and they had big plans for recycling to reduce waste to the lowest possible level But let's stick to talking about power sources.

**COLIN** Then there's that ecotown in England, Greenhill Abbotts. It set out to conform to the usual principles, sustainability and so on. A lot of people were against it at first. They said the plans were unrealistic. I'm not sure how far they've got with it. I'll check.

**ROSIE** Right. So it looks as if we have a sort of plan.

## Part 4

There are trends in food much as there are trends in clothing. Interest in food fashions has risen rapidly since the birth of the smartphone when people first began taking photos of their food and instantly sharing them with their friends. The food industry in the UK in particular is obsessed with finding and exploiting the next big food trend. Marketeers aim to create a huge demand for a food item which was previously unknown or not needed. One of the most effective ways of promoting a new food product is by using social media influencers as brand ambassadors In return for free samples many influencers will post content about a product although there are influencers with hundreds of thousands of followers who can command large fees for their services Companies which sell vegan produce were pioneers in being able to increase sales really quickly in this way. For a food item to become really popular, it has to be readily available. So supermarkets have a role to play in creating a new food trend. They have dedicated teams closely following which new products or ingredients are trending on social media and are particularly interested in what well-known chefs are putting on their menus. I'd like to look at a few examples of marketing campaigns which were really successful in launching a new fashion trend. Starting in the 1990s with the avocado. A British PR company was hired to raise its profile and stimulate demand. They paid for a group of journalists to travel out to South Africa to meet avocado farmers. Articles written following this visit helped to educate the British public about the avocado, which at this time was certainly not the daily staple it's since become. Advertisements were designed to promote the avocado as a superfood, rich in nutrients and therefore beneficial for health. Avocados became hugely fashionable, and within a few years UK avocado sales had grown from £13 million annually to around £150 million, making it one of the most successful fresh produce campaigns in UK history. Oat milk is a recent example of a new product which became fashionable very quickly. Now there are many brands available but one company which had early success was the Swedish brand Oatly They attracted a lot of attention with a media campaign which used provocation as a way of getting their message across effectively. The fact that this campaign aggravated competitors producing milk from dairy cows was seen as a plus, as it helped to make oat milk seem cool. In the USA, the brand decided against a big retail launch in favour of getting the product into coffee chains, which removed the need for a big advertising budget. This proved far more effective than offering samples in supermarkets. Oat milk had an advantage over other alternative milk products, such as almond milk. Many consumers prefer it because it has less of an impact on the environment. It requires significantly less water to produce than other alternative milk products and it also has a relatively low carbon footprint. Norwegian scray, a rarely available seasonal fish delicacy, otherwise known as Arctic cod, is now found on the menus of Michelin-starred restaurants throughout Europe. The demand for Skre has been used by a food marketing agency to build the reputation of Norway's fisheries in general. Marketing surveys have shown that a significant number of shoppers now associate Norway with excellent seafood. Food trends can be considered a good thing in some ways, as they can benefit farmers and food producers enormously. The public can also be encouraged to buy things which are more sustainably produced. But ethical concerns have been raised about the effects a surge in demand can cause. Quinoa is a classic example. This plant is native to Peru and when demand peaked some years ago, the price soared, making it unaffordable for local people. While the popularity of quinoa has benefited farmers financially there have been other negative consequences. As demand grew, farmers began working the land all year round in order to produce more quinoa. One issue has been that the fertility of the soil decreased dramatically. which could potentially lead to desertification in some areas. Another example would be the case of...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Break** | They realise that carers sometimes need time for all the other responsibilities they have, apart from the person they're caring for, and also that they sometimes need a break |
| 2 | **Time** | they'd want to know the amount of time you spend looking after your mother every day. |
| 3 | **Shower** | I help her get into the shower in the morning |
| 4 | **Money** | They'll probably ask you if you do the shopping for her and help her at mealtimes, and whether she can cope using money. |
| 5 | **Memory** | So, recently I've noticed she's started to have quite bad problems with her memory. If I wasn't there, I think she'd forget to eat, for example. And often she doesn't seem quite sure what day it is |
| 6 | **Lifting** | And are there any physical difficulties you have caring for her? Lifting her, for example |
| 7 | **Fall** | They can give you advice about that and also about how to avoid the possibility of your mum having a fall |
| 8 | **Taxi** | they might help you with transport costs, like if you have to get a taxi to take your mother for an appointment, for example |
| 9 | **Insurance** | And you can claim for the insurance too |
| 10 | **Stress** | it seems to me you under quite a bit of stress |
| 11 | **D** | One is to walk around the town centre streets wearing our volunteer T-shirt. Tourists often ask how to get to a particular shop, and they might also be grateful for recommendations about what to visit |
| 12 | **I** | part of the volunteers' role is to get everyone in the audience to the right place as smoothly as possible |
| 13 | **H** | Volunteers may get involved with community groups, such as sports clubs or gardeners' associations. Here, the volunteers talk about how groups can help each other. |
| 14 | **E** | We depend on volunteers though to find out what people think of events they've attended and any suggestions they have for the future. The volunteers then send a summary to the editors |
| 15 | **A** | some volunteers put on a show. Usually around half an hour of songs and short plays, the club members really welcome the chance to chat to the volunteers at these events |
| 16 | **B** | The town council has a website, of course, and volunteers are asked to help by making sure residents know about it |
| 17 | **B** | More are needed for the music festival because that lasts a whole week, and even more help is required for the science festival, even though it's only two days long |
| 18 | **A** | What essential though is being able to get on well with other people and also to deal with someone who's behaving badly, as occasionally happens |
| 19 | **B** | Our plan is to get you all working in September, after a week's training starting on the 2nd, so we'll be timetabling you for duties the following week from the 9th onward |
| 20 | **A** | Our forthcoming event is a trip along the canal from here to Dewhurst and back. It's on Saturday, September the 28th |
| 21 | **D** | Yeah, but quite straightforward to find on the internet |
| 22 | **G** | Yes, fascinating, wasn't it |
| 23 | **B** | I thought that had been taken off the syllabus for this year |
| 24 | **A** | I didn't get much out of that. It was all so general and the lecturer didn't give any useful examples |
| 25 | **E** | The trouble is, Dr Lee was saying, that you have to be careful with some of the figures relating to poverty. They're sometimes deliberately manipulated |
| 26 | **C** | Yes, but where I come from, that's linked to another more serious issue, which is that a lot of people don't have jobs. |
| 27 | **A** | But the outskirts are ideal for buildings that need a lot of space, like for conferences. They've opened a couple of big ones. |
| 28 | **A** | Hmm, that can't be cheap. And I bet it's often not budgeted for |
| 29 | **B** | It was designed to be a green city, wasn't it? That might be a good example of a city which set out to depend entirely on renewable energy |
| 30 | **C** | I'm not sure how far they've got with it |

| # | Answer | Explanation |
|---|---|---|
| **31** | **Photos / Photographs / Pictures** | Interest in food fashions has risen rapidly since the birth of the smartphone when people first began taking photos of their food and instantly sharing them with their friends |
| **32** | **Vegan** | Companies which sell vegan produce were pioneers in being able to increase sales really quickly in this way |
| **33** | **Chefs / Cooks** | particularly interested in what well-known chefs are putting on their menus |
| **34** | **Journalists / Reporters** | They paid for a group of journalists to travel out to South Africa to meet avocado farmers |
| **35** | **Health** | Advertisements were designed to promote the avocado as a superfood, rich in nutrients and therefore beneficial for health |
| **36** | **Coffee** | In the USA, the brand decided against a big retail launch in favour of getting the product into coffee chains, which removed the need for a big advertising budget |
| **37** | **Environment** | Oat milk had an advantage over other alternative milk products, such as almond milk. Many consumers prefer it because it has less of an impact on the environment |
| **38** | **Reputation** | The demand for Skre has been used by a food marketing agency to build the reputation of Norway's fisheries in general |
| **39** | **Price / Cost** | when demand peaked some years ago, the price soared, making it unaffordable for local people |
| **40** | **Soil** | One issue has been that the fertility of the soil decreased dramatically |

# Test 29

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

**Complete the notes below.**

Write **ONE WORD AND/OR A NUMBER** for each answer.

**Furniture Rental Companies**

| Name of company | Information about costs | Additional notes |
|---|---|---|
| Peak Rentals | Prices range from $105 to $ **1** _____ per room per month. | The furniture is very **2** _____<br><br>Delivers in 1-2 days<br><br>Special offer:<br><br>free **3** _____ with every living room set |
| **4** _____ and Oliver | Mid-range prices<br><br>12% monthly free for **5** _____ | Also offers a cleaning service |
| Larch Furniture | Offers cheapest prices for renting furniture and **6** _____ items | Must have own **7** _____<br><br>Minimum contract length: six months |
| **8** _____ Rentals | See the **9** _____ for the most up-to-date prices | **10** _____ are allowed within 7 days of delivery |

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-16

Choose the correct letter, **A, B or C**

**11** Who was responsible for starting the community project?

- **A** ◯ The castle owners
- **B** ◯ A national charity
- **C** ◯ The local council

**12** How was the gold coin found?

- **A** ◯ Heavy rain had removed some of the soil
- **B** ◯ The ground was dug up by wild rabbits
- **C** ◯ A person with a metal detector searched the area

**13** What led the archaeologists to believe there was an ancient village on this site?

- **A** ◯ The lucky discovery of old records
- **B** ◯ The bases of several structures visible in the grass
- **C** ◯ The unusual stones found near the castle

**14** What are the team still hoping to find?

- **A** ◯ Everyday pottery
- **B** ◯ Animal bones
- **C** ◯ Pieces of jewellery

**15** What was found on the other side of the river to the castle?

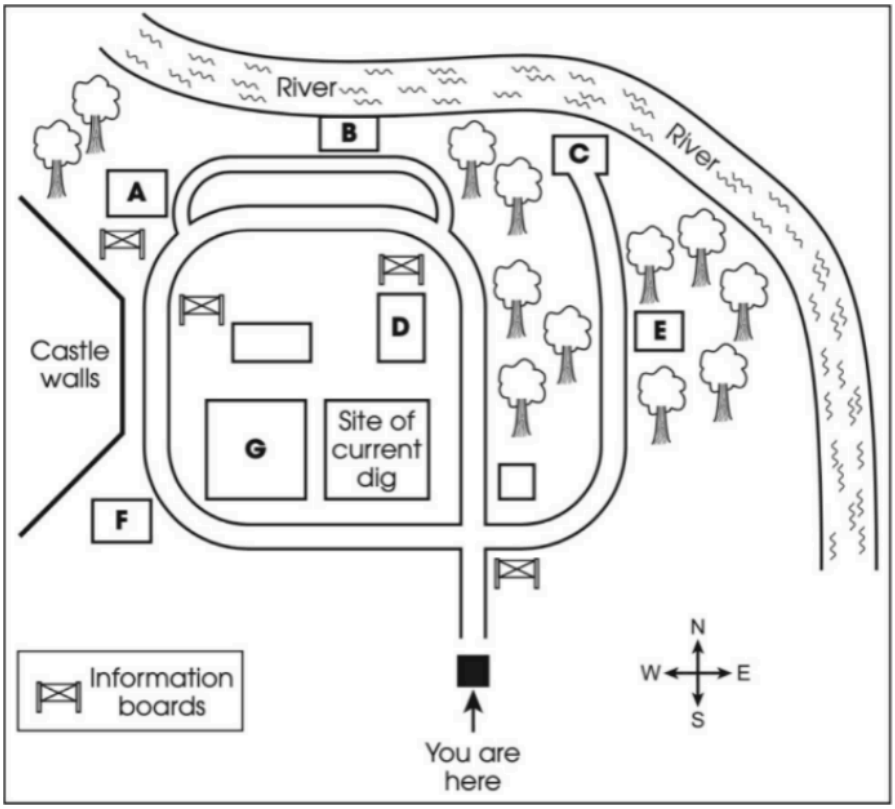
- **A** ◯ The remains of a large palace
- **B** ◯ The outline of fields
- **C** ◯ A number of small huts

**16** What do the team plan to do after work ends this summer?

- **A** ◯ Prepare a display for a museum
- **B** ◯ Take part in a television programme
- **C** ◯ Start to organise school visits

## Questions 17-20

Label the map below. Drag the correct letter, **A–G,** next to Questions




| | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| 17 bridge foundations | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 18 rubbish pit | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19 meeting hall | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20 fish pond | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

Choose the correct letter, **A, B or C**

**21** Finn was pleased to discover that their topic

- **A** ◯ was not familiar to their module leader.
- **B** ◯ had not been chosen by other students.
- **C** ◯ did not prove to be difficult to research.

**22** Maya says a mistaken belief about theatre programmes is that

- **A** ◯ theatres pay companies to produce them.
- **B** ◯ few theatre-goers buy them nowadays.
- **C** ◯ they contain far more adverts than previously.

**23** Finn was surprised that, in early British theatre, programmes

- **A** ◯ were difficult for audiences to obtain.
- **B** ◯ were given out free of charge.
- **C** ◯ were seen as a kind of contract.

**24** Maya feels their project should include an explanation of why companies of actors

- **A** ◯ promoted their own plays.
- **B** ◯ performed plays outdoors.
- **C** ◯ had to tour with their plays.

**25** Finn and Maya both think that, compared to nineteenth-century programmes, those from the eighteenth century

- **A** ◯ were more original.
- **B** ◯ were more colourful.
- **C** ◯ were more informative.

**26** Maya doesn't fully understand why, in the twentieth century,

- **A** ◯ very few theatre programmes were printed in the USA.
- **B** ◯ British theatre programmes failed to develop for so long.
- **C** ◯ theatre programmes in Britain copied fashions from the USA

## Questions 27-30

What comment is made about the programme for each of the following shows?

Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions

**Comments about the programme**

**A.** Its origin is somewhat controversial

**B.** It is historically significant for a country

**C.** It was effective at attracting audiences

**D.** It is included in a recent project

**E.** It contains insights into the show

**F.** It resembles an artwork

**27** Ruy Blas _____

**28** Man of La Mancha _____

**29** The Tragedy of Jane Shore _____

**30** The Sailors' Festival _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

**Complete the notes below.**

Write **ONE WORD ONLY** for each answer.

**Inclusive Design**

**Definition**

- Designing products that can be accessed by a diverse range of people without the need for any **31** _____

- Not the same as universal design: that is design for everyone, including catering for people with **32** _____ problems.

**Examples of Inclusive Design**

- **33** _____ which are adjustable, avoiding back or neck problems

- **34** _____ in public toilets which are easier to use

To assist the elderly:

- Designers avoid using **35** _____ in interfaces

- People can make commands using a mouse, keyboard, or their **36** _____

**Impact of Non-Inclusive Designs**

Access:

- Loss of independence for disabled people.

Safety:

- Seatbelts are especially problematic for **37** _____ women.

- PPE jackets are often unsuitable because of the size of women's **38** _____

- PPE for female **39** _____ officers dealing with emergencies is the worst.

Comfort in the Workplace:

- The **40** _____ in offices is often too low for women.

# Transcripts

## Part 1

**MAN** Good morning

**WOMAN** Hi, this is Michelin Meyer. I'm renting your house on Archwood Avenue. I'm due to move in next week.

**MAN** Oh, yes. Hello, Ms. Meyer. What can I do for you?

**WOMAN** When I viewed the house, I told you I'll most probably need to rent some furniture, at least until I know whether my temporary work contract is going to be made permanent.

**MAN** Yes, of course. I remember. And I said I could give you some information about furniture rental companies in the city.

**WOMAN** That's right.

**MAN** Well, the biggest company is called Peak Rentals. I've recommended them to other people and have always heard positive reports about them.

**WOMAN** Could you give me an idea of their costs?

**MAN** Sure. I actually have one of their brochures here. It says the monthly price per room starts at $105 and goes up to $239. That depends on which rooms you need furniture for, of course.

**WOMAN** Sure. It's just to get a general idea of how much it's going to cost. And you said you had some positive feedback about this company?

**MAN** Yes. People have mentioned that the furniture from Peak Rentals is more modern than any of the other companies. And also, once you place an order, the furniture will be delivered to you in just one or two days.

**WOMAN** That would be really helpful.

**MAN** Oh, and the brochure says that there's a special offer at the moment. If you rent living room furniture, I believe that's a set of chairs and a TV table, you'll also get a lamp at no extra cost.

**WOMAN** Okay, but you know, that price range you gave is more than I was hoping to pay.

**MAN** Then you could try Aaron and Oliver.

**WOMAN** Sorry, what and Oliver?

**MAN** Aaron, double A-R-O-N

**WOMAN** OK, are they cheaper

**MAN** I say they are a mid company. But if you chose them you need to be aware that they charge an extra 12% every month in case of damage

**WOMAN** Oh, I see. I'd have to do the math carefully then.

**MAN** Right. But one helpful thing is that they also do cleaning for customers.

**WOMAN** For the furniture?

**MAN** For the house.

**WOMAN** Oh, I see. I probably won't need that.

---

**MAN** There's another company called Larch Furniture. It's quite new, and it has the lowest prices in town. That's for both furniture and also electronic equipment.

**WOMAN** Well, that would be good. I'm not bringing much with me, and I won't have much time to go shopping after I start my job.

**MAN** There are two things you need to know about large furniture. First of all you have to take out insurance on the furniture and you need to organize that yourself

**WOMAN** That wouldn't be too hard.

MAN Also you can take out a contract for less than six months but I figure that might not be a problem for you. You're renting the house for 12 months after all, aren't you?

**WOMAN** Yes, okay. Well, I...

MAN Sorry to interrupt. I just thought of another furniture rental company. It's called Space Rentals, and it's located very near to the house.

**WOMAN** Okay.

**MAN** I don't have any information about their charges, so it's best to use their app to find out what it would cost you to use them.

**WOMAN** Okay, thanks. I'll do that.

**MAN** One good thing about that company is that if you don't like the furniture once it's delivered, you can request exchanges, as long as you do that within a week of receiving it.

**WOMAN** That sounds really great. Okay, well, thanks very much. That's so helpful

## Part 2

Hello, I'm Hayden. I'm one of the archaeologists investigating the site here at Bidcuster. This is the third summer for this community project, and most of the people digging here are volunteers. I'm a full-time archaeologist for the town council, but I was asked to join the project by NHA, a charity which sets up projects like this up and down the country. As you can see, we're next to Bidcaster Castle, which is great because the owners let us use their facilities. So, how did we get to where we are today?

Many archaeology projects happen when an ancient object is found, and in our case that object was a gold coin. Coins are often found by people using metal detectors to look for things buried in the ground or coins are uncovered when wild animals like rabbits have been digging tunnels. Here, a walker found it on the ground after a rainstorm washed away some of the earth and sand. When the story of the gold coin hit the news, Peter Swift, an amateur historian, contacted me to say he believed there had been a village on this site, centuries before the castle was built. Just by chance, the team found some old maps and documents in our library, which showed 500-year-old drawings of ruined buildings on the grassy area between the outer stone walls of the castle and the river. We knew then we were onto something. Over the three summers the team has been here, we've found the remains of several buildings, and more broken pots than you can count. Normally you'd expect to find brooches and other jewellery, but we're still waiting to uncover any such items. The people who once lived here were skilled at making tools from animal bones, as you'll see when you visit the exhibition. Besides the discovery of the village, we've also found evidence of human activity on the other side of the river. No other houses or huts so far, but we can see the borders of an ancient field system. At one point we found a long wall and thought it was an ancient palace, but it turned out to be a modern wall. This summer's work will end soon, but we'll be back next summer. In the meantime, we're putting on a series of guided tours for school groups this autumn. Oh, and maybe you saw the TV documentary about our project. That suggests the objects we've found are going to the town's museum, but we don't know that for sure yet.

---

When you enter the site, please make sure you keep to the paths at all times. There are a few other things, the highlights of the site if you like, that I want to mention. Take a look at the map. Our present location is marked at the bottom. This year, we've identified the foundations of an ancient bridge, and it's really exciting today because a team of divers are in the river searching for lost objects. To reach the bridge, take the main path ahead of you, go straight on, and keep going till the path bends to the left. You'll see a smaller track leading off to the right. Follow that to take you to the river, where the divers are. You might be interested to see the rubbish pit. This is very near the castle walls in the north-west corner of the site. It actually dates to the time of the castle and not the ancient village. We found oyster shells and fish bones, and we assumed they were thrown from the castle kitchen above. One area we excavated in the first summer uncovered the site of a meeting hall. We knew it was an important building because it had two rows of post holes, deep enough to support a large roof. It is the largest structure in the central area of the site next to the current excavation area. Last year we discovered a fish pond in the ancient village. Normally these were beside a river. The pond here is further away, but it's possible the river has moved slightly. Anyway, to get there from here, you turn right at the first information board you come to and follow the path into the trees. Before you come out of the trees, you'll see it on your right. If you reach the river, you've gone too far. So, does anyone have...

## Part 3

**MAYA** So, Finn, I've done as much as I can for our project on theatre programmes. How's your research coming along?

**FINN** OK, Maya. I didn't know theatre programmes are called playbills in the USA till I started looking into the topic. Even though I struggled to find many useful websites, I'm glad we picked this subject. No one else on the course is doing the same as us, although it is one of the research areas of the module convener.

**MAYA** That might actually put some people off.

**FINN** I suppose so. Anyway I hadn't realised there are actually companies specialising in creating theatre programmes

**MAYA** Yes they are quite common nowadays. Contrary to what many people think, theatres don't hire people to do the programmes. In fact, companies buy the rights to publish programmes on the theatre's behalf and then make their money selling advertising space within the programme booklet.

**FINN** It must be easier for theatres to do it that way.

**MAYA** Yes.

**FINN** I remember reading something about programmes in early British theatre. It said that the cast was always very important.

**MAYA** Yeah, audiences were very familiar with leading actors and big names would draw huge crowds.

**FINN** But I hadn't realised that if the programme named a famous actor, that's who the public expected to perform. And if that didn't happen, people accused the theatre of breaking their agreement with the audience. They would demand refunds and if they didn't get them, there were riots.

**MAYA** Outrageous! That'd never happen now.

**FINN** No, people are too polite, even when they're disappointed if the star of the show misses a performance.

**MAYA** We should definitely include that information about early audiences in our project. I also think it's important to mention that lots of ordinary people at that time were illiterate, so theatre programmes were of limited value in advertising plays. When a company of actors arrived in a town, they'd parade around the streets in their costumes, beating drums and announcing their upcoming performances.

**FINN** Interesting. I couldn't imagine that happening now either.

**MAYA** There's also an interesting comparison to make between 18th and 19th century programmes.

**FINN** Wasn't it in the 19th century that theatre programmes started to resemble programs today

**MAYA** Yes and unlike programs from the 18th century they always used colour

**FINN** And there was a greater variety of designs. But personally I think 18th century programmes were superior because they told the theatregoers so many things, including about the actors.

**MAYA** And about the writer, the plot and sometimes the history of the play.

**FINN** That's right. What should we say about theatre programmes in the 20th century?

**MAYA** I reckon the most important thing is the dramatic change they underwent during World War II.

**FINN** When the government imposed restrictions on the use of paper.

**MAYA** Yeah, but that was only in the UK. In the USA, programmes, or rather playbills, continued to be published in the same format.

**FINN** While here in the UK, programmes became merely a single sheet of paper folded to create four pages for text.

**MAYA** What I don't really get is that after the war they didn't go back to being more than one sheet or change in any way for over 25 years. I know there were paper shortages after the war, but only for five or ten years.

**FINN** Strange.

---

**MAYA** I got some pictures of programmes we could include on the slides for our presentation.

**FINN** I found a couple too Maya. Let go through and see what we think

**MAYA** Um oh this is an old one for a play called Ruey Blass

**FINN** Never heard of that. But the programme looks very decorative.

**MAYA** Good enough to put in a frame on the wall. The images are just beautiful. Finn, what did you find?

**FINN** I've got some pages from a programme for Man of La Mancha. I thought this was a good programme to show, not because of the pictures, but because it contains articles written by members of the theatre company, so we can learn how the production was created and the thoughts and feelings of the cast.

**MAYA** Good. I've got a copy of a programme that's now in a museum. It's for The Tragedy of Jane Shore and it's said to be the earliest surviving document to have been printed on Australia's first printing press

**FINN** Fantastic!

**MAYA** Another programme to talk about is for The Sailors Festival. It comes from the British Library's digitised collection of programmes that was started a few years ago. It already comprises over 200,000 programmes which is amazing!

**FINN** Huh. Wish I'd known about it while I was doing my research.

## Part 4

It's only relatively recently that designers have become aware of the need to be inclusive when designing products. But what does that mean exactly? Well, it simply means designing products that span economic, social and cultural barriers. It means making sure products are accessible, so that as many different types of people as possible can use them, without any type of adaptation having to be made to the original design. Inclusive design is often linked with universal design, although they are not quite the same thing. Universal design aims to make products that work for everyone and that includes considering the needs of people who have cognitive difficulties, which can present quite a challenge. Today examples of successful inclusive design can be seen all around us. In workplaces it is common to see desks which can be adjusted to suit people of different heights or for wheelchair users This still isn't always the case, however, and is one reason why office workers often suffer from back or neck problems. You'll find another example in the public toilets of countless hotels, airports and offices. Taps that you activate by sensor require no pressing or twisting movements. These are not only more hygienic, they're also easier for people with dexterity or mobility issues. The tech industry has been criticised in the past for focusing too much on young consumers, but this is changing. Many products are now designed with the elderly in mind. For example, it's well known that vision declines with age and that we also become worse at distinguishing between similar colours, in particular shades of blue, which is why software designers rarely create interfaces with this colour. Motor skills also decline with age and some people have difficulty doing everyday things like picking up a cup or opening a door. This can also affect their ability to use a mouse or keyboard. So voice access is now a routine way of making commands. It's worth looking at the problems non-inclusive designs cause when not enough consideration is given to a range of users, as it can have a serious impact on people's lives. Access is one obvious example because it has such a huge impact on disabled people's independence. Not being able to access public transport because buses or trains are not wheelchair means many disabled people can go out unless someone goes with them. Safety is another issue. Inexplicably, most cars are still crash-tested using a dummy based on an average-sized male. This has safety implications for all women, particularly those who are pregnant, as the seatbelts worn by the dummy are not adapted to accommodate them. Over the past 100 years, workplaces in the UK have, on the whole, become considerably safer. Employers are legally required to provide well-maintained personal protective equipment, or PPE, anything from goggles to full bodysuits, to workers who need it, free of charge. But most PPE is designed to fit men. A recent report found that employers often think that when it comes to female workers, all they need to do to comply with this legal requirement is to buy jackets, for example, designed for a small man. The problem with this is that women can be tall and still have much smaller shoulders than the average man. Ill-fitting PPE such as high-vis jackets, vests and body armour can put women at risk. The report found that 95% of women said that their PPE often hampered their work and that this problem was worst in the emergency services, particularly the

police. Another problem is related to comfort at work. A very common scenario in offices in summertime is to see women wrapped in blankets or wearing sweaters while the air conditioning is on high. Meanwhile, the men are in shorts and T-shirts. This is due to differences in metabolic rates for men and women. There is a standard setting for air conditioning to be at a temperature of 21 degrees designed to suit men and in most modern offices it is not possible to turn the air conditioning up or down. This means that many offices which mainly employ women are wasting energy by having the air conditioning set too high. As you can see from the examples I've just mentioned, there are serious consequences for designs which don't consider the needs of all users.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **239** | It says the monthly price per room starts at $105 and goes up to $239 |
| 2 | **modern** | People have mentioned that the furniture from Peak Rentals is more modern than any of the other companies |
| 3 | **lamp** | Oh, and the brochure says that there's a special offer at the moment. If you rent living room furniture, I believe that's a set of chairs and a TV table, you'll also get a lamp at no extra cost |
| 4 | **Aaron** | Then you could try Aaron and Oliver |
| 5 | **damage** | But if you chose them you need to be aware that they charge an extra 12% every month in case of damage |
| 6 | **electronic** | There's another company called Larch Furniture. It's quite new, and it has the lowest prices in town. That's for both furniture and also electronic equipment |
| 7 | **insurance** | First of all you have to take out insurance on the furniture and you need to organize that yourself |
| 8 | **space** | I just thought of another furniture rental company. It's called Space Rentals, and it's located very near to the house |
| 9 | **app** | I don't have any information about their charges, so it's best to use their app to find out what it would cost you to use them |
| 10 | **exchanges** | One good thing about that company is that if you don't like the furniture once it's delivered, you can request exchanges, as long as you do that within a week of receiving it |
| 11 | **B** | but I was asked to join the project by NHA, a charity which sets up projects like this up and down the country |
| 12 | **A** | a walker found it on the ground after a rainstorm washed away some of the earth and sand |
| 13 | **A** | Just by chance, the team found some old maps and documents in our library, which showed 500-year-old drawings of ruined buildings on the grassy area between the outer stone walls of the castle and the river |
| 14 | **C** | Normally you'd expect to find brooches and other jewellery, but we're still waiting to uncover any such items |
| 15 | **B** | we've also found evidence of human activity on the other side of the river. No other houses or huts so far, but we can see the borders of an ancient field system |
| 16 | **C** | In the meantime, we're putting on a series of guided tours for school groups this autumn |
| 17 | **B** | To reach the bridge, take the main path ahead of you, go straight on, and keep going till the path bends to the left. You'll see a smaller track leading off to the right. |
| 18 | **A** | You might be interested to see the rubbish pit. This is very near the castle walls in the north-west corner of the site |
| 19 | **G** | It is the largest structure in the central area of the site next to the current excavation area |
| 20 | **E** | To get there from here, you turn right at the first information board you come to and follow the path into the trees. Before you come out of the trees, you'll see it on your right |
| 21 | **B** | No one else on the course is doing the same as us |
| 22 | **A** | Contrary to what many people think, theatres don't hire people to do the programmes. In fact, companies buy the rights to publish programmes on the theatre's behalf |
| 23 | **C** | if the programme named a famous actor, that's who the public expected to perform. And if that didn't happen, people accused the theatre of breaking their agreement with the audience |
| 24 | **A** | I also think it's important to mention that lots of ordinary people at that time were illiterate, so theatre programmes were of limited value in advertising plays. When a company of actors arrived in a town, they'd parade around the streets in their costumes, beating drums and announcing their upcoming performances. |
| 25 | **C** | But personally I think 18th century programmes were superior because they told the theatregoers so many things, including about the actors |
| 26 | **B** | What I don't really get is that after the war they didn't go back to being more than one sheet or change in any way for over 25 years |
| 27 | **F** | But the programme looks very decorative |
| 28 | **E** | I thought this was a good programme to show, not because of the pictures, but because it contains articles written by members of the theatre company, so we can learn how the production was created and the thoughts and feelings of the cast |
| 29 | **B** | I've got a copy of a programme that's now in a museum. It's for The Tragedy of Jane Shore and it's said to be the earliest surviving document to have been printed on Australia's first printing press |

| # | Answer | Explanation |
|---|---|---|
| **30** | **D** | Another programme to talk about is for The Sailors Festival. It comes from the British Library's digitised collection of programmes that was started a few years ago |
| **31** | **adaptation** | It means making sure products are accessible, so that as many different types of people as possible can use them, without any type of adaptation having to be made to the original design |
| **32** | **cognitive** | Universal design aims to make products that work for everyone and that includes considering the needs of people who have cognitive difficulties, which can present quite a challenge |
| **33** | **desks** | In workplaces it is common to see desks which can be adjusted to suit people of different heights or for wheelchair users |
| **34** | **taps** | Taps that you activate by sensor require no pressing or twisting movements. These are not only more hygienic, they're also easier for people with dexterity or mobility issues |
| **35** | **blue** | we also become worse at distinguishing between similar colours, in particular shades of blue, which is why software designers rarely create interfaces with this colour |
| **36** | **voice** | So voice access is now a routine way of making commands |
| **37** | **pregnant** | This has safety implications for all women, particularly those who are pregnant, as the seatbelts worn by the dummy are not adapted to accommodate them |
| **38** | **shoulders** | the problem with this is that women can be tall and still have much smaller shoulders than the average man |
| **39** | **police** | The report found that 95% of women said that their PPE often hampered their work and that this problem was worst in the emergency services, particularly the police |
| **40** | **temperature** | There is a standard setting for air conditioning to be at a temperature of 21 degrees designed to suit men and in most modern offices it is not possible to turn the air conditioning up or down. This means that many offices which mainly employ women are wasting energy by having the air conditioning set too high |

# Test 30

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

**Complete the notes below.**

Write **ONE WORD AND/OR A NUMBER** for each answer.

**Advice on Family Visit**

**Accommodation**

1 _____ Hotel on George Street

Cost of family room per night: £ 2 _____ (approx.)

**Recommended Trips**

A 3 _____ tour of the city centre (starts in Carlton Square)

A trip by 4 _____ to the old fort

**Science Museum**

Best day to visit: 5 _____

See the exhibition about 6 _____ which opens soon

**Food**

Clacton Market:

– Good for 7 _____ food

– Need to have lunch before 8 _____ p.m.

**Theatre Tickets**

Save up to 9 _____ % on ticket prices at bargaintickets.com

**Free Activities**

Blakewell Gardens:

– Roots Music Festival

– Climb Telegraph Hill to see a view of the 10 _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

Choose **TWO** letters, **A-E**

**11** **12** Which TWO things does the speaker say about visiting the football stadium with children?

- **A** ☐ Children can get their photo taken with a football player
- **B** ☐ There is a competition for children today
- **C** ☐ Parents must stay with their children at all times
- **D** ☐ Children will need sunhats and drinks
- **E** ☐ The café has a special offer on meals for children

### Questions 13-14

Choose **TWO** letters, **A-E**

**13** **14** Which TWO features of the stadium tour are new this year?

- **A** ☐ VIP tour
- **B** ☐ 360 cinema experience
- **C** ☐ audio guide
- **D** ☐ dressing room tour
- **E** ☐ tours in other languages

### Questions 15-20

Which event in the history of football in the UK took place in each of the following years?

Choose **SIX** answers from the box and write the correct letter, **A-H**, next to Questions

**Events in the history of football**

**A** the introduction of pay for the players

**B** a change to the design of the goal

**C** the first use of lights for matches

**D** the introduction of goalkeepers

**E** the first international match

**F** two changes to the rules of the game

**G** the introduction of a fee for spectators

**H** an agreement on the length of a game

**15** 1870 _____

**16** 1874 _____

**17** 1875 _____

**18** 1877 _____

**19** 1878 _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose **TWO** letters, **A-E**

**21** **22** Which TWO benefits for children of learning to write did both students find surprising?

- **A** ☐ improved fine motor skills
- **B** ☐ improved memory
- **C** ☐ improved concentration
- **D** ☐ improved imagination
- **E** ☐ improved spatial awareness

### Questions 23-24

Choose **TWO** letters, **A-E**

**23** **24** For children with dyspraxia, which TWO problems with handwriting do the students think are easiest to correct?

- **A** ☐ not spacing letters correctly
- **B** ☐ not writing in a straight line
- **C** ☐ applying too much pressure when writing
- **D** ☐ confusing letter shapes
- **E** ☐ writing very slowly

### Questions 25-30

Choose the correct letter, **A, B or C**

**25** What does the woman say about using laptops to teach writing to children with dyslexia?

- **A** ○ Children often lack motivation to learn that way
- **B** ○ Children become fluent relatively quickly
- **C** ○ Children react more positively if they make a mistake

**26** When discussing whether to teach cursive or print writing, the woman thinks that

- **A** ○ cursive writing disadvantages a certain group of children
- **B** ○ print writing is associated with lower academic performance
- **C** ○ most teachers in the UK prefer a traditional approach to handwriting

**27** According to the students, what impact does poor handwriting have on exam performance?

- **A** ○ There is evidence to suggest grades are affected by poor handwriting
- **B** ○ Neat handwriting is less important now than it used to be
- **C** ○ Candidates write more slowly and produce shorter answers

**28** What prediction does the man make about the future of handwriting?

- **A** ○ Touch typing will be taught before writing by hand
- **B** ○ Children will continue to learn to write by hand
- **C** ○ People will dislike handwriting on digital devices

**29** The woman is concerned that relying on digital devices has made it difficult for her to

- **A** ○ take detailed notes
- **B** ○ spell and punctuate
- **C** ○ read old documents

**30** How do the students feel about their own handwriting?

- **A** ○ concerned they are unable to write quickly
- **B** ○ embarrassed by comments made about it
- **C** ○ regretful that they have lost the habit

## PART 4 — QUESTIONS

Part 4 audio

# Questions 31-40

**Complete the notes below.**

Write **ONE WORD ONLY** for each answer.

**Research in the Area Around the Chem be Bird Sanctuary**

**The importance of birds of prey to local communities**

- They destroy **31** _____ and other rodents.
- They help prevent farmers from being bitten by **32** _____.
- They have been an important part of local culture for many years.
- They now support the economy by encouraging **33** _____ in the area.

**Falling numbers of birds of prey**

– The birds may be accidentally killed:

- By **34** _____ when hunting or sleeping.
- By electrocution from power lines, especially during times of high **35** _____.

– Local farmers may illegally shoot them or **36** _____ them.

**Ways of protecting chickens from birds of prey**

– Clearing away vegetation (unhelpful).

– Providing a **37** _____ for chickens (expensive).

– Frightening birds of prey by:

- Keeping a **38** _____.
- Making a **39** _____ (e.g., with metal objects).

– A **40** _____ of methods is usually most effective.

# Transcripts

## Part 1

**MAN** Sandra, I seem to remember you had some family visitors staying with you recently

**WOMAN** Yeah that right. My brother and his family were here a couple of months ago.

**MAN** OK, good. Well, I wanted to ask for your advice. I got my cousin and her family visiting next month and as I don't have kids, I've no idea where to take them.

**WOMAN** Right. What about accommodation? Are they going to stay with you in your flat?

**MAN** No, thankfully. There wouldn't be room. My cousin wants me to recommend a hotel. Do you know anywhere?

**WOMAN** Yes, I do actually. I always recommend people stay at the King's Hotel.

**MAN** Where's that near?

**WOMAN** It's about a five minutes walk from Murray Station, so nice and central. It's actually on George Street.

**MAN** Oh yes, I know.

**WOMAN** I think they're on quite a tight budget, so how much roughly is it to stay there? If you book a family room, it's about £125 per night. My brother paid for two double rooms in the end, and I think that was around £95 for each room.

**MAN** Oh, that's not too bad.

**WOMAN** So how old are your cousins' kids?

**MAN** Twelve and nine. So I want to organise some trips while they're here. I was thinking of doing a bus tour of the city centre, as none of them have been here before.

**WOMAN** Those bus tours are quite expensive. I think it's better to do a walking tour. It gives you a much better feel for the city. There's one that starts from Colton Square. It takes a couple of hours and doesn't cost that much.

**MAN** Sounds good. I'll look that up. Thanks.

**WOMAN** If the weather's nice, one thing you could do is visit the old fort. You could get there by boat. The whole trip takes half a day.

**MAN** That's a really good idea. I'd like to do that myself. And if the weather bad I was thinking they could go to the science museum. But maybe they could do that when I'm at work.

**WOMAN** Yeah don't forget it closed on Mondays

**MAN** They're here from Saturday for four nights so Tuesday would be best I think

**WOMAN** And it won't be so crowded then. Saturdays are terrible. I took my kids to the exhibition on old computers there and it was far too crowded. I wanted to go back but it's finished now.

**MAN** That's a shame. My cousin's kids would have enjoyed that.

**WOMAN** There's another one starting soon on space, which looks really good too.

**MAN** OK, well, I'll mention that to my cousin.

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**WOMAN** Have you thought about where to take them to eat?

**MAN** Well, I really like all the food stalls at Clacton Market. My cousin's vegetarian. I know it's one of the best places for that kind of food.

**WOMAN** Definitely, and there'll be loads of choices for the kids too. You need to get there quite early, though. At the weekend, most of the stores stop serving lunch at 2.30.

MAN Good point. It's all going to need careful planning. My cousin said she'd love to take the kids to a show at the theatre, but tickets are so expensive.

**WOMAN** I know. But you can get some good deals if you book online with bargainedtickets.com for the following day. On some seats there a 75% discount

**MAN** Really. I must try and get some

**WOMAN** Yeah There are lots of things you can do for free as well. No need to spend a fortune.

**MAN** Like what?

**WOMAN** They're coming next month, right? Well, check and see if it's the same weekend as the Roots Music Festival in Blakewell Gardens.

**MAN** R-O-O-T-S?

**WOMAN** Yeah, check it out online. It's always a family-friendly event and there's no entry charge.

**MAN** That sounds perfect.

**WOMAN** And if you're in Blakewell Gardens, climb Telegraph Hill. You'll be able to look right down on the port. Everyone's always really impressed because it's so huge.

**MAN** Oh yeah, I've been meaning to do that for ages. I've heard the view's amazing.

**WOMAN** Yeah, it's really worth the effort.

**MAN** Well, that's given me loads of ideas. Thanks so much.

## Part 2

Good morning and welcome to City Football Club. I'd like to give you some useful information about your visit to the stadium today and then we'll start the tour of the areas of the stadium that are open to visitors. I can see lots of children here today, so just to let mums and dads know a few things before we start. The stadium has lots of stairs and the players' tunnel is very dark. Please don't let your children wander off on their own, even for a minute. We don't want any accidents or anyone getting frightened. Cameras are permitted everywhere and you can take pictures of your child shooting a penalty. Assistants are helping to organise this and hopefully the queue won't be too long. It's very hot and sunny out on the pitch today. You can get food and drink at the cafe and I really recommend the healthy lunch boxes for children Also in the cafe, children are invited to do a football drawing. We pick the best one at the end of the afternoon. So don't forget to put your name and contact details on the back. That way if you've left the stadium before then, we'll send your prize, but sadly we can't return drawings. I'd like to mention some features of the tour. We'll start with the 360 cinema experience, which has been very popular over the years, and then I'll take you to the players' dressing rooms, before going outside to the seating area and the pitch. I should say, if you'd prefer your visit to be self-guided, please collect headphones from the reception, and then you can listen to the pre-recorded information at your own speed. We've only just introduced this feature and would appreciate your feedback. We're thinking of offering tours in other languages in future, so if you have any thoughts on that, we'd welcome those too. If you plan to return another time, you might like to book one of our VIP tours. We've only just started offering these and they can be booked online.

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Now, the stadium you see today was built in 1989 as part of a three-year redevelopment project. While that project was going on, the team had to play its matches at the ground of another club. Apart from that, the club has been here on this site since 1870. As some of you may know, that was the start of a really important decade in the history of football in this country. For example, 1870 was also the year that football teams started to include a player whose role it was to guard the goal. It's hard to imagine what the game must have been like without someone in that position, isn't it? In 1872 and 73, many other clubs were established, both here and abroad. And the following year, in 1874, referees were allowed to send players off if they committed certain offences. And also in that year, teams started having to swap ends at half-time. One fact I was interested to discover was that in early football games the aim was for the scorer to get the ball between two flag posts and later between sticks joined at the top with a piece of tape. In 1875, that tape was replaced with the solid crossbar that we're familiar with today. 1877 saw the founding of further new clubs and the history books tell us that in the same year all the clubs decided to set a limit of 90 minutes for each match Before that it was a more casual arrangement and this sometimes caused huge arguments and sometimes fights during matches when one team called the end of the game and the other team wanted to play on to try and score a winning goal. By 1878, the number of teams in the Football League increased again. In addition, referees started using whistles and electric lamps were installed on certain pitches. This was a significant change, as games could then be played in the evenings all year round. In 1880, clubs began to charge fans for admission to games, even though players were still amateurs and had other proper jobs. That's hard to imagine in the modern professional game. where top players earn significant sums of money from both playing and commercial activities.

## Part 3

**MAN** How are you getting on with the assignment on handwriting?

**WOMAN** Not too bad. You know, I hadn't realised that children benefit in so many ways from learning to write. It's such an important skill, and yet most people think handwriting is less important than in the past, because people hardly ever write by hand these days.

**MAN** Yes, and all the evidence suggests children should learn to write by hand before they learn to type, not least because it helps their memory.

**WOMAN** That's right. The physical act of writing helps children to remember letters. That seems pretty obvious when you think about it.

**MAN** What's less obvious is how it helps develop their concentration. They have to sit still and focus on one thing.

**WOMAN** Yeah, that aspect of handwriting had never occurred to me before.

**MAN** Same here. I'm not sure I understand how it improves children's imagination, though.

**WOMAN** Well there was that study which showed that primary age children generated more ideas when they were writing by hand than using a keyboard I would have guessed that would be the case.

**MAN** Hmm yeah I never associated spatial awareness with handwriting either. I thought spatial awareness was more to do with knowing where you are in relation to objects or other people.

**WOMAN** I thought that too. But good spatial awareness is essential for writing because you have to space words correctly. It's not just fine motor skills that improve through writing, as I'd always assumed.

**MAN** Handwriting is so much harder for children with dyspraxia, who have problems coordinating movement. It's good there are lots of things you can do in the classroom to help them. They need so much more support with letter formation. You need to play lots of games to help them distinguish letter shapes. It takes a lot of patience.

**WOMAN** Yeah, I like the idea of using one of those pens that lights up if you press too hard. That seems like a really simple solution.

**MAN** Yes, absolutely. I'm not sure there's much you can do about children with dyspraxia writing very slowly. It's more important to focus on accuracy and as they get more confident, I think they eventually speed up.

**WOMAN** One quite simple thing you can do is to use grid paper. So they write each letter in a box and that trains them to space the letters correctly.

**MAN** Indeed, that's more important for legibility than trying to get them to write in a straight line.

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**MAN** For some children, it might be better to teach them to write on a laptop rather than by hand, like children with dyslexia. They often really struggle with handwriting and some just give up.

**WOMAN** Yeah, it's not as frustrating for them if they get things wrong. On a keyboard, they can be more willing to have a go. But I read that developing fluency isn't any faster.

**MAN** That's right. Did you read that article on the benefits of teaching print rather than cursive handwriting, where the letters are joined up?

**WOMAN** Yes. Well, in the past, cursive writing was certainly considered more stylish and educated, but not anymore. Teachers' attitudes have changed because it's been proved that cursive is more difficult to learn, especially for children with learning difficulties who find joining up letters really challenging.

**MAN** I agree. I was always worried that my poor handwriting affected my exam results, and now research shows that I was right to worry. I'm sure a lot of students think it's unfair that they're being judged on their handwriting, not just their knowledge.

**WOMAN** Marks are definitely affected if examiners can't read the script. That is why it has always been so important to teach children to write legibly. Do you think the role of handwriting will change in the future?

**MAN** I can't see that changing much. Touch typing still isn't taught in most schools, which is a shame. But maybe that won't be necessary in the future, because people will also be able to write by hand on digital devices. Anyway, teachers understand the value of handwriting. It's a basic life skill.

**WOMAN** True. However, the fact is that people are writing by hand less and less and relying on digital devices. That does cause some problems.

**MAN** You mean like note-taking. There are lots of apps for that.

**WOMAN** And for reading historical documents, apparently. But my mum is shocked by my awful spelling and the fact that my punctuation is really inconsistent. I think you can put that down to lack of practice.

**MAN** I expect so. Personally, I miss writing by hand. I hardly ever write anything now. I remember my grandparents had such beautiful handwriting and it was so individual. Nobody I know would be able to identify my handwriting now. It's a shame.

**WOMAN** I know. I feel the same way. I used to write a diary by hand and now I do that digitally. It just seems less effort to do it that way. So it's not just a problem…

## Part 4

We've been looking at different types of conflicts that may arise between wildlife and humans at the boundaries of protected areas, such as national parks and animal sanctuaries. I'd like to illustrate this by telling you about some research that I've been involved in recently in the Central African country of Zambia in the area around the Chembe Bird Sanctuary which contains over 300 of the listed birds of Zambia These include a number of birds of prey such as eagles hawks and owls that live by hunting and killing other birds and animals Now most of the people living in the local communities near to the bird sanctuary are small-scale farmers and these birds of prey provide important social and ecological benefits to them. For example, a lot of damage can be caused to farmers' crops by rodents, such as rats, which would consume the crops as they grow in the fields, as well as after harvesting if they weren't hunted and killed by the birds. And the predatory habits of these birds also protect farmers in other ways. For example, a major danger to rural workers is snakes, whose bite may be dangerous or even fatal, and birds of prey have a major role in keeping their populations under control. Local people have always been aware of these benefits and for years, even before the sanctuary was opened in 1973, the birds played a key role in the culture of the region. However, more recently, the sanctuary and its birds have also become increasingly important to the community in economic terms, because at present, after a relatively slow start, tourism has become an important source of revenue for them. However, although these birds of prey are protected by the government, their numbers are falling. Some of these deaths are accidental. Fatalities occur when birds alight on roads to catch and eat their prey, and are hit by fast moving traffic. Drivers in Zambia have to take special care at night, as birds may regard the quieter roads as safe places to sleep. Accidental deaths may also occur if these birds fly close to high power lines as they may be electrocuted. This is a particular danger in the heavy rain which can occur in the region in the months from December to April. And local farmers also pose a threat to these birds. As well as growing crops, small-scale farmers in the area also rear chickens.

These provide food for the farmers' families, as well as being an important source of income. But they're also an easy target for birds of prey, and so farmers may shoot these birds, which is illegal but understandable, or they may poison the birds, which again is illegal and can have negative effects on the ecosystem. So how else can farmers protect their chickens from birds of prey? Some people believe that to prevent the predators from settling near the area where the chickens are kept, it's best to keep this area free from vegetation. But in fact, this is counterproductive, as it means the chickens have no cover to hide in and they'll be easier for the birds to see. Another possibility would be to prevent the chickens from going outside at all and to keep them safe from predators inside a building, but this would cost far too much to be a practical solution. Nearly all the farmers reported that they spent a lot of time and effort trying to frighten off the birds of prey without actually harming them. Most of the farmers had at least one dog and said this was a big help at scaring away the predators. Some of the farmers also reported that during the breeding season, when the chickens were particularly vulnerable, they encouraged their children to watch over the chickens and to hit pans with a metal spoon so that the resulting noise would succeed in driving away birds that were trying to seize the young chicks None of these methods was 100% effective so as a result the village people told us that rather than just using one method, they were forced to use a combination for them to have any effect. And even so, these birds of prey remain a major threat to the chickens' survival and cause considerable economic loss to farmers. So we looked at the possibility of a longer-term solution to…

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Kings / King's** | I always recommend people stay at the King's Hotel |
| 2 | **125** | If you book a family room, it's about £125 per night |
| 3 | **walking** | I think it's better to do a walking tour. It gives you a much better feel for the city |
| 4 | **boat** | One thing you could do is visit the old fort. You could get there by boat |
| 5 | **Tuesday** | They're here from Saturday for four nights so Tuesday would be best I think |
| 6 | **space** | There's another one starting soon on space, which looks really good too |
| 7 | **vegetarian** | Well, I really like all the food stalls at Clacton Market. My cousin's vegetarian. I know it's one of the best places for that kind of food |
| 8 | **2.30 / 2:30** | You need to get there quite early, though. At the weekend, most of the stores stop serving lunch at 2.30 |
| 9 | **75** | On some seats there a 75% discount |
| 10 | **port** | You'll be able to look right down on the port |
| 11 | **B / C** | Please don't let your children wander off on their own, even for a minute children are invited to do a football drawing. We pick the best one at the end of the afternoon |
| 12 | **B / C** | Please don't let your children wander off on their own, even for a minute children are invited to do a football drawing. We pick the best one at the end of the afternoon |
| 13 | **A / C** | I should say, if you'd prefer your visit to be self-guided, please collect headphones from the reception, and then you can listen to the pre-recorded information at your own speed. We've only just introduced this feature and would appreciate your feedback. If you plan to return another time, you might like to book one of our VIP tours. We've only just started offering these and they can be booked online |
| 14 | **A / C** | I should say, if you'd prefer your visit to be self-guided, please collect headphones from the reception, and then you can listen to the pre-recorded information at your own speed. We've only just introduced this feature and would appreciate your feedback. If you plan to return another time, you might like to book one of our VIP tours. We've only just started offering these and they can be booked online |
| 15 | **D** | 1870 was also the year that football teams started to include a player whose role it was to guard the goal |
| 16 | **F** | In 1874, referees were allowed to send players off if they committed certain offences. And also in that year, teams started having to swap ends at half-time |
| 17 | **B** | In 1875, that tape was replaced with the solid crossbar that we're familiar with today |
| 18 | **H** | in the same year all the clubs decided to set a limit of 90 minutes for each match |
| 19 | **C** | By 1878, the number of teams in the Football League increased again. In addition, referees started using whistles and electric lamps were installed on certain pitches |
| 20 | **G** | In 1880, clubs began to charge fans for admission to games |
| 21 | **C / E** | What's less obvious is how it helps develop their concentration. They have to sit still and focus on one thing. I never associated spatial awareness with handwriting either |
| 22 | **C / E** | What's less obvious is how it helps develop their concentration. They have to sit still and focus on one thing. I never associated spatial awareness with handwriting either |
| 23 | **A / C** | Yeah, I like the idea of using one of those pens that lights up if you press too hard. That seems like a really simple solution. One quite simple thing you can do is to use grid paper. So they write each letter in a box and that trains them to space the letters correctly. |
| 24 | **A / C** | Yeah, I like the idea of using one of those pens that lights up if you press too hard. That seems like a really simple solution. One quite simple thing you can do is to use grid paper. So they write each letter in a box and that trains them to space the letters correctly. |
| 25 | **C** | Yeah, it's not as frustrating for them if they get things wrong. On a keyboard, they can be more willing to have a go |
| 26 | **A** | teachers' attitudes have changed because it's been proved that cursive is more difficult to learn, especially for children with learning difficulties who find joining up letters really challenging |
| 27 | **A** | I was always worried that my poor handwriting affected my exam results, and now research shows that I was right to worry. |

| # | Answer | Explanation |
|---|---|---|
| **28** | **B** | I can’t see that changing much. Touch typing still isn’t taught in most schools, which is a shame. But maybe that won’t be necessary in the future, because people will also be able to write by hand on digital devices. Anyway, teachers understand the value of handwriting. It’s a basic life skill |
| **29** | **B** | But my mum is shocked by my awful spelling and the fact that my punctuation is really inconsistent. I think you can put that down to lack of practice |
| **30** | **C** | Nobody I know would be able to identify my handwriting now. It’s a shame. |
| **31** | **rats** | a lot of damage can be caused to farmers’ crops by rodents, such as rats, which would consume the crops as they grow in the fields |
| **32** | **snakes** | For example, a major danger to rural workers is snakes, whose bite may be dangerous or even fatal, and birds of prey have a major role in keeping their populations under control |
| **33** | **tourism** | However, more recently, the sanctuary and its birds have also become increasingly important to the community in economic terms, because at present, after a relatively slow start, tourism has become an important source of revenue for them |
| **34** | **traffic** | Fatalities occur when birds alight on roads to catch and eat their prey, and are hit by fast moving traffic |
| **35** | **rain** | This is a particular danger in the heavy rain which can occur in the region in the months from December to April |
| **36** | **poison** | farmers may shoot these birds, which is illegal but understandable, or they may poison the birds, which again is illegal and can have negative effects on the ecosystem |
| **37** | **building** | Another possibility would be to prevent the chickens from going outside at all and to keep them safe from predators inside a building, but this would cost far too much to be a practical solution |
| **38** | **dog** | Most of the farmers had at least one dog and said this was a big help at scaring away the predators |
| **39** | **noise** | some of the farmers also reported that during the breeding season, when the chickens were particularly vulnerable, they encouraged their children to watch over the chickens and to hit pans with a metal spoon so that the resulting noise would succeed in driving away birds that were trying to seize the young chicks |
| **40** | **combination** | None of these methods was 100% effective so as a result the village people told us that rather than just using one method, they were forced to use a combination for them to have any effect |

# Test 31

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-6

Complete the table below.

Write ONE WORD AND/OR A NUMBER for each answer.

| Name of course | What you learn | Cost | Other information |
|---|---|---|---|
| Taster day | introduction to sailing | £120 if booking one place | small groups (max **1** _____ people) |
| Level 1 | basic theory e.g. understanding the **2** _____ and tides<br><br>basic sailing skills including **3** _____ information | £200<br><br>**4** _____ available for club members<br><br>all inclusive (plus a useful **5** _____ ) | a **6** _____ at the end of the course for all participants |

## Questions 7-10

Complete the notes below.

Write ONE WORD ONLY for each answer.

**General information**

- Participants must be able to swim.
- Bring suitable clothing, a **7** _____ and toiletries (e.g. shampoo).
- There is a **8** _____ at the club.
- Online training **9** _____ are recommended.
- **10** _____ are available for course participants.

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-16

Choose the correct letter, A, B or C.

**11** What should trainees always expect to get when working on low budget short films?

- **A** travel expenses
- **B** a minimum wage
- **C** meals

**12** According to the speaker, on big budget films trainees may get experience of

- **A** makeup for special effects.
- **B** working with different ethnicities.
- **C** creating a variety of hair styles.

**13** The speaker says a problem for makeup artists is

- **A** dealing with difficult directors.
- **B** being shouted at by their supervisor.
- **C** waiting around for hours doing nothing.

**14** How did the speaker feel when she met famous actors for the first time?

- **A** very shy
- **B** very proud
- **C** very disappointed

**15** What advice does the speaker give about makeup kits?

- **A** Always carry a basic kit with you.
- **B** Only buy the best products for a makeup kit.
- **C** Ask other makeup artists to check your kit.

**16** What advice does the speaker give about creating a portfolio?

- **A** Keep print and digital photos.
- **B** Only include a small selection of photos.
- **C** Get permission to use photos.

## Questions 17-20

What ability is required for each of the following duties?

Write the correct letter, A, B, or C, next to Questions 17-20.

A. being well-organised

B. being flexible

C. working quickly

**17** Prepping an actor _____

**18** Continuity _____

**19** General _____

**20** Applying makeup _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose TWO letters, A-E.

**21** **22** Which TWO features of the lecture on ocean biodiversity had the greatest impact on the students?

- **A** ☐ the references to local problems
- **B** ☐ the broad focus of the examples
- **C** ☐ the practical suggestions for solutions
- **D** ☐ the type of issues discussed
- **E** ☐ the implications for government policy

### Questions 23-24

Choose TWO letters, A-E.

**23** **24** Which TWO details about the research project particularly impressed the students?

- **A** ☐ the team's previous successes
- **B** ☐ its wide geographical scale
- **C** ☐ the use of new technology
- **D** ☐ the extensive statistical evidence
- **E** ☐ the large range of specialists involved

### Questions 25-30

What is the students' opinion of each of the following resources related to ocean biodiversity?

Choose SIX answers from the box and write the correct letter, A-H, next to Questions 25-30.

A. This is aimed at a very specialist audience.

B. This is now rather outdated.

C. This was an effective description of a new danger.

D. This suggests possible ways to improve the situation.

E. This does not give a balanced account.

F. This is too predictable to be useful.

G. This gives insufficient evidence for its claims.

H. This gives a clear explanation of the problems.

**25** Article on invasive lionfish _____

**26** Documentary on microplastics _____

**27** Podcast on ocean pollution _____

**28** Book on coastal ecosystems _____

**29** Article on metal toxicity _____

**30** Podcast on floating marine cities _____

## PART 4 — QUESTIONS

Part 4 audio

# Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

**Sources of rubber**

Three resources which are essential for industrial civilisation

- 31 _____
- fossil fuels
- rubber

**Natural rubber**

This mainly comes from the Pará rubber tree, now cultivated in South-East Asia. The supply is limited because

- the growth of the tree is 32 _____ .
- production cannot easily be adjusted because of increasing or decreasing 33 _____ .
- the tree only grows near the 34 _____ .
- extracting the latex (rubber) is labour-intensive
- it is very difficult to 35 _____ rubber after production.

**New threats include**

- lack of genetic diversity, leading to danger of disease caused by a 36 _____ .
- a shift to the cultivation of palm oil
- extreme 37 _____ events.

**Synthetic rubber**

- may be used for engine parts and cooking utensils
- is less 38 _____ than natural rubber
- is unsuitable for many purposes e.g. the tyres of aircraft.

**An alternative source of natural rubber**

- A wild flower (a type of dandelion) has rubber in its 39 _____ .
- It can be grown in many locations and does not require good 40 _____ .

# Transcripts

## Part 1

WOMAN: Hello, Oyster Bay Sailing Club. How can I help you?

MAN: Oh hi. I'd like to find out about sailing courses for beginners.

WOMAN: No problem. Is it for yourself?

MAN: Yes. I had a look online but I'm not sure which course would be best.

WOMAN: OK. Well you might be interested in our Taster Days?

MAN: Possibly.

WOMAN: So these are for people who've never sailed before - it's basically an introduction to sailing to find out whether you enjoy it and want to carry on with it.

MAN: And how much is that?

WOMAN: It's £120 for the day - but it's reduced to £110 each if there are two of you.

MAN: No, it would just be me.

WOMAN: Oh that's fine. You'd be in a small group, usually about eight people but no more than ten - and everyone's always very friendly.

MAN: Uh huh. And are there any other suitable courses?

WOMAN: The other option is the Level 1 course. These are two-day weekend courses and we run those all year round.

MAN: OK. And what do you learn on that course?

WOMAN: This is a mix of theory and practical skills. So you learn about things like the weather, which is obviously really important and also the tides, as well as learning basic sailing skills. You go out into the harbour in special training dinghies for beginners, two people in each dinghy and an instructor. He or she will make sure you understand everything you need to know about safety.

MAN: It sounds like hard work!

WOMAN: Yes, but you'll have a lot of fun too.

MAN: And the cost of that one is ... ?

WOMAN: £200. But it's a bit cheaper if you decide to join the club. There's a discount for members.

MAN: Well, I'm not sure about that yet.

WOMAN: You've got plenty of time to decide.

MAN: And does the cost include everything?

WOMAN: Yes, everything's included and you also get a really good dictionary explaining all the sailing terminology. A lot of people struggle with this at first. It's got lots of pictures, so I'm sure you'd find it really helpful. And on completion of the course you get a certificate. Then you're ready to move on to the Level 2 course.

MAN: Sounds good.

WOMAN: I think that's all the info you need for now. Just a couple of general things. For example, it's really important that you know how to swim.

MAN: Yes, I'm pretty confident in the water.

WOMAN: Great. The other thing I should tell you is that we provide wetsuits and life jackets but you need to bring swimming trunks and some old trainers.

MAN: And a towel?

WOMAN: Yes definitely. And you might want to bring your own toiletries, things like shampoo.

MAN: OK. What about food and drink? Do I need to bring that or is there a café at the club?

WOMAN: Yes, you can get sandwiches, cakes and snacks there. The food's pretty reasonable.

MAN: OK good. Well I think I'm interested in the Level 1 course. But I know absolutely nothing about sailing so is there anything I can do to prepare myself a bit?

WOMAN: I recommend you watch some videos we use for training. They're available online. I can send you the link. They'll give you an idea of what to expect.

MAN: Perfect, thanks. That would be very helpful. Oh and just one other thing - I'll be cycling to the club and will need somewhere to put valuables. I'm just wondering if there are lockers for people to use?

WOMAN: Yes, there are plenty in the changing rooms.

MAN: Great. OK well could you book me onto...

## Part 2

MAN: Hello and welcome to the film making podcast. In this week's episode, Claire Lemarre talks to us about how to become a makeup artist. Claire's been working as a makeup artist in the film industry for over 20 years and has lots of useful advice about how to get started.

WOMAN: Thanks Ian. Well, before you can become a makeup artist on films you have to spend about 2 years working as a makeup trainee.

A good place to get your first job would be on a low budget short film. Of course, this means that you'll be working for free. But it's often worth it for the experience. Make sure your transport costs are covered - and remember, there's very unlikely to be any catering provided, so bring plenty of food.

If you're lucky, you might start out on a big budget film where you'll get the most useful experience. On productions like this, makeup and hair styling are separate departments - so you won't need to bring your curling tongs! But you're likely to get the opportunity to work with a range of age groups, as well as different ethnicities. Doing makeup for special effects is highly specialised, so don't expect to be offered any practical experience in that.

One problem with working in the makeup department is that it's a high-pressure environment. There are very few times when you'll be bored or have nothing to do. It can be stressful but you'll see that the top makeup artists are very professional - even when they're having to work with directors who are impatient, or unhappy with the makeup artist's work. Follow your supervisor's lead and try to remain calm at all times.

I've worked with many very famous actors over the years. At first, I found it overwhelming and could hardly speak. I was so in awe. That's preferable, by the way, to becoming too excited and asking for selfies. Now meeting the talent is just a normal part of the job and to be honest most actors don't look that special without all the makeup!

Every makeup trainee will need a makeup kit, which they'll be expected to have with them at all times. Just the essentials will do for the kinds of tasks you'll be given - it won't be anything complicated. It's worth looking at what the other makeup artists have in their kits - but whatever you do, don't borrow anything without asking first.

It's very important to build your portfolio. You should take photos of all the work you do and ideally show the different stages of makeup application if you can. But remember you'll need to get approval from the makeup designer in charge of the department. As you'll be sending your portfolio digitally, you won't need to get photos printed.

So what does a makeup trainee actually do? You need to think about whether you're the right kind of person to do the job and whether you'd enjoy it. So, to give you some idea, here are some of the things you might be required to do.

You may be asked to help prep an actor ready for makeup. Some actors will arrive having already cleansed and moisturized their skin. But sometimes you'll need to step in and get this done without wasting any time, otherwise the makeup artist will get behind schedule.

Trainees play a useful role in continuity. It will be your responsibility to take photos, log them digitally and print out a hard copy to put in each actor's file. This information needs to be kept in good order as a reshoot can mean replicating makeup months later.

General duties mean doing anything from getting the teas and coffees to putting on a wash. Having a positive attitude and being willing to do whatever is asked of you will help you get your next film job.

You won't be asked to apply makeup to any of the principal cast, only the extras. If there are dozens of extras involved you'll need to keep up a swift pace and not spend too long on each person. It takes quite a lot of confidence to be able to do this well.

OK now about terms and conditions....

## Part 3

PHIL: That lecture from the visiting speaker yesterday was good, wasn't it?

LUCY: Yeah. I learned a lot from her about ocean biodiversity. I've already done some reading on it, and I did an assignment on some of the problems associated with it last year, but I especially liked the way her lecture focused on more long-term issues.

PHIL: Yes, things that aren't currently receiving widespread attention but are likely to be important in the future. That impressed me too. It wasn't exactly a feel-good conclusion because it's hard to see any real solution for a lot of the problems.

LUCY: No, though she did point to where policy changes could be made to protect our marine and coastal environments.

PHIL: Mm. But that's just at a national level. The examples she gave were at a more global level, and they really made it clear to me just how wide-ranging the threats to ocean biodiversity are.

LUCY: Yes, me too.

PHIL: The research project she described was impressive, wasn't it? I'd have thought it was quite unusual to have so many experts working together.

LUCY: Yeah, and from such different backgrounds. Must have been a really exciting team to work with. I'd heard of a couple of them before - they were involved in research way back in 2009 warning about the dangers of ocean pollution.

PHIL: But now people are much more aware of that, aren't they?

LUCY: I suppose so.

PHIL: Another thing about the research is that the team members came from all round the world. Though I suppose that's not unusual nowadays, now everyone can work remotely.

LUCY: Right. I liked the way she didn't bombard us with figures - I mean, they were available, but she focused more on the general points they indicated.

PHIL: Mm. And the description of improvements in systems used for tracking marine animals and things like robots were really interesting.

LUCY: Yes, and her description of how robotics can be used to investigate threats to biodiversity.

PHIL: Absolutely.

PHIL: While you're here, can we talk about the list of resources we have to evaluate for the seminar tomorrow. I've had a look at them all, but it's been a bit of a rush.

LUCY: Yeah. What did you think of that article on invasive lionfish? The one claiming they were expanding their habitat throughout the Mediterranean Sea.

PHIL: Well, the writer went on about how dangerous they were in environmental terms, which is probably true, but he didn't really provide much information to explain why.

LUCY: I know what you mean.

PHIL: I watched the documentary on microplastics, at least I started to, but then I found it was made ten years ago so I gave up.

LUCY: I watched to the end but you're right, it was showing its age. People had hardly heard of microplastics then, whereas now everyone knows about them and how dangerous they are.

PHIL: Yeah. Did you listen to the podcast on ocean pollution?

LUCY: Mm. I didn't get anything out of it though. Most of it was stating the obvious.

PHIL: Yes, it mentioned pesticides and plastic and things, and it clearly made the point that they were a bad thing, but everybody knows that anyway. Did you read that book on coastal ecosystems?

LUCY: The one by John Harper? Yes, I found it hard going at first, it went into a lot of detail about things like the effects of offshore windfarms and fish farms, but actually I ended up with a much better understanding of the issues.

PHIL: Yes, I agree and I thought it was a well-written summary of those. And the diagrams helped a lot too.

LUCY: The article on metal toxicity was way above my head, I didn't know anything about how metals from industrial emissions react in the ocean... and I still don't understand it.

PHIL: I gave up reading after the first chapter - I just couldn't follow it.

LUCY: That podcast on floating marine cities was interesting, though it presented a rather one-sided picture, I thought.

PHIL: Yes, it focused on how this would benefit people and ignored the effects on the environment.

LUCY: But anyway, shall we ...

## Part 4

Much of the world now lives in an industrial civilisation. But this has only become possible because we have the necessary natural resources. There are three types of natural resource without which industry could not exist. One of these is metal - without that we'd have no machines and no transportation. Another is fossil fuels, which we need to power those machines. But there's a third resource that's essential to connect the different parts of a machine together with belts and pipes and shock absorbers, and that is rubber. It's now used in over 40,000 products, from waterproof footwear to surgical gloves.

At present, we have two types of rubber in common use. One is natural rubber, which nearly all comes from the Pará rubber tree. This was originally native to Brazil, but is now cultivated on plantations in South-East Asia. Recently, however, concern's been growing that supplies may soon be insufficient for the world's needs. So what exactly is limiting the supply of natural rubber?

Well, for one thing, rubber trees don't just spring up overnight. It can take eight to ten years for a tree to start producing rubber, so cultivating them's a slow process. And this leads to another problem. With most crops, farmers don't have to think very far ahead, so they can easily change what crop they produce, or how much of a crop they produce, if they find the demand for that crop is rising or falling. But if you have to plant eight or ten years ahead, that's much harder. And also the rubber tree's very choosy about where it grows. It needs the right temperature, the right amount of rainfall, and the right altitude - not too high and not too low. The result is that it can't be grown in the northern or southern parts of the globe, only around the equator. Another problem is that the rubber is basically extracted in the same way as it's been done for hundreds of years, and that's by hand, by making small cuts in the trunk of the tree, and putting a little cup there to catch the latex, as the rubber is called. It's very labour-intensive. And it's not just the initial production that's limiting supplies. With other resources such as water and glass, when we've finished using them we can recycle them, but although this is also possible with rubber, it's very difficult, so that also reduces the amount we have available.

And in the last few years, there have been new threats to the supply of natural rubber. One problem is linked to the fact that nearly all the rubber trees in South-East Asia are descended from just a small number of seeds brought from Brazil in the nineteenth century. This means that there's very little genetic diversity among the trees, which in turn makes them very vulnerable to disease. The most dangerous threat is a fungus, which destroyed large numbers of rubber trees in Brazil, and which could cause devastation to plantations worldwide. Another problem is that farmers in South-East Asia are increasingly turning to the cultivation of palm oil, which is easier and more profitable for them. And finally, in recent years South-East Asia, like other parts of the world, has been repeatedly hit by extreme types of weather, and this looks likely to continue in the future.

However, as well as using natural rubber, it's also possible to make rubber synthetically. This works very well for some purposes, for example, making engine parts, or silicone pots and pans used for cooking. But compared with natural rubber, it's not anything like as strong, and this means it can't replace natural rubber in other products. For example, while a mixture of natural rubber and synthetic rubber works well in car tyres, only natural rubber can stand up to the extreme speeds of aircraft tyres during take-off and landing.

So for some time, scientists have been looking for alternative sources of natural rubber. One that's been known about for some time seems initially to be a rather unlikely source. It's a wild plant with yellow flowers that we normally regard as a weed when we see it in our gardens. But when it's pulled up and its roots cut open, they're found to contain rubber.

Now, compared to the rubber tree, dandelions produce relatively small amounts of rubber, but unlike rubber trees, they're very adaptable. They'll grow in all sorts of places, and they don't need rich soil. So at present there are several projects underway investigating the possibility of using dandelions as a source of rubber.

Another possibility is a desert shrub grown in Mexico and Texas ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **10/ten** | You'd be in a small group, usually about eight people but no more than ten – and everyone's always very friendly |
| 2 | **weather** | So you learn about things like the weather, which is obviously really important and also the tides, as well as learning basic sailing skills |
| 3 | **safety** | He or she will make sure you understand everything you need to know about safety |
| 4 | **discount** | £200. But it's a bit cheaper if you decide to join the club. There's a discount for members |
| 5 | **dictionary** | Yes, everything's included and you also get a really good dictionary explaining all the sailing terminology |
| 6 | **certificate** | And on completion of the course you get a certificate |
| 7 | **towel** | MAN: And a towel? WOMAN: Yes definitely |
| 8 | **café / cafe** | MAN: OK. What about food and drink? Do I need to bring that or is there a café at the club? WOMAN: Yes, you can get sandwiches, cakes and snacks there |
| 9 | **videos** | I recommend you watch some videos we use for training. They're available online. I can send you the link. They'll give you an idea of what to expect |
| 10 | **Lockers** | I'm just wondering if there are lockers for people to use? WOMAN: Yes, there are plenty in the changing rooms |
| 11 | **A** | Make sure your transport costs are covered – and remember, there's very unlikely to be any catering provided, so bring plenty of food |
| 12 | **B** | But you're likely to get the opportunity to work with a range of age groups, as well as different ethnicities |
| 13 | **A** | It can be stressful but you'll see that the top makeup artists are very professional – even when they're having to work with directors who are impatient, or unhappy with the makeup artist's work |
| 14 | **A** | At first, I found it overwhelming and could hardly speak. I was so in awe |
| 15 | **A** | Every makeup trainee will need a makeup kit, which they'll be expected to have with them at all times. Just the essentials will do for the kinds of tasks you'll be given – it won't be anything complicated |
| 16 | **C** | But remember you'll need to get approval from the makeup designer in charge of the department |
| 17 | **C** | But sometimes you'll need to step in and get this done without wasting any time, otherwise the makeup artist will get behind schedule |
| 18 | **A** | Trainees play a useful role in continuity. It will be your responsibility to take photos, log them digitally and print out a hard copy to put in each actor's file. This information needs to be kept in good order as a reshoot can mean replicating makeup months later |
| 19 | **B** | General duties mean doing anything from getting the teas and coffees to putting on a wash. Having a positive attitude and being willing to do whatever is asked of you will help you get your next film job |
| 20 | **C** | If there are dozens of extras involved you'll need to keep up a swift pace and not spend too long on each person |
| 21 | **B / D** | LUCY: Yeah. I learned a lot from her about ocean biodiversity. I've already done some reading on it, and I did an assignment on some of the problems associated with it last year, but I especially liked the way her lecture focused on more long-term issues. PHIL: Yes, things that aren't currently receiving widespread attention but are likely to be important in the future. That impressed me too PHIL: Mm. But that's just at a national level. The examples she gave were at a more global level, and they really made it clear to me just how wide-ranging the threats to ocean biodiversity are. LUCY: Yes, me too |
| 22 | **B / D** | LUCY: Yeah. I learned a lot from her about ocean biodiversity. I've already done some reading on it, and I did an assignment on some of the problems associated with it last year, but I especially liked the way her lecture focused on more long-term issues. PHIL: Yes, things that aren't currently receiving widespread attention but are likely to be important in the future. That impressed me too PHIL: Mm. But that's just at a national level. The examples she gave were at a more global level, and they really made it clear to me just how wide-ranging the threats to ocean biodiversity are. LUCY: Yes, me too |
| 23 | **C / E** | PHIL: The research project she described was impressive, wasn't it? I'd have thought it was quite unusual to have so many experts working together. LUCY: Yeah, and from such different backgrounds PHIL: Mm. And the description of improvements in systems used for tracking marine animals and things like robots were really interesting. LUCY: Yes, and her description of how robotics can be used to investigate threats to biodiversity |
| 24 | **C / E** | PHIL: The research project she described was impressive, wasn't it? I'd have thought it was quite unusual to have so many experts working together. LUCY: Yeah, and from such different backgrounds PHIL: Mm. And the description of improvements in systems used for tracking marine animals and things like robots were really interesting. LUCY: Yes, and her description of how robotics can be used to investigate threats to biodiversity |

| # | Answer | Explanation |
|---|---|---|
| **25** | **G** | Well, the writer went on about how dangerous they were in environmental terms, which is probably true, but he didn't really provide much information to explain why |
| **26** | **B** | PHIL: I watched the documentary on microplastics, at least I started to, but then I found it was made ten years ago so I gave up. LUCY: I watched to the end but you're right, it was showing its age |
| **27** | **F** | LUCY: Mm. I didn't get anything out of it though. Most of it was stating the obvious. PHIL: Yes, it mentioned pesticides and plastic and things, and it clearly made the point that they were a bad thing, but everybody knows that anyway |
| **28** | **H** | LUCY: The one by John Harper? Yes, I found it hard going at first, it went into a lot of detail about things like the effects of offshore windfarms and fish farms, but actually I ended up with a much better understanding of the issues. PHIL: Yes, I agree and I thought it was a well-written summary of those. And the diagrams helped a lot too |
| **29** | **A** | LUCY: The article on metal toxicity was way above my head, I didn't know anything about how metals from industrial emissions react in the ocean and I still don't understand it. PHIL: I gave up reading after the first chapter – I just couldn't follow it |
| **30** | **E** | That podcast on floating marine cities was interesting, though it presented a rather one-sided picture, I thought. PHIL: Yes, it focused on how this would benefit people and ignored the effects on the environment |
| **31** | **metal(s)** | There are three types of natural resource without which industry could not exist. One of these is metal – without that we'd have no machines and no transportation. Another is fossil fuels, which we need to power those machines. But there's a third resource that's essential to connect the different parts of a machine together with belts and pipes and shock absorbers, and that is rubber |
| **32** | **slow** | It can take eight to ten years for a tree to start producing rubber, so cultivating them's a slow process |
| **33** | **demand** | With most crops, farmers don't have to think very far ahead, so they can easily change what crop they produce, or how much of a crop they produce, if they find the demand for that crop is rising or falling |
| **34** | **equator** | The result is that it can't be grown in the northern or southern parts of the globe, only around the equator |
| **35** | **recycle** | With other resources such as water and glass, when we've finished using them we can recycle them, but although this is also possible with rubber, it's very difficult, so that also reduces the amount we have available |
| **36** | **fungus** | The most dangerous threat is a fungus, which destroyed large numbers of rubber trees in Brazil, and which could cause devastation to plantations worldwide |
| **37** | **weather** | And finally, in recent years South-East Asia, like other parts of the world, has been repeatedly hit by extreme types of weather, and this looks likely to continue in the future |
| **38** | **strong** | But compared with natural rubber, it's not anything like as strong, and this means it can't replace natural rubber in other products |
| **39** | **roots** | But when it's pulled up and its roots cut open, they're found to contain rubber |
| **40** | **soil** | They'll grow in all sorts of places, and they don't need rich soil |

# Test 32

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-10

Complete the table below.

Write ONE WORD AND/OR A NUMBER for each answer.

| Course | Date | Cost | Notes |
|---|---|---|---|
| Vietnamese food | 1 _____ | £59 | It provides information on the use of herbs.<br>There are no places at present. |
| Bread making | 20 March | £ 2 _____ | There is also an extra charge for ingredients.<br>Participants make white bread, sourdough and 3 _____ . |
| Face massage | 23 February | £35 | The teacher trained in 4 _____.<br>Bring a 5 _____. |
| Candle making | 6 _____ | £52 | Only 7 _____ ingredients are used.<br>The candles can be used as presents. |
| Silk painting | 18 May | £ 8 _____ | Bring an apron or old 9 _____. |
| DIY for beginners | 24 February | £125 | Learn how to<br>• use a drill, saw and 10 _____<br>• put up a shelf. |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

Choose TWO letters, A-E.

**11** **12** Which TWO pieces of advice are given about the Marsden Coastal Walk?

- **A** ☐ Stop for lunch in an ancient town.
- **B** ☐ Don't miss the ruins of a certain building.
- **C** ☐ Catch a boat to the start of this walk.
- **D** ☐ Be careful of the steep and rocky paths.
- **E** ☐ Don't worry about getting lost.

### Questions 13-14

Choose TWO letters, A-E.

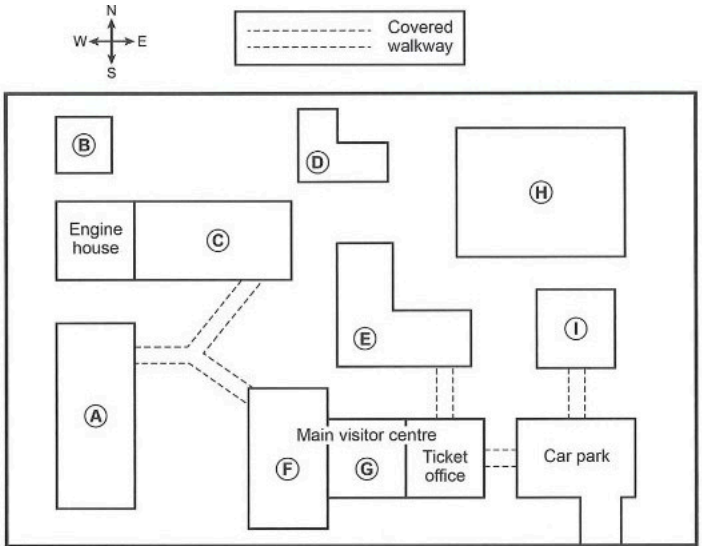
**13** **14** Which TWO things are said about the Melby Heritage Walk?

- **A** ☐ This walk is mostly downhill.
- **B** ☐ The paths can get busy during the day.
- **C** ☐ This is a circular walk.
- **D** ☐ A tower stands on the site of an older structure.
- **E** ☐ There are far-reaching views the whole way.

### Questions 15-20

Label the map below.

Write the correct letter, A-I, next to Questions 15-20.




| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| **15** Exhibition | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **16** Baths | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| 17 Tools | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 18 Vehicles | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19 Ponies | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20 Education centre | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose TWO letters, A-E.

21 22 Which TWO facts in the sessions on food safety were new information for Nadia and Fergus?

- A ☐ the amount of plastic in the ocean
- B ☐ the number of diseases caused by contaminated food
- C ☐ the amount of food that is wasted
- D ☐ the number of people who are obese
- E ☐ the result of treating animals with antibiotics

### Questions 23-24

Choose TWO letters, A-E.

23 24 Which TWO features of a project aiming to prevent food fraud impressed Fergus?

- A ☐ the new technology it used
- B ☐ the publicity it received
- C ☐ the use of multiple tests on food items
- D ☐ the variety of dietary requirements included
- E ☐ the way information was made widely accessible

### Questions 25-26

Choose TWO letters, A-E.

25 26 Which TWO topics do both students recommend should be included in the course?

- A ☐ sustainable fishing
- B ☐ targeted nutrition
- C ☐ global differences in consumption
- D ☐ sustainable agriculture
- E ☐ digital technology and food

### Questions 27-30

Complete the flow-chart below.

Choose FOUR answers from the box and write the correct letter, A-F, next to Questions 27-30.

A. This was challenging but enjoyable. | B. This led to some disagreement. | C. This was easy to decide on.

D. This was helped by the guidelines provided. | E. This seemed like an unnecessary stage. | F. This involved selecting a new ingredient.

Student project: developing a new food product

Initial aim

27 _____

Literature review

28 _____

Product development

29 _____

Product production

30 _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

Challenges facing the cruise ship industry

Problems with overtourism

• **31** _____ is one of the worst problems.

• A tourist **32** _____ is being introduced in some cities to reduce numbers, e.g. Barcelona.

• Bruges: action was taken to limit day trips from the nearby port because the city was becoming a 'theme park' (e.g. many shops were only stocking **33** _____ and souvenirs).

• Dubrovnik: limits the number of tourists by managing the **34** _____ of cruise ship arrivals.

Problems of perception

• Cruises are generally associated with the elderly.

• There is an assumption about the **35** _____ of cruises.

• People think there may be too many **36** _____.

Solutions

Cruise lines are attracting younger customers by:

• becoming more sustainable e.g. using hybrid engines.

• having a wide range of activities e.g. boxing, **37** _____ and well-being programmes.

• offering a diverse selection of food including **38** _____ options.

• providing reliable **39** _____.

• improving marketing on social media with high quality **40** _____.

# Transcripts

## Part 1

MAN: Hello, Steynford College external course registration, can I help you?

WOMAN: Yeah, I'm ringing to find out about one-day classes next year. I got a leaflet about them in the post but I lost it, and I understand some of the classes are filling up fast, so I might need to book quite soon if I want to go ahead.

MAN: Sure. Can you remember which one you were considering?

WOMAN: There were a few actually. I remember there was one on how to make Vietnamese food that sounded good. I think that was on the 13th of January. It cost about 60 pounds.

MAN: Yes, you're right about the date, but it's 59 pounds actually. It's a very popular class, and among other things the teacher explains how Vietnamese food includes lots of different herbs. I'm afraid that all the places are taken at present, but I can put you on the waiting list if you want?

WOMAN: No, that's OK. I'm quite interested in the bread making class. That's in March sometime, isn't it?

MAN: Yeah, the 20th of March. Would you like to register for that?

WOMAN: I'm not sure. How much is it?

MAN: The actual cost is £48 but then there's an extra charge as well as that for the ingredients - I'm not sure how much that is, no more than twenty pounds I think.

WOMAN: So what sorts of things do they make in the class?

MAN: Oh, various types of bread; I think they make white bread and then they make sourdough, that seems to be very fashionable at present, and they learn how to make pizza, which is apparently really good.

WOMAN: Well I'd definitely be interested in that, but there were also a few other classes that sounded interesting. I think there was one on face massage? I'd love to learn how to do that.

MAN: Yeah, that's on the 23rd of February and it costs just £35 for the day. The teacher's great, the type of massage done is a traditional technique used in India and she actually did her training there. The massage is meant to relax you and get rid of lines and wrinkles. You practise it on yourself so you have to take a mirror to the class, so you can see what you're doing.

WOMAN: OK.

WOMAN: And I think there was a class in candle making?

MAN: Yes that's sometime in April, I think. Let me check ... yes, it's on the 6th. It was on the 23rd of January but they had to change the date. It's just £52. That's a popular course too. I think one reason why people like it is because the candles are all made out of natural products. It's filling up fast but there's still a few places left.

WOMAN: Yes one of my friends did that class. She said the candles make really good presents. In fact she gave me one.

MAN: By the way, have you heard about the class on silk painting? That's being held on the 18th of May. You learn how to create designs on silk fabric and colour them using special dyes. Apparently people can produce beautiful artworks that way, either to put on the wall as a picture or to use for something like a scarf. It's £67.50, which is really good value I think - there's a similar class I've seen that was £110.

WOMAN: That sounds interesting. Would I need to bring the silk?

MAN: No, the only thing is everyone has to bring something to protect their clothing, like an apron if you've got one, or a shirt that you don't use any more, because the dye can really stain your clothes.

WOMAN: Right. Then the last class I was considering was a bit different, that was on DIY for beginners. I'd like to learn how to do household repairs. Are there any places left on that?

MAN: That's on the 24th of February - yes, there are a few places. It's a bit more expensive - it's £125 - but it's a very popular class. You learn how to use an electric drill and a saw.

WOMAN: Yeah, that would be really useful, and I even need to learn how to use a hammer because I always end up hitting my fingers.

MAN: Yes, you'll do that too. And when you've learned how to use the basic tools, you do a practical job which is fixing a shelf to a wall.

WOMAN: Great. Just what I need to know. Right, well I'd like to enrol for that and also for ...

## Part 2

Here is some information about history and nature walks in the region. They can be completed in less than a day and also be combined with a visit to Melby, a former coal mine now open to the public.

The Marsden Coastal Walk is suitable for all the family as there are no strenuous climbs. The route begins at Marsden harbour, where there are hourly ferries to and from the beautiful Hooker Island, a great place for fishing. The walk covers part of the coastal path trail. As there are clear signposts all along

the way, you don't even need to take a map with you. At one point, the route goes inland slightly and passes a castle built in the 1400s near to a now-vanished market town. The castle's now just a pile of stones but it's a great place to take photos, and fascinating information boards show what it once looked like. If you set off early, you can be back in time for midday.

The Melby Heritage Walk is a great place to take photos, especially of the night sky. At certain times of the year, people come here from far and wide. They climb to the top of the valley and take pictures of the stars. In the daytime, it's completely different. As you hike through the dense woods in the valley bottom, the only things you'll hear are the sound of your own footsteps. At the highest point, you can stop to take in the views, and those with lots of energy can climb the tower that's situated where there was once a seventeenth century hunting lodge. The route continues along the tops of the hills and brings you back down to the starting point - the car park at Melby Coal Mine.

Melby Coal Mine has been open to the public for twenty years and has won awards for its visitor experience. Many of the buildings around the mine are still standing and have been converted into display areas.

Firstly, there's an exhibition showing the history of the mine, with many original black and white photos. To see that, you go from the car park, via a covered walkway to the Main Visitor Centre. Go through the ticket office to an area where there are lockers to leave heavy bags in, and where you can borrow raincoats. Beyond that room is the exhibition.

There's a small bathhouse where miners used to wash after their shift underground. You can see that in the building directly to the north of the engine house. The boiler has gone from there now, but there are lines of tin baths on the stone floor.

There's a display of early mining tools from the days before mechanisation. You can find that in a small L-shaped building in the middle of the northern boundary of the site. It's incredible to think how miners were able to use hand implements to cut through rock.

The vehicle shed, where you can find wagons of different sizes, along with some of the hi-tech cutting machines that were in use until the mine closed, is in the southwest corner of the site, and can be accessed via a covered walkway.

There is a field with ponies, which are always popular with children, on the north-eastern boundary of the site, not approached via a covered walkway.

The other building to mention is the education centre. This is where school groups go when they visit the mine, but it's also accessible to the public as it contains a library and small gift shop. The centre is connected to the ticket office via a short section of covered walkway.

## Part 3

TUTOR: Thanks for coming along, Nadia and Fergus. So this is a chance for you to give us some feedback about different aspects of your course. What would you like to begin with?

NADIA: I've enjoyed the sessions on food safety. There was some information there that I found really surprising, although some was stuff I knew already, like the rise in rates of obesity.

FERGUS: Yeah, that's been in the news a lot. But I hadn't realised that unsafe food causes more than 200 different diseases.

NADIA: No, I'd no idea it was that many. And speaking of diseases, I knew resistance to antibiotics is on the increase, but I didn't know why ...

FERGUS: ...that it's partly because when animals are treated with antibiotics then consumed by humans, the antibiotics get into the food chain. I had no idea about that either.

NADIA: Then the sessions provided a lot of information about plastic pollution from food packaging in the ocean, but I think that most of us were already aware of that.

FERGUS: Yeah. But I thought we could have done more on how much food is thrown away unnecessarily through fear of it being out of date, that was only mentioned in passing.

TUTOR: OK, I'll bear that in mind. What did you think about the sessions from visiting lecturers, Fergus?

FERGUS: For me the most interesting one was about that project to prevent companies giving incorrect information to consumers about food.

TUTOR: Ah, food fraud, yes.

FERGUS: I thought it was really good to address a problem that's faced by so many different groups - people with special religious rules, as well as vegetarians and vegans.

NADIA: And those with allergies.

FERGUS: Yeah. And another thing, we've had effective ways of analysing DNA for some time now and these can easily be applied to analysing food. But what the researchers succeeded in doing was to ensure that these tests were carried out at different stages in the food's journey from the producer to the consumer. So they knew that the food actually came from the place it was supposed to, and had the ingredients it was meant to.

NADIA: Exactly. So customers can be confident about what they buy.

FERGUS: And the researchers had a good system for publicising their findings too.

NADIA: Well, I thought there were some problems with that, actually.

TUTOR: OK. And do you have any recommendations for new topics that we could include in the course?

NADIA: Well, I'm interested in how crop yields can be increased without damaging the environment.

FERGUS: But we've already done quite a bit on that - but not so much on the seafood industry, where stocks are in danger of being overexploited as a food source unless we can find ways of keeping stocks up.

NADIA: Yes, that'd be a good topic. And I'm interested in the idea of a personalised approach to diet, now we have the technology to analyse exactly what individuals need.

FERGUS: That sounds more like a medical topic than food science.

NADIA: OK. What about sessions on the variety of food and eating habits around the world? That's very relevant nowadays.

FERGUS: Yes, I think the whole class would be interested in that.

NADIA: Then there's technological stuff, things like 3D printing of food and smart packaging.

FERGUS: Mmm - maybe too specialist.

TUTOR: Now, I'm particularly interested in your project - the one where you developed a new food product. So talk me through the stages... first you had to decide on your initial aim.

FERGUS: We decided we wanted to create something people could eat on the go rather than in a restaurant.

NADIA: Yeah so we chose falafel, which was originally a Middle Eastern snack.

FERGUS: We made up our minds about that pretty quickly. I know some students found it a lot harder to choose, and wasted a lot of time.

NADIA: Then we had to do the literature review. We hadn't done one of these before so, the handout with advice for the project was very useful here.

FERGUS: Yes, especially the advice on how to present the information. Then product development, actually deciding what we'd use to make the falafel, and for me the interesting thing about that was that we wanted it to be something a bit different from an ordinary falafel.

NADIA: We really made the right choice when we finally decided to use jackfruit, even though it wasn't something that either of us had ever tasted before.

FERGUS: Yeah, like the name tells you, it's a fruit but actually it's really good in savoury dishes. The product production, working out how to make the falafel, was harder than I expected because I'd never made them before.

NADIA: It was mostly trial and error. We started off with the basic recipe and then experimented and when it went wrong...

FERGUS: ...which it did a lot of the time...

NADIA: ...we just moved on and kept adapting it and in the end it turned out fine and we had a lot of fun.

FERGUS: We did!

TUTOR: Thank you. Well, your project was a very good ....

## Part 4

For my presentation today I'm going to talk about some of the issues facing the cruise ship industry and then some ways these can be addressed. The cruise ship industry has partly been responsible for the effects of overtourism in recent decades. Overtourism occurs in places where excessive numbers of tourists cause significant problems. Pollution, for example, is among the greatest threats to many popular tourist destinations.

Of course, for many places it's a difficult balance to achieve. They want to promote their city or island as a desirable tourist destination, but at the same time, are unable to cope with thousands of cruise ship passengers on a daily basis. The trouble is, excessive tourism is destroying the beauty spots and places of interest that people come to visit. Several cities, such as Barcelona, have responded by imposing a tax which all visitors to the city from cruise ships have to pay. But as it's only a couple of euros, many green campaigners think it won't deter enough people to make any difference.

Bruges is another city which became impossible to navigate at times because of the huge numbers of cruise passengers arriving on day trips from the port of Zeebrugge. The city was becoming like a 'theme park', with shops only catering for tourists, selling chocolate, which Belgium is famous for, and other souvenirs. The local council took action to limit cruise passengers to a more manageable level.

Dubrovnik had to limit the numbers of cruise ships after it became extremely popular as a cruise ship destination when it featured in a hugely successful TV series. What it does now is control the timing of all cruise ship entries to the city's port. However, many people feel this measure does not go far enough.

Cruise ships may be unpopular in some of their destinations but they also have an image problem. They've always been perceived as a safe holiday for the elderly, with not much on offer for families or young couples. A recent survey showed that cost is also a major factor in putting younger groups off going on a cruise. But what they don't realise is that compared to other types of package holidays, cruises can actually be good value, as all activities and drinks are often included. And another perception is that cruises have lots of rules about what to wear and how to behave. But these days, most cruises are no longer very formal and behind the times.

So what solutions are there for cruise lines to overcome some of these problems? How can they appeal to younger customers? Well one selling point is that cruise ships are becoming more sustainable. New ships are built with hybrid engines with large batteries which means ships do not have to keep their engines running while docked.

Cruise lines are also designing ships specially for those in the age range of 21 to 45. The décor in these feels contemporary and there are a range of activities on board that you wouldn't find on a more traditional cruise. There's even a boxing ring on one ship, and most offer diving expeditions. But there's also a huge focus on well-being with a variety of sessions of different kinds.

Food is always a very important part of any cruise and cruise ships have had to radically update their menus to suit the tastes of their younger customers. Vegan dishes are standard, for example. The restaurants on board have also gone paperless with menus available on screen.

Unlike older generations who went on cruises largely to get away from everything, younger people expect to be able to keep in touch with friends and family. Many people going on longer cruises also spend time working, so companies have to guarantee wifi that can be relied upon at all times.

My grandparents used to love looking through cruise brochures, even when they weren't planning on going on a cruise. Until very recently TV ads for cruises always felt dated and aimed at retirees. Cruise lines have been slow to adopt the power of social media but that's all changing. Leading cruise lines now employ top agencies to produce first rate videos for social media channels.

It will be interesting to see whether ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **13(th) January / January 13(th) / 13.01 / 13.1** | I remember there was one on how to make Vietnamese food that sounded good. I think that was on the 13th of January. It cost about 60 pounds Yes, you're right about the date, but it's 59 pounds actually |
| 2 | **48** | The actual cost is £48 but then there's an extra charge as well as that for the ingredients – I'm not sure how much that is, no more than twenty pounds I think |
| 3 | **pizza** | Oh, various types of bread; I think they make white bread and then they make sourdough, that seems to be very fashionable at present, and they learn how to make pizza, which is apparently really good |
| 4 | **India** | The teacher's great, the type of massage done is a traditional technique used in India and she actually did her training there |
| 5 | **mirror** | You practise it on yourself so you have to take a mirror to the class, so you can see what you're doing |
| 6 | **6(th) April / April 6(th) / 06.04 / 6.4** | Yes that's sometime in April, I think. Let me check yes, it's on the 6th. It was on the 23rd of January but they had to change the date |
| 7 | **natural** | I think one reason why people like it is because the candles are all made out of natural products |
| 8 | **67.50** | By the way, have you heard about the class on silk painting? That's being held on the 18th of May. You learn how to create designs on silk fabric and colour them using special dyes. Apparently people can produce beautiful artworks that way, either to put on the wall as a picture or to use for something like a scarf. It's £67.50, which is really good value I think – there's a similar class I've seen that was £110 |
| 9 | **shirt** | MAN: No, the only thing is everyone has to bring something to protect their clothing, like an apron if you've got one, or a shirt that you don't use any more, because the dye can really stain your clothes |
| 10 | **hammer** | MAN: That's on the 24th of February – yes, there are a few places. It's a bit more expensive – it's £125 – but it's a very popular class. You learn how to use an electric drill and a saw. WOMAN: Yeah, that would be really useful, and I even need to learn how to use a hammer because I always end up hitting my fingers. MAN: Yes, you'll do that too |
| 11 | **B / E** | As there are clear signposts all along the way, you don't even need to take a map with you. At one point, the route goes inland slightly and passes a castle built in the 1400s near to a now-vanished market town. The castle's now just a pile of stones but it's a great place to take photos, and fascinating information boards show what it once looked like |
| 12 | **B / E** | As there are clear signposts all along the way, you don't even need to take a map with you. At one point, the route goes inland slightly and passes a castle built in the 1400s near to a now-vanished market town. The castle's now just a pile of stones but it's a great place to take photos, and fascinating information boards show what it once looked like |
| 13 | **C / D** | At the highest point, you can stop to take in the views, and those with lots of energy can climb the tower that's situated where there was once a seventeenth century hunting lodge. The route continues along the tops of the hills and brings you back down to the starting point – the car park at Melby Coal Mine |
| 14 | **C / D** | At the highest point, you can stop to take in the views, and those with lots of energy can climb the tower that's situated where there was once a seventeenth century hunting lodge. The route continues along the tops of the hills and brings you back down to the starting point – the car park at Melby Coal Mine |
| 15 | **F** | Go through the ticket office to an area where there are lockers to leave heavy bags in, and where you can borrow raincoats. Beyond that room is the exhibition |
| 16 | **B** | There's a small bathhouse where miners used to wash after their shift underground. You can see that in the building directly to the north of the engine house. The boiler has gone from there now, but there are lines of tin baths on the stone floor |
| 17 | **D** | There's a display of early mining tools from the days before mechanisation. You can find that in a small L-shaped building in the middle of the northern boundary of the site |
| 18 | **A** | The vehicle shed, where you can find wagons of different sizes, along with some of the hi-tech cutting machines that were in use until the mine closed, is in the southwest corner of the site, and can be accessed via a covered walkway |
| 19 | **H** | There is a field with ponies, which are always popular with children, on the north-eastern boundary of the site, not approached via a covered walkway |
| 20 | **E** | The centre is connected to the ticket office via a short section of covered walkway |
| 21 | **B / E** | FERGUS: Yeah, that's been in the news a lot. But I hadn't realised that unsafe food causes more than 200 different diseases. NADIA: No, I'd no idea it was that many. And speaking of diseases, I knew resistance to antibiotics is on the increase, but I didn't know why FERGUS that it's partly because when animals are treated with antibiotics then consumed by humans, the antibiotics get into the food chain. I had no idea about that either |

| # | Answer | Explanation |
|---|---|---|
| 22 | B / E | FERGUS: Yeah, that's been in the news a lot. But I hadn't realised that unsafe food causes more than 200 different diseases. NADIA: No, I'd no idea it was that many. And speaking of diseases, I knew resistance to antibiotics is on the increase, but I didn't know why FERGUS that it's partly because when animals are treated with antibiotics then consumed by humans, the antibiotics get into the food chain. I had no idea about that either |
| 23 | C / D | I thought it was really good to address a problem that's faced by so many different groups – people with special religious rules, as well as vegetarians and vegans But what the researchers succeeded in doing was to ensure that these tests were carried out at different stages in the food's journey from the producer to the consumer |
| 24 | C / D | I thought it was really good to address a problem that's faced by so many different groups – people with special religious rules, as well as vegetarians and vegans But what the researchers succeeded in doing was to ensure that these tests were carried out at different stages in the food's journey from the producer to the consumer |
| 25 | A / C | FERGUS: But we've already done quite a bit on that – but not so much on the seafood industry, where stocks are in danger of being overexploited as a food source unless we can find ways of keeping stocks up. NADIA: Yes, that'd be a good topic NADIA: OK. What about sessions on the variety of food and eating habits around the world? That's very relevant nowadays. FERGUS: Yes, I think the whole class would be interested in that |
| 26 | A / C | FERGUS: But we've already done quite a bit on that – but not so much on the seafood industry, where stocks are in danger of being overexploited as a food source unless we can find ways of keeping stocks up. NADIA: Yes, that'd be a good topic NADIA: OK. What about sessions on the variety of food and eating habits around the world? That's very relevant nowadays. FERGUS: Yes, I think the whole class would be interested in that |
| 27 | C | We made up our minds about that pretty quickly. I know some students found it a lot harder to choose, and wasted a lot of time |
| 28 | D | NADIA: Then we had to do the literature review. We hadn't done one of these before so, the handout with advice for the project was very useful here. FERGUS: Yes, especially the advice on how to present the information |
| 29 | F | Then product development, actually deciding what we'd use to make the falafel, and for me the interesting thing about that was that we wanted it to be something a bit different from an ordinary falafel. NADIA: We really made the right choice when we finally decided to use jackfruit, even though it wasn't something that either of us had ever tasted before |
| 30 | A | The product production, working out how to make the falafel, was harder than I expected because I'd never made them before we just moved on and kept adapting it and in the end it turned out fine and we had a lot of fun |
| 31 | Pollution | Pollution, for example, is among the greatest threats to many popular tourist destinations |
| 32 | tax | Several cities, such as Barcelona, have responded by imposing a tax which all visitors to the city from cruise ships have to pay |
| 33 | chocolate | The city was becoming like a 'theme park', with shops only catering for tourists, selling chocolate, which Belgium is famous for, and other souvenirs |
| 34 | timing | What it does now is control the timing of all cruise ship entries to the city's port |
| 35 | cost | A recent survey showed that cost is also a major factor in putting younger groups off going on a cruise |
| 36 | rules | And another perception is that cruises have lots of rules about what to wear and how to behave |
| 37 | diving | There's even a boxing ring on one ship, and most offer diving expeditions. But there's also a huge focus on well-being with a variety of sessions of different kinds |
| 38 | vegan | Food is always a very important part of any cruise and cruise ships have had to radically update their menus to suit the tastes of their younger customers. Vegan dishes are standard, for example |
| 39 | wifi / wi-fi | Many people going on longer cruises also spend time working, so companies have to guarantee wifi that can be relied upon at all times |
| 40 | videos | Leading cruise lines now employ top agencies to produce first rate videos for social media channels |

# Test 33

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

**Ferry to Shetland Islands**

- Name of ferry company: 1 _____ Ferries
- Ferries depart seven times per 2 _____ in summer
- Cost for four people with car: a little less than £ 3 _____
- Cancellation policy: receive a 4 _____

  (if cancelled a month in advance)

**Advice**

- Cabins:

  - book one with a 5 _____

  - luxury cabins have a TV

- Bring snacks and 6 _____ for the children
- A 7 _____ is required for the dog kennels
- Try to see 8 _____ in the morning
- If time, visit 9 _____ Castle
- The 10 _____ restaurant in a nearby village is recommended

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

Choose TWO letters, A-E.

**11** **12** Which TWO explanations for the popularity of street food are given?

- **A** ☐ low price
- **B** ☐ locally sourced
- **C** ☐ freshly made
- **D** ☐ convenience
- **E** ☐ unusual food

### Questions 13-14

Choose TWO letters, A-E.

**13** **14** Which TWO places are recommended for new street food businesses?

- **A** ☐ music festivals
- **B** ☐ food markets
- **C** ☐ weddings
- **D** ☐ parties
- **E** ☐ parks

### Questions 15-16

Choose the correct letter, A, B or C.

**15** What does the speaker say about getting equipment for a street food business?

- **A** ○ High quality equipment is a good investment.
- **B** ○ It's best to buy second-hand equipment.
- **C** ○ Renting equipment can be cheap.

**16** What advice is given about creating a product for a street food business?

- **A** ○ Provide information about the ingredients.
- **B** ○ It is important to have an original product.
- **C** ○ The presentation is an important factor.

### Questions 17-20

What problem did the owners of each of the following street food businesses experience?

Choose FOUR answers from the box and write the correct letter, A-F.

A. Some ingredients were too expensive.

B. The meals took a long time to prepare.

C. They had no money for marketing.

D. It was difficult to get a permit to sell food.

E. A competitor was selling similar food in their area.

F. They worked very long hours.

**17** Thai Basil _____

**18** Basque _____

**19** Lou's kitchen _____

**20** Chip Chop _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose TWO letters, A-E.

**21** **22** Which TWO points do the speakers make about the terms 'ethical' and 'sustainable' fashion?

- **A** ☐ Their definitions keep changing.
- **B** ☐ People think they mean the same thing.
- **C** ☐ The term 'eco-friendly' is preferable.
- **D** ☐ They are often used imprecisely.
- **E** ☐ Companies should avoid using them on clothing labels.

### Questions 23-24

Choose TWO letters, A-E.

**23** **24** Which TWO claims about wool production do the speakers disagree with?

- **A** ☐ Sheep are generally well-treated.
- **B** ☐ Wool is easy to recycle.
- **C** ☐ Wool is a long-lasting fabric.
- **D** ☐ Wool production involves few chemicals.
- **E** ☐ Sheep do less environmental damage than other livestock.

### Questions 25-30

What comment do the speakers make about each of the following semi-synthetic fabrics?

Choose SIX answers from the box and write the correct letter, A-H.

A. The production process is fuel efficient.

B. It is the least sustainable of alternative fabrics.

C. Production costs are high.

D. It provides additional health benefits.

E. It is not durable in the long-term.

F. It needs to be produced in a certain way to be sustainable.

G. Chemicals required for production can be reused.

H. This is from a wholly sustainable source.

**25** Lyocell _____

**26** Cupro _____

**27** Bamboo _____

**28** EcoVero _____

**29** Cork _____

**30** Hemp _____

## PART 4 — QUESTIONS

Part 4 audio

# Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

**Invasive species**

**Definition:** an animal or plant that causes harm to an environment after being introduced by humans

**An invasive species can be a problem when it:**

- eats native species.
- introduces a new **31** _____.
- takes food from native species.
- threatens an entire **32** _____.

**How invasive species spread**

- accidentally e.g. via people returning from their **33** _____ or on cargo ships
- intentionally e.g. for pest control, or as **34** _____.

**Examples of invasive species**

- *Rhinella marina* (toads)
  - were introduced to Australia from Hawaii in 1935 to eat a type of insect that was damaging the **35** _____ plantations.
  - failed to solve the problem and became widespread in the north of Australia.
  - are poisonous for any species that eats them and reduce the food available for native frogs.
- Japanese knotweed plants were popular among 19th-century gardeners in the UK.
- Rhododendron plants prevent **36** _____ from reaching native plants.
- Grey squirrels from N. America reduce sources of food for the UK's native red squirrels and spread a **37** _____ that kills red squirrels.

**Tackling invasive species**

- Monitoring helps us to understand the **38** _____ of invasive species and the impact they have.
- Setting up a national **39** _____ makes it easier to track them.
- Asking the public to **40** _____ and report them helps with monitoring.

# Transcripts

## Part 1

TAMMY: You know when you went to the Shetland Islands last year, Paul? Did you go by ferry or did you fly?

PAUL: We went by ferry, Tammy. I prefer driving to flying – the journey feels like part of the holiday.

TAMMY: Mmm. Which ferry company did you use?

PAUL: There's only one – it's called Northern Ferries. The ferries all leave from Aberdeen.

TAMMY: How frequent are they?

PAUL: The service is pretty limited – there's only one ferry leaving every evening in summer anyway, seven days a week – I'm not sure about the winter months. They may only run on four or five days then.

TAMMY: OK. So it's an overnight trip. I quite like that idea. Leaving at night and waking up as you arrive on the island. Can you remember how much you paid for your tickets?

PAUL: They were really cheap and four people and a car worked out at just under £250.

TAMMY: Really? I was expecting it to be more like £400 during the peak season.

PAUL: So was I. It's great value. It's a good idea to book in advance because I think they get booked up quite quickly – especially during the school holidays.

TAMMY: Yes, I suppose so. I'm just not 100% sure of our plans yet. What if I had to cancel?

PAUL: That could be a problem. I don't think it's their policy to give refunds – just a voucher – which you can use at a later date. But you have to cancel a month in advance to get that.

TAMMY: Right. Well we need to make up our minds quickly then.

PAUL: You'd want to book a cabin too. We booked too late to get a cabin with a window. They're more expensive but much nicer than the inner cabins. You don't have to book a cabin at all but I think it's worth paying for. They also have luxury cabins, which are only for two people and have a TV – but I wouldn't bother with those.

TAMMY: No, I agree.

PAUL: The only other thing I can think of is to make sure you bring snacks for the kids. The selection on board is quite limited and not that healthy either.

TAMMY: Mmm. What about wifi on board? Is that any good?

PAUL: Not really. So it's best to bring some books for them.

TAMMY: OK. We may need to bring the dog if I can't get anyone to look after him.

PAUL: We brought ours and it was fine. The kennels on board are OK – they're quite big – you just need to provide a blanket.

TAMMY: Uhuh. Sounds good.

PAUL: It was all very easy really – and it was quite an adventure for the kids. They loved being on the sea at night and in the morning keeping a lookout for dolphins – we saw loads.

TAMMY: Oh, the kids would love that!

PAUL: One other thing. We arrived in Aberdeen hours before the ferry was due to leave so we decided to go somewhere else rather than hang around at the port for so long.

TAMMY: Where did you go?

PAUL: Drum Castle.

TAMMY: I've never heard of it. Is that spelt like the instrument?

PAUL: Yeah. It's really worth visiting. It's got an impressive tower and beautiful gardens and ancient woodland.

TAMMY: Sounds lovely. Does it have a restaurant?

PAUL: It's only got a coffee shop – no restaurant. We looked up restaurants in the area and found an Italian one in a village nearby. I can check the name of it for you if you're interested.

TAMMY: Oh thanks Paul that would be ....

## Part 2

Good evening everyone. My name's Jon and I run Veg Out, a street food business selling vegan food. Since 2012 I've been travelling all around the country cooking vegan food in my converted van and selling it at all kinds of outdoor events. I'm here to give you some advice based on my experience.

The good news is that there's never been a better time to start your own street food business. Street food continues to grow in popularity. I think there are a couple of reasons for this. The first is that street food is a reaction against fast food. Street food ranges from high quality burgers to vegan curries and everything in between. But while fast food is cheap and easy to find, it's not particularly good for you. It's also the same everywhere. What you get with street food on the other hand is something different. People like the idea of trying something they can't get anywhere else. They also like seeing food prepared in front of them and which hasn't come straight out of a freezer.

You need to think about the best place to sell your street food. People always think music festivals are an obvious place to start but the cost of renting a space can be huge. And there's always a lot of competition. Food markets, on the other hand, are great because customers are always really interested in food and give great feedback. And if you can get a spot in your local park – fantastic. Usually very relaxed but with lots of customers passing by. Once you get established you'll start getting asked to do parties – which can be really challenging but lots of fun. Having street food at weddings has become quite fashionable too – but you need to really know what you're doing as everything needs to be perfect.

Setting up a street food business costs a lot less than opening a restaurant or café but you'll have to buy some basic equipment. I'd try to get things like hobs and fridges second hand if you can. You can replace them with better quality stuff if your business takes off. Renting is another option but you'll end up spending more money rather than saving it.

You've probably got a good idea about the food you're planning to sell. I expect you've done some research to find out if anyone else is selling a similar product. And you'll have thought about any possible allergies to nuts or eggs etc. But there's one thing people don't always think about and that's how you're going to serve it. On a plate? In a bag? Will you provide a fork? Will it all be easily recyclable or reusable? It's got to be easy to eat and look attractive or customers won't come back.

Once you get started, you should be prepared for things to go wrong. Every business faces problems and here are a few examples from street food businesses that I know.

My friends who run Thai Basil started by juggling their street food business with their day jobs in a restaurant. Their work-life balance was non-existent as they were working til midnight in the restaurant all week and then took their food truck to markets on their days off.

The owners of Basque found it was hard to make a profit because the price of fish – essential for some of their dishes – was so high. And it was hard to charge customers a lot more for those dishes. So they had to stop focussing on fish dishes and include more vegetarian food.

The owners of Lou's kitchen were making salads to order from their van and some of their dishes were quite complicated. At one of their first events they ended up with people standing in a long queue for more than 15 minutes – and many of them lost patience. So make sure whatever you offer can be served quickly and efficiently.

The owners of Chip Chop had found a perfect venue near a beach where there weren't any other street food trucks. But what they hadn't realised was that they'd need a special licence – which individual businesses don't need at markets or festivals. It was a complicated process and in the end they gave up.

So I hope that's given you a flavour of ....

## Part 3

MADDY: Shall we go through our research for our sustainable fashion project?

RYAN: Good idea. I think I've done enough reading now.

MADDY: Me too. I've learnt such a lot about what sustainability actually means.

RYAN: Mmm, same for me with ethical fashion. I didn't really appreciate the difference between that and sustainable fashion before doing this research.

MADDY: I know – most people use these terms interchangeably – but in fact the difference is quite distinct when you think about it. Sustainable relates to the environment and ethical relates more to the way workers or animals are treated.

RYAN: I totally understand why people get confused, though. There are so many other terms used – like 'eco-friendly', which is actually quite meaningless.

MADDY: And the way companies use these terms when describing their products doesn't help. They're often deliberately vague, I think, and don't provide enough information about how their products are made.

RYAN: Yes.

MADDY: It was interesting to read about the debates surrounding wool production and how ethical and sustainable that is. It's generally considered to be sustainable because it's a natural product.

RYAN: And it also lasts a long time and can be recycled. All very positive. But I wasn't convinced by the argument that wool production is sustainable because it doesn't use many chemicals – what about all the fungicides and insecticides used in sheep farming?

MADDY: Good point. And I couldn't find any evidence for the claim about sheep farming being better for the environment than cattle farming.

RYAN: No – they're both really bad. I read different reports about how unethical it is to even shear sheep. Some people say it's cruel but as long as the sheep are kept in good condition I can't see anything wrong with it.

MADDY: Me neither.

RYAN: Shall we talk about some of the semi-synthetic new fabrics now?

MADDY: OK, let's do that.

RYAN: Let's start with Lyocell, I've been reading about that.

MADDY: Yeah, that's the one produced from the pulp of eucalyptus trees, isn't it?

RYAN: Yes, and what happens with that is really impressive. Over 99% of dissolving agents used in the manufacturing process are used again.

MADDY: Yeah. Now, there are a few semi-synthetic fabrics that I'd never heard of. Like Cupro, for example.

RYAN: Made from byproducts of the cotton industry to create a kind of vegan silk. But I'm not sure how sustainable this really is as there are so many reports of pollution caused by the manufacturing process.

MADDY: Mmm. It doesn't compare favourably with all the other sustainable fabrics we've looked at, no.

RYAN: Bamboo is one fabric we're all familiar with. But I didn't know that it was only organic bamboo that's truly sustainable.

MADDY: Me neither. Apparently, the manufacturing process for a significant proportion of bamboo is chemically quite intensive – which obviously can be quite damaging.

RYAN: EcoVero is an example of a semi-synthetic fabric which is becoming really popular.

MADDY: Probably because manufacturing causes 50 percent fewer emissions and takes up half as much energy as conventional fabrics. That saves production costs as well as being better for the environment.

RYAN: That's true. I think demand for cork will continue to grow. It works really well in vegan shoes and bags.

MADDY: Mmm and it's the only fabric that's fundamentally sustainable – the cork trees it comes from are renewable and the product itself is both recyclable and biodegradable – which is unique.

RYAN: And the harvesting process is actually good for the trees. There are no downsides to using this source at all.

MADDY: Hemp is another really good sustainable fabric from a natural source.

RYAN: Yes. Did you know that clothes made from hemp protect the wearer from the sun and it's also antibacterial?

MADDY: No, I didn't. But I did read that it's quite hard to grow, so perhaps that's why it's not as common as you'd think.

RYAN: I'm sure that'll change.

## Part 4

Today I'm going to talk about invasive species. Let me start by saying what an invasive species is and what it's not. Invasive species are any animal or plant that is introduced into an environment by humans, and which is then harmful to that environment. It's important to be clear that not all introduced species are invasive. Many introduced – or non-native – species thrive in new areas without posing any threat.

In some cases, invasive species have changed the natural world beyond recognition, so let's look at the different ways they can be problematic. First of all, invasive species may eat native species, or sometimes they may bring a disease with them, which native species have never faced before and therefore have no defences against. Often the invasive species breed very quickly – which further adds to the problem of native species losing their sources of food. Species invasions are one of the biggest causes of damage in an ecosystem, actually putting its survival at risk.

So, how do invasive species spread? Without a doubt, the biggest cause is human activity. This could be intentional, or it could be accidental, such as when people who've been on holiday in another country come back with, say, the seeds of plants on their clothes or shoes. Plants and animals, especially insects, arrive in or on the cargo of ships, and then escape into their new 'home'. But sometimes humans deliberately move animals and plants around the world, for example to use them to control pests on farms, or to be pets. This can go very wrong if those animals and plants move into wild settings and start breeding or begin growing in ways that weren't predicted.

Let's now look at an example of an invasive species here in Australia: Rhinella marina is a species of toad that was deliberately introduced from Hawaii in 1935 as a form of biological control. It was hoped that the toads would eat the grey-backed beetles responsible for destroying crops of sugar on many of the plantations. At first, just a handful of toads were released by scientists into Queensland, but this number soon grew as other states followed suit. Within two years, 62,000 young toads had been released into the wild. The toads did nothing to protect the plantations, but they did reproduce rapidly and could soon be found all over the northern half of the country. The toads are poisonous at every stage of their life cycle, and anything that eats them will die.

My second example regarding invasive species is the United Kingdom. Actually, there are more than three-thousand invasive species there, including some that are extremely common. Some invasive plants, such as Japanese knotweed, have had a devastating impact on parts of the UK. Gardeners in the nineteenth century considered it a beautiful ornamental plant – which it is, when it's kept under control – but it soon spread into the countryside and remains a problem even to this day as it's so hard to eradicate. Another invasive plant is rhododendrons, which can be found in UK parks and woodlands. Their introduction dates back to 1763, but they're now seen as harmful because they block out so much light that native wild flowers can't grow beneath them.

And then there are grey squirrels, which are one invasive species almost everyone in the UK will have come across. They were brought to the UK from North America and introduced to private estates around the 1870s but are now found everywhere, from forests to city squares. Grey squirrels have outcompeted the smaller, native red squirrels. They both eat the same food, and the grey squirrels carry a type of virus that is deadly to the red squirrels. Red squirrel populations have collapsed, and there are only a handful of sites left in the UK where they're found.

An important question for ecologists worldwide is, what can we do to tackle the problem of invasive species? The first step in controlling invasive species is learning about the behaviour of new species coming into the country. Monitoring is an important part of this, so that we can know if the new species begins

to have a negative impact in its new environment. One effective way to keep track of invasive species is to create a database for the whole country. That way, all relevant authorities and agencies can share important information and take whatever action's needed. But the public also have a vital role to play in this process. They should be encouraged to photograph harmful species – because this helps with identification – and then to report when and where these were observed. But it's important to tell people not to destroy or even touch what they've found.

Now, I'm going to move on to ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Northern** | There's only one – it's called Northern Ferries |
| 2 | **week** | The service is pretty limited – there's only one ferry leaving every evening in summer anyway, seven days a week – I'm not sure about the winter months |
| 3 | **250** | They were really cheap and four people and a car worked out at just under £250 |
| 4 | **voucher** | That could be a problem. I don't think it's their policy to give refunds – just a voucher – which you can use at a later date. But you have to cancel a month in advance to get that |
| 5 | **window** | We booked too late to get a cabin with a window |
| 6 | **books** | PAUL: Not really. So it's best to bring some books for them |
| 7 | **blanket** | The kennels on board are OK – they're quite big – you just need to provide a blanket |
| 8 | **dolphins** | They loved being on the sea at night and in the morning keeping a lookout for dolphins – we saw loads |
| 9 | **Drum** | PAUL: Drum Castle |
| 10 | **Italian** | We looked up restaurants in the area and found an Italian one in a village nearby |
| 11 | **C / E** | People like the idea of trying something they can't get anywhere else. They also like seeing food prepared in front of them and which hasn't come straight out of a freezer |
| 12 | **C / E** | People like the idea of trying something they can't get anywhere else. They also like seeing food prepared in front of them and which hasn't come straight out of a freezer |
| 13 | **B / E** | Food markets, on the other hand, are great because customers are always really interested in food and give great feedback. And if you can get a spot in your local park – fantastic. Usually very relaxed but with lots of customers passing by |
| 14 | **B / E** | Food markets, on the other hand, are great because customers are always really interested in food and give great feedback. And if you can get a spot in your local park – fantastic. Usually very relaxed but with lots of customers passing by |
| 15 | **B** | I'd try to get things like hobs and fridges second hand if you can |
| 16 | **C** | But there's one thing people don't always think about and that's how you're going to serve it. On a plate? In a bag? Will you provide a fork? Will it all be easily recyclable or reusable? It's got to be easy to eat and look attractive or customers won't come back |
| 17 | **F** | My friends who run Thai Basil started by juggling their street food business with their day jobs in a restaurant. Their work-life balance was non-existent as they were working til midnight in the restaurant all week and then took their food truck to markets on their days off |
| 18 | **A** | The owners of Basque found it was hard to make a profit because the price of fish – essential for some of their dishes – was so high |
| 19 | **B** | The owners of Lou's kitchen were making salads to order from their van and some of their dishes were quite complicated. At one of their first events they ended up with people standing in a long queue for more than 15 minutes – and many of them lost patience. So make sure whatever you offer can be served quickly and efficiently |
| 20 | **D** | The owners of Chip Chop had found a perfect venue near a beach where there weren't any other street food trucks. But what they hadn't realised was that they'd need a special licence – which individual businesses don't need at markets or festivals. It was a complicated process and in the end they gave up |
| 21 | **B / D** | most people use these terms interchangeably They're often deliberately vague, I think, and don't provide enough information about how their products are made |
| 22 | **B / D** | most people use these terms interchangeably They're often deliberately vague, I think, and don't provide enough information about how their products are made |
| 23 | **D / E** | RYAN: And it also lasts a long time and can be recycled. All very positive. But I wasn't convinced by the argument that wool production is sustainable because it doesn't use many chemicals – what about all the fungicides and insecticides used in sheep farming? MADDY: Good point. And I couldn't find any evidence for the claim about sheep farming being better for the environment than cattle farming. RYAN: No – they're both really bad |
| 24 | **D / E** | RYAN: And it also lasts a long time and can be recycled. All very positive. But I wasn't convinced by the argument that wool production is sustainable because it doesn't use many chemicals – what about all the fungicides and insecticides used in sheep farming? MADDY: Good point. And I couldn't find any evidence for the claim about sheep farming being better for the environment than cattle farming. RYAN: No – they're both really bad |
| 25 | **G** | Over 99% of dissolving agents used in the manufacturing process are used again |

| # | Answer | Explanation |
|---|---|---|
| **26** | **B** | RYAN: Made from byproducts of the cotton industry to create a kind of vegan silk. But I'm not sure how sustainable this really is as there are so many reports of pollution caused by the manufacturing process.MADDY: Mmm. It doesn't compare favourably with all the other sustainable fabrics we've looked at, no |
| **27** | **F** | RYAN: Bamboo is one fabric we're all familiar with. But I didn't know that it was only organic bamboo that's truly sustainable |
| **28** | **A** | Probably because manufacturing causes 50 percent fewer emissions and takes up half as much energy as conventional fabrics |
| **29** | **H** | MADDY: Mmm and it's the only fabric that's fundamentally sustainable – the cork trees it comes from are renewable and the product itself is both recyclable and biodegradable – which is unique.RYAN: And the harvesting process is actually good for the trees. There are no downsides to using this source at all |
| **30** | **D** | RYAN: Yes. Did you know that clothes made from hemp protect the wearer from the sun and it's also antibacterial |
| **31** | **disease** | First of all, invasive species may eat native species, or sometimes they may bring a disease with them, which native species have never faced before and therefore have no defences against |
| **32** | **ecosystem** | Species invasions are one of the biggest causes of damage in an ecosystem, actually putting its survival at risk |
| **33** | **holiday(s)** | This could be intentional, or it could be accidental, such as when people who've been on holiday in another country come back with, say, the seeds of plants on their clothes or shoes |
| **34** | **pets** | But sometimes humans deliberately move animals and plants around the world, for example to use them to control pests on farms, or to be pets |
| **35** | **sugar** | It was hoped that the toads would eat the grey-backed beetles responsible for destroying crops of sugar on many of the plantations |
| **36** | **light** | Another invasive plant is rhododendrons, which can be found in UK parks and woodlands. Their introduction dates back to 1763, but they're now seen as harmful because they block out so much light that native wild flowers can't grow beneath them |
| **37** | **virus** | Grey squirrels have outcompeted the smaller, native red squirrels. They both eat the same food, and the grey squirrels carry a type of virus that is deadly to the red squirrels |
| **38** | **behaviour / behavior** | The first step in controlling invasive species is learning about the behaviour of new species coming into the country. Monitoring is an important part of this, so that we can know if the new species begins to have a negative impact in its new environment |
| **39** | **database** | One effective way to keep track of invasive species is to create a database for the whole country |
| **40** | **photograph** | They should be encouraged to photograph harmful species – because this helps with identification – and then to report when and where these were observed |

# Test 34

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write ONE WORD ONLY for each answer.

**Survey about shopping in Broadbeach**

| | |
|---|---|
| Name: | Martyn **1** _____ |
| Today's journey to Broadbeach town centre: | used his **2** _____ |
| Purpose of today's trip: | has visited the **3** _____<br>looking for a new **4** _____<br>collecting **5** _____ (after repair) |
| Preferred day for shopping: | **6** _____ |

**Opinions about shopping in the town centre**

Finds the service in shops is excellent

Thinks there are too many places selling **7** _____

Would like more places to buy **8** _____

**Opinions about new out-of-town Shopping Centre**

Likes the **9** _____ best

Believes the **10** _____ is unnecessary

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

Choose TWO letters, A-E.

**11** **12** In which TWO areas of the business exhibition did James Craig promote his company last year?

- **A** ☐ the Digital Marketing Centre
- **B** ☐ the TalkCon Zone
- **C** ☐ the Breakout area
- **D** ☐ the Business Village
- **E** ☐ the Business Connections Zone

### Questions 13-14

Choose TWO letters, A-E.

**13** **14** Which TWO facts are given about discounts on popular brands available to exhibitors?

- **A** ☐ They are available to all members of exhibiting companies.
- **B** ☐ They can be used for both food and clothing.
- **C** ☐ They only apply if people spend at least £400.
- **D** ☐ They can be used by family members.
- **E** ☐ The percentage saved is always the same.

### Questions 15-20

Which topic will each of the following speakers focus on?

Choose SIX answers from the box and write the correct letter, A-G.

A. Supporting job seekers

B. Dealing with personal problems

C. Effects of an unexpectedly rapid expansion

D. A global range of business experiences

E. Coping with financial set-backs

F. Developing a company in response to changing markets

G. Combining business success with contributions to charities

**15** Jim Clowrie _____

**16** David France _____

**17** Oliver Stanton _____

**18** Francesca Heptonstall _____

**19** Salman Khan _____

**20** Annie Craven _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Choose the correct letter, A, B or C.

Presentation on houses of the future

**21** Which aspect of their presentation are Mia and Leo both concerned about?

- **A** ○ meeting the deadline
- **B** ○ finding suitable examples
- **C** ○ including original ideas

**22** The students decide to focus their assignment on housing for

- **A** ○ family groups.
- **B** ○ old people.
- **C** ○ single people.

**23** The students agree that demand for accommodation in urban areas should be met by

- **A** ○ repurposing offices and factories.
- **B** ○ constructing tall buildings.
- **C** ○ developing creative ideas for smaller homes.

### Questions 24-30

What opinion is given about each of the following developments?

Choose SEVEN answers from the box and write the correct letter, A-I.

A. This could cause unnecessary anxiety.

B. This would be especially beneficial for city residents.

C. This would be challenging for young people.

D. This would have environmental benefits.

E. This could encourage creativity.

F. This could lead to social problems.

G. This could enable retired people to share a project.

H. This would help some people but cause problems for others.

I. This would suit both existing and new members of a household.

**24** use of roof space for gardens _____

**25** shared working spaces _____

**26** moveable internal walls _____

**27** smart mirrors in bathrooms _____

**28** bike sheds with charging points _____

**29** restriction of cars to certain areas _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

**Music therapy for surgical patients**

**Background**

- Surgery impacts patients because they may experience discomfort or unwelcome changes to their **31** _____.
- Current post-surgical strategies focus mainly on pain relief.

**Recent research**

- A study reviewed data from about 100 **32** _____ and found that listening to music

  - improved hospital patients' sense of wellbeing.

  - reduced the length of their stay.

- The patients in the study all listened to music with a **33** _____ effect.
- The music was mostly played through music **34** _____.
- Patients reported an absence or low levels of **35** _____.
- Medical records confirmed that patients who were played music in hospital needed less **36** _____ than those who weren't played music.
- The best results were achieved when patients were played music while they were **37** _____.
- The study concluded that playing music was effective because it served as a **38** _____.
- The researchers recommend playing either music or sounds from **39** _____ to all surgical patients.
- A future study will investigate the best **40** _____ for the music.

# Transcripts

## Part 1

WOMAN: Good morning. I'm doing a survey of shoppers in Broadbeach. Would you have a few minutes to spare to answer some questions?

MAN: Oh...erm...yes, I guess that would be ok.

WOMAN: Thank you very much. Everybody seems so busy today.

MAN: Well actually I don't have loads of time, so...

WOMAN: Oh yes, of course. It really won't take long. Could I start by taking your name please?

MAN: Martyn Leigh. Martyn's with a Y.

WOMAN: And is your family name spelt L-double-E?

MAN: It's L-E-I-G-H.

WOMAN: Thank you. We don't actually publish your name or details. It just makes it easier for me to identify people when I look at all the results at the end.

MAN: I see.

WOMAN: And can I ask, how did you get into town today?

MAN: Well, normally I catch the bus, but I'm on my motorbike today because I'm going to work later.

WOMAN: And could you tell me what you're doing this morning, I mean, the reason for your trip into town?

MAN: I've just been to the hairdresser. You see, I have a job interview at the council in a few days.

WOMAN: Oh really! Well, good luck with that.

MAN: Thanks a lot. And now I'm on my way to buy a suit that I can wear to the interview. I don't actually own one at the moment!

WOMAN: OK. Is that everything you're planning to do in town?

MAN: Yeah. Well, I've got to go and pick up my laptop. It broke a couple of days ago so I took it to the shop to get it fixed. They had to order a spare part, but apparently it's ready for collection now. I can't wait to get it back.

WOMAN: I'm sure. I hate it when my technology breaks down. ...One more thing, it's Saturday today - is that when you like to do your shopping?

MAN: Well it's more a question of when I'm free. If I'm free on a Monday, that's when I choose to come into town. The shops are less busy then, which I always prefer.

WOMAN: So, I'd like to ask you a few more questions to get your views about shopping in Broadbeach, if that's ok.

MAN: Sure. What would you like to know specifically?

WOMAN: What would you say you like best about the shops here?

MAN: I'd probably say it's the service you get wherever you go.

WOMAN: OK. And what do you think about the range of shops in Broadbeach?

MAN: Oh you can get almost anything you want here.

WOMAN: And what about recent changes? What do you like and dislike about them? For example, there are a lot of new coffee shops now, are you enjoying them?

MAN: No, there are too many of them. It's a shame as those places could be occupied by other kinds of shops.

WOMAN: What would you like to see instead?

MAN: Well, I think we have enough clothing shops. But there's only one place that sells books at the moment. It'd be nice to have a choice, you know.

WOMAN: Right. And have you been to the new shopping centre outside Broadbeach yet, Martyn?

MAN: Yes, once or twice. It's not that far from where I live.

WOMAN: It's a very modern-looking building, isn't it?

MAN: Yes, and it's lovely. The glass roof is certainly impressive. But my favourite thing is the plants they've put around the building. They're amazing, and so big already.

WOMAN: And what about the entertainment facilities? Have you used any of them yet? Like the new cinema?

MAN: Nah, not yet. I can't see any advantage in having it there because the one in town is actually bigger.

WOMAN: OK, well thank you so much for...

## Part 2

Hello and welcome to this podcast telling you about our annual business exhibition. This year, as always, it will be full of the very best speakers, features and innovations.

Let me start by reading some feedback from James Craig, who's exhibited with us for the past two years. James says, 'I'm director of a company called TalkCon, which is an office phone system. The first year we exhibited, we had a stand in the Business Village, where we made a lot of useful contacts. We also used the Breakout area where people could sit down and relax, and try out our products, and due to popular request we used that again last year. Last year we also sponsored the innovative Business Connections Zone where people could leave their contact details on a board to contact other companies, and that also effectively raised our corporate profile. We're hoping that in the coming exhibition we'll also have a presence in the Digital Marketing centre, which is clearly a key area for our company. And also maybe have our own Talkcon Zone, at some stage.'

The exhibition's open from 8am to 11 pm and there's a range of special events for you to enjoy in the evening.

As well as a unique chance to publicise your company, businesses who exhibit with us can claim discounts on a number of popular brands, including major high street fashion and jewellery outlets, as well as grocery chains. Discounts available range from 3.5% up to an amazing 15%, so you can save a lot of money. In fact, the average saving made by each exhibitor came to over £400! The scheme is available to every member of your organisation so this is a benefit that really does have something for you all.

Now let me tell you about some of our keynote speakers for this year's exhibition.

Jim Clowrie started off selling vegetables from a small plot, then opened a small café. Rather to his surprise this became a bit of a sensation, and in a remarkably short time he had opened an amazing 76 restaurants worldwide. He'll be telling you how it all happened, and how it changed his life.

David France will be giving an inspirational talk about how as a business-minded teenager he managed to set up his own company, and even to be the first person under 18 to get a business bank account. David's company has gone from strength to strength but he isn't just interested in making money - he also makes regular donations to organisations helping those in need both in the UK and elsewhere in the world.

Oliver Stanton was born and educated in the UK, and then went to Malaysia where he set up a rubber-wood furniture business. He then built log houses in the mountains in Japan before moving to Hong Kong to set up a digital marketing business. After that he moved back to the UK with his wife Saiphin, and together they opened a Thai café. He'll be telling you about what he discovered during his travels around the world about business practices in different cultures.

Francesca Heptonstall is a broadcaster and businesswoman who's known for her down-to-earth attitude. After winning a top job in a TV contest, she launched a number of online deal sites. Her main business interest is in technology, but she's also passionate about helping people gain employment and organises an annual jobs fair, so she'll be concentrating on this in her talk.

Salman Khan is the Chief Executive of QBF Enterprises, and has turned around this business from a major publishing business to one of the UK's largest digital marketing service providers. He'll be talking about the need for flexibility to cope with new directions in today's business world.

Finally, Annie Craven is a consultant and coach who works with people to create lasting changes in their business and life. Her session will offer an interactive look at different obstacles in people's own lives, not just in business. She also looks at how you can overcome them, whether you're starting out in business or at the top of your game.

Now let me ...

## Part 3

MIA: You know that joint presentation we've got to do this semester, Leo?

LEO: On houses of the future?

MIA: That's right. I'm a bit concerned - are we meant to come up with creative new suggestions for these houses?

LEO: I don't think so. It's more a matter of reporting and evaluating possible developments. But we mustn't be too general, we've got to support our points by referring to specific cases. So that'll need a lot of work.

MIA: I'm afraid so. When's it got to be done by?

LEO: In about 6 weeks, so that's not too much of a rush.

MIA: Good. We'd better decide now what type of housing we're going to focus on. How about housing for different generations living together?

LEO: We could do. Or accommodation for one person?

MIA: I think someone else is doing that. I was wondering about housing for the elderly? That's likely to become more important.

LEO: Yeah that's true. But I think your suggestion about intergenerational living might be more interesting - let's go with that.

MIA: OK. Now I think the future demand is mainly going to be for accommodation in urban areas. So one way of meeting that demand might be to use existing commercial buildings and adapt them to form accommodation...

LEO: ... or come up with original ways of organising space so that people can live in smaller homes. But I think the solution is to design multi-storey apartment blocks.

MIA: Building up rather than out, yes.

LEO: Let's think of some specific developments for houses of the future.

MIA: OK. How about increased use of roof space on high-rise buildings for gardens.

LEO: Yes. In fact it doesn't have to be high-rise, you can do it on a one-storey building in a suburb, but it would greatly improve how you feel if you live in an urban high-rise.

MIA: Especially if you don't have a balcony.

LEO: Yes. I think homes of the future will all need access to a shared working space, somewhere in the same building or group of houses, where people can go and work instead of just having a laptop on the kitchen table.

MIA: Yes, so they aren't having to travel to an office but can still interact with others. That's often how new ideas get generated - by chatting to someone from a different profession.

LEO: Yeah. I read about a type of design where the internal walls of an apartment are moveable, so the space can be adapted over time as people's needs change. Like when children leave school and start working but still continue to live with their parents for many years? Or when an elderly relative moves in with the family... it would mean they could still have their own space, specially designed for their needs.

MIA: Yes. Have you heard about those smart bathroom mirrors which can monitor people's health? They recognise signs of illness and contact a doctor automatically?

LEO: Hmm, not so sure they're a good idea.

MIA: Nor am I. People might worry about conditions which aren't serious at all.

LEO: What about transport? Wouldn't it be good if there were bike sheds with charging points, so people could store their electric bikes securely and charge them up at the same time.

MIA: Yes. That would encourage more people to cycle, instead of using their car. Much better for the planet.

LEO: I read about one housing development where cars had to be left just outside it, so the centre was all a pedestrianised area. Great for families with children.

MIA: Maybe. But what if you're disabled or elderly, and can't walk far? It wouldn't be so good for people like that.

LEO: No.

MIA: I saw a scheme for communal vegetable plots, where neighbours could decide what to grow together. That'd be a great way for older people to get to know one another, especially if they're no longer going out to work.

LEO: Yes, doing something together's always more enjoyable, isn't it? Do you think...

## Part 4

Today's lecture is about studies that look at how music therapy can be used to help patients who undergo surgery. Now, most people undergo a surgical procedure at some point in their lives. And more than fifty-one million operations are performed annually in the USA. But there's no escaping the fact that most patients feel uncomfortable following surgery. They may have difficulty mobilising, and even sitting up in bed can feel too much. They may also be negatively affected by having their routine disturbed, you know, like if they can't do the things they normally do, or have to devote a lot of time to appointments such as physiotherapy, to aid their recovery.

Currently, the main strategy for improving recovery is medication to control pain, and this can be administered to patients in the short, medium or longer term, depending on the extent of their surgery. But music is still not an everyday part of the post-surgical phase, despite a wealth of relevant studies supporting its potential in recovery.

Earlier this year, a research team set out to assess all the available evidence so that they could highlight the potential for music in surgical recovery. They identified nearly a hundred trials involving a total of seven thousand patients who were played recorded music as part of their post-operative care. The researchers then looked at what impact the music had on the patients. They discovered that patients who had been played music reported feeling happier and more satisfied in the post-operative phase, and the length of their stay was shorter than for patients who had not listened to any music.

The researchers also explored the patients' choice of music, and their findings showed that a wide variety of music styles was evident. However, a common factor was that the chosen music had a calming quality. Some of the patients listened to music with headphones, but it was quiet enough not to prevent them from being able to communicate with nurses and other staff. More often though, the mode of delivery was by what are known as music pillows. These broadcast sound that is only audible to the person lying on them. The research involved testing music before, during or after operations or a combination. Some patients listened to the music just once a day, while others had several episodes a day.

When asked to report their experience of listening to music, surgical patients said that either they had no feelings of anxiety at any point, or those feelings were only slight. Patients who hadn't listened to music, on the other hand, reported higher levels of dissatisfaction. This feedback from all of the patients was then cross-checked against their medical notes. And in every case, those who were given music to listen to didn't need as much medication to ease their pain as those patients who weren't played music. The type of music, patient choice and timing, before, during or after the surgery didn't make much difference. And it even worked when patients were played music under general anaesthetic, although the positive effects were greater when patients were awake.

All the evidence suggests that music has a positive effect on post-operative patients, but it's not entirely clear how or why this is the case. A lot of people listen to music in daily life as a way to relax and forget their problems, but the researchers came to the conclusion that it worked on patients by distraction. I

suppose it was something familiar and gave them something they could control.

The researchers say there is now sufficient research to demonstrate that music should be available to all patients undergoing operations. They say patients should be able to choose what they'd like to listen to, and if they prefer, recordings taken from nature can be just as good as music. Surgical teams may prefer patients to listen to music before the procedure or as soon as they arrive back onto the ward. Clearly, there's more to learn about this area, and the team now plan to focus their next research on the most appropriate volume to play the music at. And I look forward to reading the results of their study.

It will be interesting to see ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Leigh** | MAN: Martyn Leigh. Martyn's with a Y. WOMAN: And is your family name spelt L-double-E? MAN: It's L-E-I-G-H |
| 2 | **motorbike** | Well, normally I catch the bus, but I'm on my motorbike today because I'm going to work later |
| 3 | **hairdresser** | I've just been to the hairdresser. You see, I have a job interview at the council in a few days |
| 4 | **suit** | And now I'm on my way to buy a suit that I can wear to the interview |
| 5 | **laptop** | Well, I've got to go and pick up my laptop. It broke a couple of days ago so I took it to the shop to get it fixed. They had to order a spare part, but apparently it's ready for collection now |
| 6 | **Monday** | Well it's more a question of when I'm free. If I'm free on a Monday, that's when I choose to come into town. The shops are less busy then, which I always prefer |
| 7 | **coffee** | WOMAN: And what about recent changes? What do you like and dislike about them? For example, there are a lot of new coffee shops now, are you enjoying them? MAN: No, there are too many of them. It's a shame as those places could be occupied by other kinds of shops |
| 8 | **books** | Well, I think we have enough clothing shops. But there's only one place that sells books at the moment. It'd be nice to have a choice, you know |
| 9 | **plants** | But my favourite thing is the plants they've put around the building |
| 10 | **cinema** | Like the new cinema? MAN: Nah, not yet. I can't see any advantage in having it there because the one in town is actually bigger |
| 11 | **C / E** | We also used the Breakout area where people could sit down and relax, and try out our products, and due to popular request we used that again last year. Last year we also sponsored the innovative Business Connections Zone where people could leave their contact details on a board to contact other companies, and that also effectively raised our corporate profile |
| 12 | **C / E** | We also used the Breakout area where people could sit down and relax, and try out our products, and due to popular request we used that again last year. Last year we also sponsored the innovative Business Connections Zone where people could leave their contact details on a board to contact other companies, and that also effectively raised our corporate profile |
| 13 | **A / B** | As well as a unique chance to publicise your company, businesses who exhibit with us can claim discounts on a number of popular brands, including major high street fashion and jewellery outlets, as well as grocery chains. Discounts available range from 3.5% up to an amazing 15%, so you can save a lot of money. In fact, the average saving made by each exhibitor came to over £400! The scheme is available to every member of your organisation so this is a benefit that really does have something for you all |
| 14 | **A / B** | As well as a unique chance to publicise your company, businesses who exhibit with us can claim discounts on a number of popular brands, including major high street fashion and jewellery outlets, as well as grocery chains. Discounts available range from 3.5% up to an amazing 15%, so you can save a lot of money. In fact, the average saving made by each exhibitor came to over £400! The scheme is available to every member of your organisation so this is a benefit that really does have something for you all |
| 15 | **C** | Jim Clowrie started off selling vegetables from a small plot, then opened a small café. Rather to his surprise this became a bit of a sensation, and in a remarkably short time he had opened an amazing 76 restaurants worldwide |
| 16 | **G** | David France will be giving an inspirational talk about how as a business-minded teenager he managed to set up his own company, and even to be the first person under 18 to get a business bank account. David's company has gone from strength to strength but he isn't just interested in making money – he also makes regular donations to organisations helping those in need both in the UK and elsewhere in the world |
| 17 | **D** | Oliver Stanton was born and educated in the UK, and then went to Malaysia where he set up a rubber-wood furniture business. He then built log houses in the mountains in Japan before moving to Hong Kong to set up a digital marketing business. After that he moved back to the UK with his wife Saiphin, and together they opened a Thai café. He'll be telling you about what he discovered during his travels around the world about business practices in different cultures |
| 18 | **A** | Her main business interest is in technology, but she's also passionate about helping people gain employment and organises an annual jobs fair, so she'll be concentrating on this in her talk |
| 19 | **F** | Salman Khan is the Chief Executive of QBF Enterprises, and has turned around this business from a major publishing business to one of the UK's largest digital marketing service providers. He'll be talking about the need for flexibility to cope with new directions in today's business world |
| 20 | **B** | Her session will offer an interactive look at different obstacles in people's own lives, not just in business. She also looks at how you can overcome them, whether you're starting out in business or at the top of your game |

| # | Answer | Explanation |
|---|---|---|
| **21** | **B** | But we mustn't be too general, we've got to support our points by referring to specific cases. So that'll need a lot of work. MIA: I'm afraid so |
| **22** | **A** | MIA: Good. We'd better decide now what type of housing we're going to focus on. How about housing for different generations living together? LEO: We could do. Or accommodation for one person? MIA: I think someone else is doing that. I was wondering about housing for the elderly? That's likely to become more important. LEO: Yeah that's true. But I think your suggestion about intergenerational living might be more interesting – let's go with that |
| **23** | **B** | But I think the solution is to design multi-storey apartment blocks. MIA: Building up rather than out, yes |
| **24** | **B** | In fact it doesn't have to be high-rise, you can do it on a one-storey building in a suburb, but it would greatly improve how you feel if you live in an urban high-rise |
| **25** | **E** | Yes, so they aren't having to travel to an office but can still interact with others. That's often how new ideas get generated – by chatting to someone from a different profession |
| **26** | **I** | I read about a type of design where the internal walls of an apartment are moveable, so the space can be adapted over time as people's needs change. Like when children leave school and start working but still continue to live with their parents for many years? Or when an elderly relative moves in with the family it would mean they could still have their own space, specially designed for their needs |
| **27** | **A** | Nor am I. People might worry about conditions which aren't serious at all |
| **28** | **D** | Yes. That would encourage more people to cycle, instead of using their car. Much better for the planet |
| **29** | **H** | LEO: I read about one housing development where cars had to be left just outside it, so the centre was all a pedestrianised area. Great for families with children. MIA: Maybe. But what if you're disabled or elderly, and can't walk far? It wouldn't be so good for people like that |
| **30** | **G** | I saw a scheme for communal vegetable plots, where neighbours could decide what to grow together. That'd be a great way for older people to get to know one another, especially if they're no longer going out to work |
| **31** | **routine** | They may also be negatively affected by having their routine disturbed, you know, like if they can't do the things they normally do, or have to devote a lot of time to appointments such as physiotherapy, to aid their recovery |
| **32** | **trials** | They identified nearly a hundred trials involving a total of seven thousand patients who were played recorded music as part of their post-operative care |
| **33** | **calming** | However, a common factor was that the chosen music had a calming quality |
| **34** | **pillows** | More often though, the mode of delivery was by what are known as music pillows |
| **35** | **anxiety** | When asked to report their experience of listening to music, surgical patients said that either they had no feelings of anxiety at any point, or those feelings were only slight |
| **36** | **medication** | And in every case, those who were given music to listen to didn't need as much medication to ease their pain as those patients who weren't played music |
| **37** | **awake** | And it even worked when patients were played music under general anaesthetic, although the positive effects were greater when patients were awake |
| **38** | **distraction** | A lot of people listen to music in daily life as a way to relax and forget their problems, but the researchers came to the conclusion that it worked on patients by distraction |
| **39** | **nature** | They say patients should be able to choose what they'd like to listen to, and if they prefer, recordings taken from nature can be just as good as music |
| **40** | **volume** | Clearly, there's more to learn about this area, and the team now plan to focus their next research on the most appropriate volume to play the music at |

# Test 35

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-5

Complete the details in the form below.

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

**z-Mobile Services**

**Incident Report Sheet**

| *Example* | *Answer* |
|---|---|
| Postcode | CN2 1EB |
| Mobile phone number | 07890 **1** _____ 570 |
| Name | **2** _____ Green |
| Crime Reference Number | CZ- **3** _____ -5 |
| **4** _____ Mobile Equipment Identity (IMEI) number | Not known |
| Time, date of theft | 1–2pm, 16 **5** _____ |

## Questions 6-10

Choose the correct letter, A, B or C.

**6** The caller's phone was stolen

- **A** when he went to the toilet.
- **B** from the table.
- **C** from his pocket.

**7** The caller will have to pay a charge

- **A** for a new phone.
- **B** if his phone is stolen again.
- **C** in 12 months' time.

**8** The delivery address is

- **A** 34 Solent Gardens.
- **B** 34 Solent House.
- **C** 34 Solent Grove.

**9** The caller's IMEI number

- **A** can be found on the side of the phone battery.
- **B** is made up of 15 digits.
- **C** cannot be found.

**10** The operator

- **A** ○ transfers the caller to a colleague.
- **B** ○ will ring the caller back the next day.
- **C** ○ asks the caller to ring back.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-13

Choose THREE letters, A-G.

**11** **12** **13** Which THREE things did the presenter say he enjoyed about his holiday?

- **A** ☐ the food
- **B** ☐ the weather
- **C** ☐ the nightlife
- **D** ☐ the journey
- **E** ☐ the people he met
- **F** ☐ His children had a good time.

### Questions 14-16

Write NO MORE THAN THREE WORDS for each answer.

Which THREE radio shows does the presenter recommend Sally listen to?

**14** _____

**15** _____

**16** _____

### Questions 17-18

Choose the correct letter, A, B or C.

**17** What does John object to?

- **A** ○ the time of day the programmes are on
- **B** ○ the lack of time guests have to answer questions
- **C** ○ the interviewers' questions

**18** How does John think the problem could be solved?

- **A** ○ have further live radio shows
- **B** ○ put the radio shows on at different times
- **C** ○ extend the show on the internet

### Questions 19-20

Choose TWO letters, A-E.

**19** **20** Which TWO things does Clive want to hear more of on the radio station?

- **A** ☐ younger guests
- **B** ☐ music for older people
- **C** ☐ consumer issues for older people
- **D** ☐ older presenters
- **E** ☐ health problems faced by older people

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-25

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

**PRESENTATION INFORMATION**

| | |
|---|---|
| Day | 21 _____ |
| Subject | 22 _____ |
| Length | 23 _____ |
| Technical equipment needed | 24 _____ |
| Location | 25 _____ |

## Questions 26-30

Which person is responsible for the following tasks?

Write the correct letter, A, B or C, next to questions 26-30.

NB You may use any letter more than once.

A. Simon

B. Kelly

C. Fiona

26 introduce and end the talk _____

27 talk about the historical perspective _____

28 talk about the contemporary situation _____

29 book the technical equipment _____

30 build the presentation _____

## PART 4 — QUESTIONS

Part 4 audio

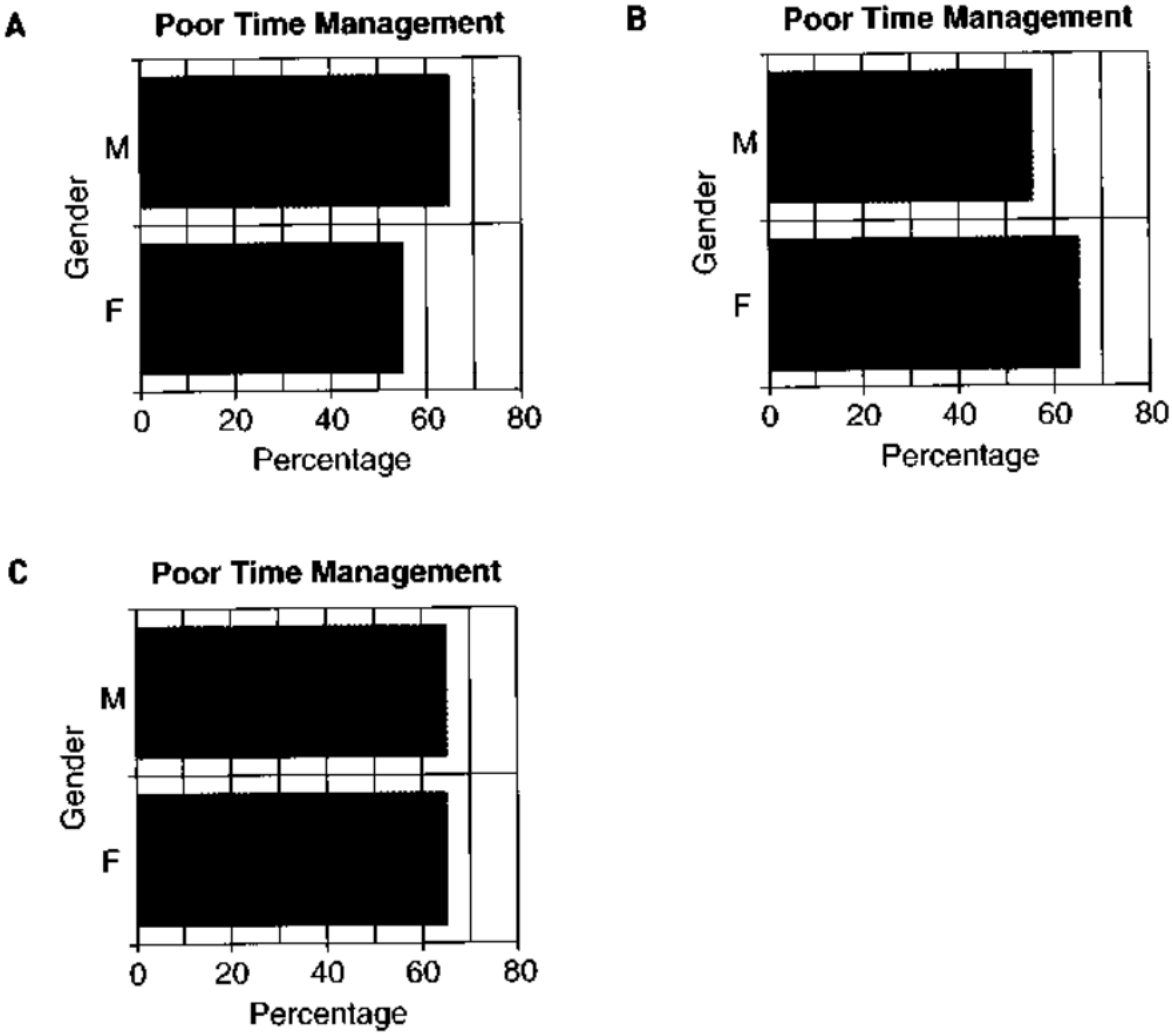
### Questions 31-37

Choose the correct letter, A, B or C.

**31** The speaker thinks

- **A** ◯ a university is a similar experience to school or college.
- **B** ◯ students need more tutor support at university.
- **C** ◯ a lot of students have difficulties at university.

**32** Which chart, A, B or C, shows the degree of poor time management skills amongst male and female students?




- **A** ◯ Chart A
- **B** ◯ Chart B
- **C** ◯ Chart C

**33** The speaker thinks it's important that

- **A** ○ the academic planner is kept safe somewhere.
- **B** ○ the academic planner is put somewhere it can be seen easily.
- **C** ○ students remember to collect their academic planner.

**34** When filling in the academic planner students should

- **A** ○ ignore non-academic occasions.
- **B** ○ try to keep visits home to a minimum.
- **C** ○ add all important academic and non-academic dates.

**35** Initially, the academic planner will

- **A** ○ give the wrong impression about the amount of work there is.
- **B** ○ show some days are busier than others.
- **C** ○ give a clear idea of busy periods.

**36** According to the tutor, students should organise their studies

- **A** ○ so that they have time for coffee breaks.
- **B** ○ so that they don't miss any seminars or lectures.
- **C** ○ as if it were a normal working day.

**37** The tutor makes the point that

- **A** ○ cookery students do well when writing essays.
- **B** ○ cooking and essay writing share certain characteristics.
- **C** ○ cooking is a complicated process.

## Questions 38-40

Choose THREE letters, A-G.

**38** **39** **40** Which THREE things does the tutor recommend?

- **A** ☐ When planning self-study, note the time you should spend studying.
- **B** ☐ Break tasks down into individual stages.
- **C** ☐ Avoid working in the evenings.
- **D** ☐ Put time aside for favourite TV programmes.
- **E** ☐ Do household tasks at regular times.
- **F** ☐ Avoid the library if your friends are there.

## Transcripts

### Part 1

Operator: Good morning, z-Mobile Services. This is Tess speaking. How can I help?

Caller: I want to report a stolen mobile phone.

Operator: Could you confirm your postcode please sir?

Caller: It's CN2 1EB.

Operator: Thanks. And your house number?

Caller: 34.

Operator: Okay. Can you give me the telephone number of the phone that was stolen?

Caller: Yes, it's ... wait a minute ... it's 07890 ...

Operator: 07890 ...

Caller: 623 ...

Operator: 623 ...

Caller: 570.

Operator: 570. Okay. So, it's 07890 623570.

Caller: Yes, that's right.

Operator: Can you just confirm your name?

Caller: Yes, it's Tomas Green.

Operator: Is that Thomas spelt T-H-O-M-A-S?

Caller: No, there's no 'h'. It's just Tomas. T-O-M-A-S.

Operator: Okay. So you said your phone was stolen?

Caller: That's right. I reported it to the police this morning.

Operator: That's good. I'll need to take down your crime reference number.

Caller: I've got it here. It's CZ ...

Operator: CZ ...

Caller: Dash 17624 ...

Operator: 17624 ...

Caller: Dash 5.

Operator: 5. Thank you. Let me run through that again. CZ dash 17624 dash 5.

Caller: That's it.

Operator: Just a few more details. Can I have your IMEI number?

Caller: Oh, what's that?

Operator: It's the International Mobile Equipment Identity number. It's a—

Caller: Sorry, I don't have it.

Operator: Not to worry – we'll deal with that in a moment. I just need to have the date and time your mobile was stolen.

Caller: That's easy. Between 1 and 2 o'clock yesterday.

Operator: That's 1 to 2pm on 16th August. Thank you. Now, I just need a few details of the incident if you wouldn't mind.

Caller: Sure. I was in the Bangs Coffee Bar in the city centre. I definitely had my phone with me when I sat down. In fact I remember checking to see if I had any text messages. But when I came to leave it wasn't on the table.

Operator: Did you leave the phone unattended at any time, perhaps to go to the toilet?

Caller: No, that's the funny thing. Like I told the police, it was very busy in there because it was lunchtime and all the tables and chairs were pushed really close together. There were a couple of other people at my table. Someone must have leaned across when I wasn't looking and slipped my phone into their pocket.

Operator: Oh dear.

Caller: I know. It's such a pain. I suppose I'll have to pay for a replacement?

Operator: Fortunately you're covered by our 12-month Care Plan so there won't be a charge for replacing it this time. But I have to tell you if it happens again within the next three months you may have to pay a fee.

Caller: Fair enough. How soon can you send me a new one?

Operator: We've got two options. You can get it sent by courier for next-day delivery for a small fee or we can send it in the standard post free of charge. You should allow about five days for it to arrive.

Caller: That's a bit difficult. I'm going back to Australia the day after tomorrow to see my parents for a month. Any chance you could send it to their address?

Operator: No, I'm sorry. We can only send replacements to UK addresses.

Caller: In that case I'd better have next-day delivery then.

Operator: Okay, so just to confirm the delivery address ... Is it 34 Solent Gardens?

Caller: That's it.

Operator: The final thing we need to do is to put a block on your phone.

Caller: You mean to stop the thief from using it? I was wondering about that.

Operator: What I need to do is put your IMEI number into the Central Register, which will essentially prevent anyone else from making calls from your phone. Now the IMEI number is a 15-digit number that you can see underneath the phone's battery. Do you have a record of it?

Caller: No, sorry. Is there any other way to find the number?

Operator: Yes. We usually trace it from a call you've recently made. In a moment I'll put you through to my colleague who deals with that. By the time you've finished with him your mobile will no longer operate.

Caller: Good.

Operator: And with your new phone I'll also send you a Crime Prevention leaflet, which will give you some tips on how to protect your phone from being stolen again.

Caller: Thanks, you've been really helpful.

Operator: Don't mention it. Just putting you through to my colleague now ...

## Part 2

Hi, you're listening to Marc Ambrose and I'll be with you through to midday on Talk Back, the show where you tell us what you think about Radio Western. I'm sure you've all heard we have a new boss here at Radio Western and she's very keen to get your feedback. Well, you've certainly taken her invitation seriously. We'll be dipping into the postbag for your feedback in just a moment and speaking to a surprise guest or two later in the show.

I must start by saying a big 'thank you' to Tony Marsons - judging by your letters, he did a great job of covering the show last week whilst I was away. Thanks Tony, if you're listening. And thanks for all the emails asking about my holiday. I had a long, rather boring flight home late last night but I must say I had a wonderful time. The food was absolutely delicious and the locals we spoke to were really friendly. Shame about the weather, which was an absolute washout, but you can't have everything I suppose. And the kids loved it, so everyone was happy.

Anyway, on to the first of your letters ... Sally from Liverpool is very concerned about the consequences of the cutbacks we've been experiencing here at Radio Western, in particular whether some of our late-night music shows could be facing the axe. 'We're force-fed a great deal of pop music throughout the day,' writes Sally, 'and some of your listeners look forward to the more niche musical genres you cover in the evening. Are these in danger when you rearrange the schedule?' Not at all Sally. In fact look out for one or two exciting new shows over the coming weeks. We've got a brand new classical music show coming soon and the return of the ever-popular Chris Greene with his show on international folk music. And of course there's Carol Whittaker's History of Jazz every Friday night. Hopefully this will put your mind at rest, Sally.

John from Leicester writes in to point out that many of our guests on Talk Back and other shows seem to run out of time before they have the chance to finish the interview. 'It happens again and again,' writes John. 'As the programmes draw to a close guests get rushed and many questions go unanswered. Why don't you offer some kind of after-show online channel where the guest can continue answering listeners' questions?' I think that's a great idea John. And as you go on to say, if it were recorded, people who don't get the chance to hear the live show could catch up later. We'll certainly pass this one up to management, I'm sure a service like this would go down really well on our website.

Now Clive has a question that will be of interest to all us over-50s fans of Radio Western. Clive wants to know why we don't feature more issues related to this age group and cater more to this group's taste in music. As Clive explains, 'As a regular listener I'm concerned about your age profiling. Presenters seem intent on covering topics that appeal very much to the 30-somethings, which is great for them, but what about people of other ages?' Clive would like to see music shows aimed at the older generation and more on problems facing the over-50s in our consumer affairs shows. Well Clive, we'd certainly hate to think you're feeling excluded from our schedule. What about other listeners? Do you think we're getting it about right or is there room for improvement?

## Part 3

Simon: Hi Kelly. How are you?

Kelly: Fine thanks. Do you still have time to talk about our presentation?

Simon: Yeah, for sure. We need to get going on this, don't we?

Kelly: Well, it's next Wednesday, so yes.

Simon: I thought it was Thursday.

Kelly: No that's the other group. We're doing ours the day before. I've just seen Fiona. She's going to be a bit late so shall we just get started?

Simon: Yes, fine. We're definitely doing it on women in education, aren't we? I know we talked about women in politics but are we going for education?

Kelly: Yes, that's right. Now it's not too long is it, the presentation? They said to keep it to about half an hour. Maybe we can sort out who's doing what today.

Simon: Yes, good idea. One thing we do need to sort out is a projector and laptop. We're going to use PowerPoint or something like that for the talk, aren't we?

Kelly: Yes. They said we could book a projector and laptop from technical services if we needed them. Because it's not in the lecture theatre, is it? I know there's already one set up in there but ...

Simon: No, the lecture theatre was booked. We're in the seminar room.

Kelly: Okay. So what's the next step? We need to work out who's doing what, don't we?

Simon: Well, we all know the subject, seeing as our last essay was on this topic.

Kelly: Yes, but we can't just stand up and ramble on; it'll need to be structured. I've got an idea. Fiona's essay was brilliant, wasn't it? Why don't we base the talk on that? We can always add bits here and there if we think it needs padding out anywhere.

Simon: That's a good idea. Shall we ask her to get a copy of it for both of us?

Kelly: Yes, I'm sure she won't mind. We can always let everyone know at the start of the presentation that it's Fiona's work. But we don't want to just read it out. That'll be really boring. It's probably best to make notes from it so that we can improvise a bit on the day.

Simon: Why don't we break the essay down into sections and the three of us can each take on one section. We can all make notes on our own part and add to it where we think it needs it. That way we can try to make it our own.

Kelly: Yes, I like it. So let's ask Fiona to start the talk off and bring it to a close. She can take on the introduction and conclusion. I know she divided the essay into the situation for woman in the past and then compared it to how things are now. So why don't I take the bit on the past and you talk about the situation for women as it is now?

Simon: Okay. If we give ourselves till the weekend to work on it we can get together on Saturday to see how it's looking. Now what about the presentation itself? Someone will need to build that and find images. We don't just want to fill each slide with a load of text, do we?

Kelly: No we don't. Before I forget, I can sort out the laptop and projector. I've got to go down to technical services to get them to have a look at my laptop. They reckon they can get it to run a bit faster. But the presentation ... who's good with computers? Do you fancy having a go?

Simon: I don't mind. But I'll wait until we've met up on Saturday just to make sure we've all got our notes.

Kelly: We'll need images, won't we? Shall we all search for our own to fit our section of the talk?

Simon: Yes, and then if you and Fiona email them to me I'll add them to the presentation.

Kelly: Right, that was easy wasn't it? And look, here comes Fiona. Let's ask her about her essay.

## Part 4

Tanya: Hi everyone. Today Mark has come in to talk to you about time management strategies. If you remember, in the introductory session I told you the difference it can make to your studies so this is an incredibly important session. Thanks Mark.

Mark: Hello. Yes, I'm Mark. I lecture over in the Business School but I have a bit of a reputation for being rather evangelical about time management and I'm often invited in to other courses to talk about it. So here I am!

You've now come to the end of your first week at university and you've probably noticed how different it is from school or college. For some people this step up comes very naturally but, in our experience, many students find this new regime a challenge. People aren't watching over you anywhere near as much and you're expected to be far more responsible for your own learning. Research I've carried out shows that 65% of male students have poor time management skills. It's not quite so high for females but still a majority of 55% would benefit from developing these skills. Students who don't will see their grades and general progress suffer as deadlines are missed or work gets rushed, with a decline in the quality of work as a result.

In a nutshell, you need to be aware of the big picture, to know what's coming down the line at any given time and what needs prioritising. Start by creating that big picture, using our yearly academic planner. And don't hide it away in a drawer somewhere. Give it pride of place somewhere like on the bedroom wall so you'll have daily reminders of what's approaching. During this first week you'll have been given seminar and lecture times, essay deadlines, exams dates and so on. Add these dates to your planner and add any new deadlines such as seminar presentations or tutorial dates as you get them. Those important non-academic occasions shouldn't be ignored either. Trips back home for family celebrations need to be factored in.

Looking at your planner, the first thing that will strike you is how much time you have on your hands. Just a few seminars here and there, a couple of lectures on Tuesday and Thursday. Easy, you think. But this is very misleading indeed. Your planner only looks empty because it doesn't show all that essential self-study you'll need to do. And as there's no-one else structuring this time for you you'll need to manage this yourself. You don't want to waste those hours between lectures or seminars in the café. Use this time to read through your lecture notes, prepare for the next seminar or do some research for that next assignment. Essentially, structure your days on a 9–5 basis as if you were a full-time employee and start to calculate how you're going to fill those gaps efficiently.

Start by considering how you're going to meet all these deadlines. If there are any cooks amongst you you'll know that putting a nice meal on the table requires more than just ... well, cooking. You need to research the ingredients, buy them, chop, slice, mix and so on. Cooking itself is a long way into the process. It's the same with that essay you have to write or that presentation you might have to make. They need careful planning beforehand and that time needs to be built into your preparation. Start prioritising what needs doing and when. Download our monthly and weekly planners to help you map it all out.

And here's an important point: when you're planning what to do, be task-orientated rather than time-orientated and set achievable goals. 'Finding images for a presentation' for example, is measurable. Simply writing 'research 10 a.m.–11 a.m.' isn't. This task-orientated approach will be immensely helpful, forcing you to break your preparation down into individual, achievable steps.

Try to assess when busy periods are likely to occur such as the week leading up to an assignment deadline. Are there any evenings during the week you could put aside for extra work? And, just as importantly, make a note of any times you won't want to be working. You'll need time for you, sessions in the gym, evenings when your favourite programmes are on TV. Don't forget to schedule in time for non-academic activities like going shopping or doing the laundry. It's best to have a fixed time each week for jobs like these so they don't interfere with your academic work.

Finally, decide where you're going to do your self-study. Will you be distracted by the TV, the Internet or friends if you stay in your room? Perhaps the library will be a better place. Anywhere that encourages you to prevaricate should be avoided at all costs.

Starting with the big picture and then working towards individual goals will leave you feeling in control rather than being pulled here and there, firefighting as the next deadline looms ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **623** | it's 07890 Operator: 07890 Caller: 623 Operator: 623 Caller: 570. Operator: 570. Okay. So, it's 07890 623570 |
| 2 | **Tomas** | No, there's no 'h'. It's just Tomas. T-O-M-A-S |
| 3 | **17624** | Caller: I've got it here. It's CZ Operator: CZ Caller: Dash 17624 Operator: 17624 Caller: Dash 5. Operator: 5. Thank you. Let me run through that again. CZ dash 17624 dash 5 |
| 4 | **International** | It's the International Mobile Equipment Identity number. It's a— |
| 5 | **August** | Operator: That's 1 to 2pm on 16th August. Thank you. Now, I just need a few details of the incident if you wouldn't mind |
| 6 | **B** | But when I came to leave it wasn't on the table |
| 7 | **B** | Fortunately you're covered by our 12-month Care Plan so there won't be a charge for replacing it this time. But I have to tell you if it happens again within the next three months you may have to pay a fee |
| 8 | **A** | Operator: Okay, so just to confirm the delivery address Is it 34 Solent Gardens? Caller: That's it |
| 9 | **B** | Now the IMEI number is a 15-digit number that you can see underneath the phone's battery |
| 10 | **A** | Just putting you through to my colleague now |
| 11 | **A / E / F** | The food was absolutely delicious and the locals we spoke to were really friendly. Shame about the weather, which was an absolute washout, but you can't have everything I suppose. And the kids loved it, so everyone was happy |
| 12 | **A / E / F** | The food was absolutely delicious and the locals we spoke to were really friendly. Shame about the weather, which was an absolute washout, but you can't have everything I suppose. And the kids loved it, so everyone was happy |
| 13 | **A / E / F** | The food was absolutely delicious and the locals we spoke to were really friendly. Shame about the weather, which was an absolute washout, but you can't have everything I suppose. And the kids loved it, so everyone was happy |
| 14 | **classical music show** | We've got a brand new classical music show coming soon and the return of the ever-popular Chris Greene with his show on international folk music |
| 15 | **international folk music** | We've got a brand new classical music show coming soon and the return of the ever-popular Chris Greene with his show on international folk music. And of course there's Carol Whittaker's History of Jazz every Friday night |
| 16 | **History of Jazz** | We've got a brand new classical music show coming soon and the return of the ever-popular Chris Greene with his show on international folk music. And of course there's Carol Whittaker's History of Jazz every Friday night |
| 17 | **B** | John from Leicester writes in to point out that many of our guests on Talk Back and other shows seem to run out of time before they have the chance to finish the interview. 'It happens again and again,' writes John. 'As the programmes draw to a close guests get rushed and many questions go unanswered |
| 18 | **C** | Why don't you offer some kind of after-show online channel where the guest can continue answering listeners' questions |
| 19 | **B / C** | Clive would like to see music shows aimed at the older generation and more on problems facing the over-50s in our consumer affairs shows |
| 20 | **B / C** | Clive would like to see music shows aimed at the older generation and more on problems facing the over-50s in our consumer affairs shows |
| 21 | **Wednesday** | Well, it's next Wednesday, so yes |
| 22 | **women in education** | Simon: Yes, fine. We're definitely doing it on women in education, aren't we? I know we talked about women in politics but are we going for education? Kelly: Yes, that's right |
| 23 | **half an hour** | They said to keep it to about half an hour |
| 24 | **projector and laptop / computer** | One thing we do need to sort out is a projector and laptop |
| 25 | **(the) seminar room** | No, the lecture theatre was booked. We're in the seminar room |
| 26 | **C** | So let's ask Fiona to start the talk off and bring it to a close. She can take on the introduction and conclusion |
| 27 | **B** | So why don't I take the bit on the past and you talk about the situation for women as it is now |
| 28 | **A** | So why don't I take the bit on the past and you talk about the situation for women as it is now? Simon: Okay |
| 29 | **B** | Kelly: No we don't. Before I forget, I can sort out the laptop and projector. I've got to go down to technical services to get them to have a look at my laptop. They reckon they can get it to run a bit faster |

| # | Answer | Explanation |
|---|---|---|
| **30** | **A** | But the presentation who's good with computers? Do you fancy having a go? Simon: I don't mind. But I'll wait until we've met up on Saturday just to make sure we've all got our notes |
| **31** | **C** | For some people this step up comes very naturally but, in our experience, many students find this new regime a challenge |
| **32** | **A** | Research I've carried out shows that 65% of male students have poor time management skills. It's not quite so high for females but still a majority of 55% would benefit from developing these skills |
| **33** | **B** | And don't hide it away in a drawer somewhere. Give it pride of place somewhere like on the bedroom wall so you'll have daily reminders of what's approaching |
| **34** | **C** | During this first week you'll have been given seminar and lecture times, essay deadlines, exams dates and so on. Add these dates to your planner and add any new deadlines such as seminar presentations or tutorial dates as you get them. Those important non-academic occasions shouldn't be ignored either. Trips back home for family celebrations need to be factored in |
| **35** | **A** | Looking at your planner, the first thing that will strike you is how much time you have on your hands. Just a few seminars here and there, a couple of lectures on Tuesday and Thursday. Easy, you think. But this is very misleading indeed. Your planner only looks empty because it doesn't show all that essential self-study you'll need to do |
| **36** | **C** | Essentially, structure your days on a 9–5 basis as if you were a full-time employee and start to calculate how you're going to fill those gaps efficiently |
| **37** | **B** | If there are any cooks amongst you you'll know that putting a nice meal on the table requires more than just well, cooking. You need to research the ingredients, buy them, chop, slice, mix and so on. Cooking itself is a long way into the process. It's the same with that essay you have to write or that presentation you might have to make |
| **38** | **B / D / E** | This task-orientated approach will be immensely helpful, forcing you to break your preparation down into individual, achievable steps You'll need time for you, sessions in the gym, evenings when your favourite programmes are on TV. Don't forget to schedule in time for non-academic activities like going shopping or doing the laundry. It's best to have a fixed time each week for jobs like these so they don't interfere with your academic work |
| **39** | **B / D / E** | This task-orientated approach will be immensely helpful, forcing you to break your preparation down into individual, achievable steps You'll need time for you, sessions in the gym, evenings when your favourite programmes are on TV. Don't forget to schedule in time for non-academic activities like going shopping or doing the laundry. It's best to have a fixed time each week for jobs like these so they don't interfere with your academic work |
| **40** | **B / D / E** | This task-orientated approach will be immensely helpful, forcing you to break your preparation down into individual, achievable steps You'll need time for you, sessions in the gym, evenings when your favourite programmes are on TV. Don't forget to schedule in time for non-academic activities like going shopping or doing the laundry. It's best to have a fixed time each week for jobs like these so they don't interfere with your academic work |

# Test 36

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Choose the correct letter, A, B or C.

**1** Some of Lydia's classmates

- **A** ◯ are going into town later.
- **B** ◯ have already been into town.
- **C** ◯ haven't got time to go out.

**2** Seb says he

- **A** ◯ is cooking a meal for his host family.
- **B** ◯ doesn't think he'll want to eat in town.
- **C** ◯ has already eaten.

**3** Lydia's teacher

- **A** ◯ has asked her to do some shopping.
- **B** ◯ advised her not to stay out late.
- **C** ◯ told her the shops stay open longer that evening.

### Questions 4-7

Complete the notes below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**YOUR HOST FAMILY DETAILS**

Your host family are Mr and Mrs Andrews.

| | |
|---|---|
| Address | **4** _____ Mayweather Road, Coldfield |
| Bus service | Number **5** _____ |
| Local landmarks | The house is opposite the **6** _____ |
| Telephone number | 01764 **7** _____ |

### Questions 8-8

Choose the correct letter, A, B or C.

**8** Lydia needs to find

- **A** ◯ a stationer's.
- **B** ◯ a grocer's.
- **C** ◯ a chemist's.

## Questions 9-10

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- Seb is looking for a **9** _____.
- They both have a voucher for the **10** _____ in the city library.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

Choose the correct letter, A, B or C.

**11** The self-access centre

- **A** is always available.
- **B** is generally quiet.
- **C** gets busy during exams.

**12** The Internet PCs

- **A** should be used for no more than half an hour.
- **B** must not be used to access Facebook.
- **C** are generally used to study English.

**13** Usernames and passwords

- **A** are created by the teachers.
- **B** are issued during induction.
- **C** are created by students.

**14** The help desk

- **A** is staffed by technicians.
- **B** offers language support.
- **C** is only open when two members of staff are available.

**15** Photocopying of reference books

- **A** is not allowed.
- **B** is done by teachers.
- **C** has a small cost.

**16** The high-spec PCs

- **A** can be used to browse the internet.
- **B** are available for word processing.
- **C** may need a CD-ROM.

### Questions 17-20

Complete the sentences below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

- Students can purchase a **17** _____ from the help desk.
- The graded readers can be borrowed for a maximum of **18** _____.
- The centre opens at 8.30 and closes at **19** _____, Monday to Friday.

- On occasion the room is **20** _____ by a teacher and might not be available.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Choose the correct letter, A, B or C.

**21** Jacob says that

- **A** ○ he needs to do more research.
- **B** ○ he read widely before writing the draft.
- **C** ○ he isn't confident about his main points.

**22** The tutor thinks Jacob

- **A** ○ has presented both sides of the argument well.
- **B** ○ needs to do more work on the content.
- **C** ○ has organised the essay very well.

**23** The ideas Jacob expresses in the essay

- **A** ○ should be re-ordered.
- **B** ○ are poorly presented.
- **C** ○ don't make sense.

**24** The tutor suggests that Jacob

- **A** ○ look at the use of paragraphs in other pieces of writing.
- **B** ○ read one or two textbooks on writing skills.
- **C** ○ read widely to develop his vocabulary.

### Questions 25-27

Complete the tutor's notes below.

Write NO MORE THAN THREE WORDS for each answer.

Very natural use of **25** _____ . Well done!

Try using higher level **26** _____ in your essays.

The sentences are sometimes too **27** _____ .

### Questions 28-30

Choose THREE letters, A-F.

**28** **29** **30** What does the tutor suggest?

- **A** ☐ Try some worksheets to practise formal writing.
- **B** ☐ Check spelling carefully.
- **C** ☐ Use more advanced vocabulary.
- **D** ☐ Buy a thesaurus.
- **E** ☐ Use some of the synonyms the tutor has suggested.
- **F** ☐ Find alternative words to those that are underlined.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-34

Choose the correct letter, A, B or C.

**31** Work experience is required

- **A** ○ to get a professional job.
- **B** ○ to do a postgraduate degree.
- **C** ○ to join an undergraduate course.

**32** Graduates on placements

- **A** ○ develop skills employers require.
- **B** ○ are transferred to various posts.
- **C** ○ should avoid making too many demands on employers.

**33** Placements can offer the opportunity

- **A** ○ to make an impact on the working environment.
- **B** ○ to get to know important people in the area of work.
- **C** ○ to meet new and interesting people.

**34** Placements can lead to

- **A** ○ future employment with the same organisation.
- **B** ○ a better class of postgraduate degree.
- **C** ○ greater influence with large organisations.

### Questions 35-37

Choose THREE letters, A-E.

**35** **36** **37** Students on placements could

- **A** ☐ help improve the quality of research within the organisation.
- **B** ☐ support people receiving long-term treatment following serious injury.
- **C** ☐ run counselling sessions.
- **D** ☐ have the chance to offer feedback on counselling sessions they attend.
- **E** ☐ contribute to teacher-development programmes.

### Questions 38-40

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

It is the responsibility of the student **38** _____ an interview.

It is **39** _____ to have a CRB check when working with certain clients.

Forms for the CRB check can be obtained from **40** _____.

# Transcripts

## Part 1

Seb: Hi Lydia. How was your French class?

Lydia: I enjoyed it. Françoise, the teacher, she's really nice and friendly. What about you? You're in the exam class, aren't you?

Seb: Yes. It was good. There's a lot of work but I think I'm going to enjoy it. Anyway, we were going to meet up later, weren't we? To see what the city centre's like. Do you still want to go?

Lydia: Definitely, yes. Some of the people in my class went out last night and had a great time. Where would you like to go? What would you like to do?

Seb: I'm not that bothered really. We could walk around for a while, do some window shopping, see some local sights. I wouldn't mind seeing a film later in the evening if you'd like to. My host family are cooking so I don't think I'll be hungry for a meal or anything like that. I don't really want to stay out too late, no clubs or anything. What about you?

Lydia: Let's just see how we feel when we get there, shall we? My teacher told me it's late night shopping so there should be lots to do. Shall I meet you after school?

Seb: Well, I need to go back to my host family first. As I said, they're cooking me a meal and it'll be a chance to meet all their family. Shall I come to your house when I've finished. You're with a host family as well, aren't you?

Lydia: Yes. I haven't memorised the address yet ... Wait a minute ... Where's that card they gave me earlier? ... Here it is. Have you got a pen?

Seb: Hang on .... Right ... yes, what is it?

Lydia: Okay, it's Mr and Mrs Andrews ... You don't need that, do you? Here we are ... the address, it's 60 Mayweather Road. It's in Coldfield, not far from the city centre actually. My house is on the 14 bus route. It's easy to find; it's just across the road from the police station. If you get lost, here's the telephone number ... 01764 38864. Shall we say about 6.00?

Seb: Okay, that'll give me time to get ready.

Lydia: I'd like to find somewhere that sells paper and pens if possible.

Seb: I'm sure you'll find somewhere. I'm hoping there's a bookshop. The teacher has recommended a good grammar practice book for the course.

Lydia: If we've got time I could use this voucher the school gave us for a free coffee in the library café.

Seb: Oh yes, I've got one of them too. Good idea.

## Part 2

Tutor: OK, so here we are on the first floor. The self-access centre is just along here on the left. This room's very popular with students and can get quite busy. When it's quiet you can come here as often as you want but if there's a lot of demand, such as coming up to exam time, we have to limit sessions to make sure everyone gets a chance to use the resources.

If you'd like to follow me in. So, here we are. As you can see, it's a lovely bright room with lots of resources to help you with your English studies. Over there against the wall we have a row of Internet-connected computers. As you can imagine these get taken very quickly with students wanting to check their email, Facebook, that kind of thing. Because of the demand we ask students to try and stick to about 30 minutes maximum.

You'll need to log in with your username and password. You should have created these already during your induction. Please do not share your details with anyone else and please make sure you read our policy on using the Internet.

I mentioned the help desk earlier and that's it over there just past the computers in the corner. There are usually two members of staff available to help you and these will often be teachers so if you have any language questions that's where you can go.

Now, over there you can see the reference section. You'll find dictionaries, exam practice tests, vocabulary and grammar books. I should point out that these books are for reference only and we don't offer a loan service. We are allowed to make photocopies of one or two pages so if there's an exercise you need a copy of ask the staff to help.

Now these computers on the oval table here, they're our high-spec PCs. You'll find programmes to help you with your English but also opportunities to practise other languages such as Spanish, Chinese, German; several languages in fact. Some of them require a CD-ROM ... You can collect them from the help desk. By the way, there's no Internet connection on these computers nor any office software for the time being. If you want to do any word processing you'll need to use one of the laptops we keep for this purpose. Again, see the staff if you need one of these.

Some of you were asking earlier about extra listening practice and these small rooms here are dedicated language labs. If you want to use this resource see a member of staff to buy a set of headphones. And finally here on the left we have two stands with our large collection of readers. These are simplified novels by well-known British authors like Charlotte Brontë, Charles Dickens and Shakespeare. The books are graded and you'll find lots that will be appropriate to your level. Unlike the reference books you can take these readers home and keep them for up to 14 days.

I think that's everything. The centre is open from 8.30 till 5.30 during the week so, as your classes start at 9.00, those of you who get here early can use the resource before your lesson. Although it's open all day long, it's booked by a tutor for their class now and again so you might not be able to gain access if you have any free time during the day. It's best to ask the tutor concerned if it's okay to pop in. Oh, and it's open on Saturday as well, just for a few hours, from 10.00 till 1.00.

## Part 3

Tutor: Hello Jacob. Come in and take a seat. How are you finding the course?

Jacob: Very good. I'm really enjoying myself.

Tutor: Good. Well, I've had a look at the first draft of your assignment and it shows a great deal of promise. How well do you think you answered the question?

Jacob: I think I dealt with the task okay. I spent hours in the library reading up on the subject so I feel confident I answered the question. I'm not sure about my Spanish though.

Tutor: Well, for a first draft I was very happy with the content ... You've included all the important points and you've given a very balanced argument so I'm pleased with that. I think one area you need to work on is organisation.

Jacob: Yes, my other tutor said the same thing about another piece of writing. My ideas weren't organised logically, she said.

Tutor: Well, to be fair, I think the order of your ideas here is fine. It's your paragraphing that's the problem. If you look at this page it's difficult to actually see your organisation. Your ideas are in the right order ... but I can't make the organisation out very well because there aren't any paragraphs.

Jacob: Yes, I see what you mean. Perhaps if I left a line between paragraphs it would make it clearer.

Tutor: Yes, that's an excellent idea. Have a look at paragraphs in books, magazines, newspapers ... that kind of thing. There's no need to read everything ... Just pay attention to how paragraphs are presented.

Jacob: Okay. I'll have a look at some of my friends' work as well. They don't seem to have this problem. What about the style of the writing? Is that okay? I've never really learnt how to write formally so I'm always a bit worried about this when I write an essay.

Tutor: The register is very good Jacob, no problem at all. You've used lots of nice set expressions we'd expect to find in a piece of writing like this and used them very naturally.

Jacob: That's good. What about my Spanish?

Tutor: Your basic grammar is okay; you haven't made many mistakes so that's good. What I would suggest is trying to experiment more with advanced sentence structures. Yours tend to be on the short side. That's okay when short sentences are required but sometimes combining two sentences into one can make the essay flow more naturally.

Jacob: Have you got anything I can use to practise that? Any books or websites I could visit?

Tutor: Yes, no problem. I'll give you one of our worksheets in a minute. You can take it away and work on it before you write your second draft. Finally, another thing you could think about is using more advanced vocabulary. Again, the words you've used are fine but there are more advanced synonyms that would fit more appropriately in an essay like this.

Jacob: Well I've bought a thesaurus.

Tutor: Yes, that's just what you need. As you can see, I've underlined where I think you could make changes but I haven't suggested any synonyms. Use your thesaurus to try and find some alternatives ...

## Part 4

Good morning. I'm here today to talk about the placement that's offered to all Psychology students. As you all know this takes place in the third year of the Psychology BSc. I'm here to explain a little about the placement and how the process works. A lot of preparation's involved in getting these placements right so you need to be thinking about this now.

Students taking up a placement year benefit immensely from the experience. To find decent employment in the field of psychology the chances are you'll need to undertake some form of postgraduate training such as one of our Master's courses. These courses invariably demand experience in the field you intend to study so being able to gain this experience during your undergraduate degree is a great advantage.

There's a lot to be gained from joining the scheme. Of course it will help you identify the areas of psychology you may or may not be interested in. And you'll develop transferable skills such as problem solving, team working, communication skills – skills that employers demand and that graduates often lack. Also remember that the placement will offer you networking opportunities to become acquainted with key players in your field.

Many of our students who've completed a placement year take up a position with the same employer after graduation or after successfully completing postgraduate training. In fact many of our students from previous years now hold influential positions in the police, the health service and the private sector as a direct result of their placements.

The placement you choose will depend very much on your own area of interest. Those of you who have a particular interest in research can opt for a placement in a hospital unit here or abroad, working in areas of forensic and clinical psychology. A post here can be very rewarding and allows you to contribute to qualitative and quantitative research data and learn practical research skills you can use in your coursework.

For those who prefer hands-on experience of working with patients there are a wide range of options available. We have links with several charitable and public-sector organisations that support stroke patients and people recovering from serious physical trauma, for example due to motoring or industrial accidents. You will have the opportunity to help them deal with long-term clinical treatment and pain management.

There are several opportunities to work with addiction and rehabilitation units. The kind of experience you'll gain here can be very wide-ranging, for example offering you the chance to observe group therapy and one-to-one counselling sessions for anxiety and anger management classes. Students are encouraged to give their reaction to sessions during regular team meetings, which can often be of benefit to both the student and the organisation.

For those of you interested in the application of psychology in education, we have a number of students who take placements working with children with special educational needs. Students in the past have worked as teaching assistants and contributed to teacher-training workshops.

There's a lot more information about this on the website including case studies written by some of our previous students. These will give you a much wider and richer picture of our placements.

As I said earlier, you should already be giving this some serious thought. Our placement tutor, Greg Smith, will be able to advise you about the organisations we have contacts with and we've worked with in the past. Once you've discussed the opportunities available we ask you to contact the organisation concerned to investigate potential positions and to arrange an interview. Your personal tutor will be able to help you with updating your CV and interview skills.

During the enrolment process you'll have been notified of the need to obtain a CRB check. In cases where you're working with vulnerable people it's a legal requirement that you've had a Criminal Records Bureau check carried out. Without this we won't be able to approve the placement. If you haven't yet arranged this you must notify the placement officer of this during your first meeting. He'll give you the necessary paperwork to make your application. Once you have the certificate, please supply a photocopy to the placement officer.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **B** | Some of the people in my class went out last night and had a great time |
| 2 | **B** | My host family are cooking so I don't think I'll be hungry for a meal or anything like that |
| 3 | **C** | My teacher told me it's late night shopping so there should be lots to do |
| 4 | **60** | the address, it's 60 Mayweather Road |
| 5 | **14** | My house is on the 14 bus route |
| 6 | **police station** | It's easy to find; it's just across the road from the police station |
| 7 | **38864** | If you get lost, here's the telephone number 01764 38864 |
| 8 | **A** | I'd like to find somewhere that sells paper and pens if possible |
| 9 | **bookshop** | I'm sure you'll find somewhere. I'm hoping there's a bookshop. The teacher has recommended a good grammar practice book for the course |
| 10 | **(library) cafe** | If we've got time I could use this voucher the school gave us for a free coffee in the library café. Seb: Oh yes, I've got one of them too. Good idea |
| 11 | **C** | This room's very popular with students and can get quite busy. When it's quiet you can come here as often as you want but if there's a lot of demand, such as coming up to exam time, we have to limit sessions to make sure everyone gets a chance to use the resources |
| 12 | **A** | Over there against the wall we have a row of Internet-connected computers. As you can imagine these get taken very quickly with students wanting to check their email, Facebook, that kind of thing. Because of the demand we ask students to try and stick to about 30 minutes maximum |
| 13 | **C** | You should have created these already during your induction |
| 14 | **B** | There are usually two members of staff available to help you and these will often be teachers so if you have any language questions that's where you can go |
| 15 | **B** | There are usually two members of staff available to help you and these will often be teachers We are allowed to make photocopies of one or two pages so if there's an exercise you need a copy of ask the staff to help |
| 16 | **C** | Now these computers on the oval table here, they're our high-spec PCs. You'll find programmes to help you with your English but also opportunities to practise other languages such as Spanish, Chinese, German; several languages in fact. Some of them require a CD-ROM You can collect them from the help desk. By the way, there's no Internet connection on these computers nor any office software for the time being. If you want to do any word processing you'll need to use one of the laptops we keep for this purpose |
| 17 | **set of headphones / pair of headphones** | If you want to use this resource see a member of staff to buy a set of headphones |
| 18 | **14 days / 2 weeks** | Unlike the reference books you can take these readers home and keep them for up to 14 days |
| 19 | **5.30/5:30** | The centre is open from 8.30 till 5.30 during the week so, as your classes start at 9.00, those of you who get here early can use the resource before your lesson |
| 20 | **booked / reserved** | Although it's open all day long, it's booked by a tutor for their class now and again so you might not be able to gain access if you have any free time during the day |
| 21 | **B** | I spent hours in the library reading up on the subject so I feel confident I answered the question |
| 22 | **A** | You've included all the important points and you've given a very balanced argument so I'm pleased with that |
| 23 | **B** | Well, to be fair, I think the order of your ideas here is fine. It's your paragraphing that's the problem. If you look at this page it's difficult to actually see your organisation. Your ideas are in the right order but I can't make the organisation out very well because there aren't any paragraphs |
| 24 | **A** | Have a look at paragraphs in books, magazines, newspapers that kind of thing. There's no need to read everything Just pay attention to how paragraphs are presented |
| 25 | **set expressions** | The register is very good Jacob, no problem at all. You've used lots of nice set expressions we'd expect to find in a piece of writing like this and used them very naturally |
| 26 | **sentence structures** | What I would suggest is trying to experiment more with advanced sentence structures |
| 27 | **short** | Yours tend to be on the short side. That's okay when short sentences are required but sometimes combining two sentences into one can make the essay flow more naturally |

| # | Answer | Explanation |
|---|---|---|
| **28** | **A / C / F** | I'll give you one of our worksheets in a minute. You can take it away and work on it before you write your second draft. Finally, another thing you could think about is using more advanced vocabulary. Again, the words you've used are fine but there are more advanced synonyms that would fit more appropriately in an essay like this. Jacob: Well I've bought a thesaurus. Tutor: Yes, that's just what you need. As you can see, I've underlined where I think you could make changes but I haven't suggested any synonyms. Use your thesaurus to try and find some alternatives |
| **29** | **A / C / F** | I'll give you one of our worksheets in a minute. You can take it away and work on it before you write your second draft. Finally, another thing you could think about is using more advanced vocabulary. Again, the words you've used are fine but there are more advanced synonyms that would fit more appropriately in an essay like this. Jacob: Well I've bought a thesaurus. Tutor: Yes, that's just what you need. As you can see, I've underlined where I think you could make changes but I haven't suggested any synonyms. Use your thesaurus to try and find some alternatives |
| **30** | **A / C / F** | I'll give you one of our worksheets in a minute. You can take it away and work on it before you write your second draft. Finally, another thing you could think about is using more advanced vocabulary. Again, the words you've used are fine but there are more advanced synonyms that would fit more appropriately in an essay like this. Jacob: Well I've bought a thesaurus. Tutor: Yes, that's just what you need. As you can see, I've underlined where I think you could make changes but I haven't suggested any synonyms. Use your thesaurus to try and find some alternatives |
| **31** | **B** | These courses invariably demand experience in the field you intend to study so being able to gain this experience during your undergraduate degree is a great advantage |
| **32** | **A** | And you'll develop transferable skills such as problem solving, team working, communication skills – skills that employers demand and that graduates often lack |
| **33** | **B** | Also remember that the placement will offer you networking opportunities to become acquainted with key players in your field |
| **34** | **A** | Many of our students who've completed a placement year take up a position with the same employer after graduation or after successfully completing postgraduate training |
| **35** | **B / D / E** | We have links with several charitable and public-sector organisations that support stroke patients and people recovering from serious physical trauma, for example due to motoring or industrial accidents. You will have the opportunity to help them deal with long-term clinical treatment and pain management The kind of experience you'll gain here can be very wide-ranging, for example offering you the chance to observe group therapy and one-to-one counselling sessions for anxiety and anger management classes. Students are encouraged to give their reaction to sessions during regular team meetings, which can often be of benefit to both the student and the organisation Students in the past have worked as teaching assistants and contributed to teacher-training workshops |
| **36** | **B / D / E** | We have links with several charitable and public-sector organisations that support stroke patients and people recovering from serious physical trauma, for example due to motoring or industrial accidents. You will have the opportunity to help them deal with long-term clinical treatment and pain management The kind of experience you'll gain here can be very wide-ranging, for example offering you the chance to observe group therapy and one-to-one counselling sessions for anxiety and anger management classes. Students are encouraged to give their reaction to sessions during regular team meetings, which can often be of benefit to both the student and the organisation Students in the past have worked as teaching assistants and contributed to teacher-training workshops |
| **37** | **B / D / E** | We have links with several charitable and public-sector organisations that support stroke patients and people recovering from serious physical trauma, for example due to motoring or industrial accidents. You will have the opportunity to help them deal with long-term clinical treatment and pain management The kind of experience you'll gain here can be very wide-ranging, for example offering you the chance to observe group therapy and one-to-one counselling sessions for anxiety and anger management classes. Students are encouraged to give their reaction to sessions during regular team meetings, which can often be of benefit to both the student and the organisation Students in the past have worked as teaching assistants and contributed to teacher-training workshops |
| **38** | **to arrange** | Once you've discussed the opportunities available we ask you to contact the organisation concerned to investigate potential positions and to arrange an interview |
| **39** | **a legal requirement** | In cases where you're working with vulnerable people it's a legal requirement that you've had a Criminal Records Bureau check carried out |
| **40** | **the placement officer / Greg Smith** | If you haven't yet arranged this you must notify the placement officer of this during your first meeting. He'll give you the necessary paperwork to make your application |

# Test 37

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-4

Complete the form below.

Write NO MORE THAN THREE WORDS AND / OR A NUMBER for each answer.

| Example | Answer |
|---|---|
| Model | Ford Fiesta |
| Registration | 3R1 **1** _____ |
| Current mileage | **2** _____ miles |
| Estimated yearly mileage | 6,000 a year |
| Overnight parking | **3** _____ |
| Cover | Third party **4** _____ |
| No claims bonus | 6 years |

### Questions 5-7

Choose THREE letters, A-G.

**5** **6** **7** Which additional cover does Liam want?

- **A** ☐ Legal
- **B** ☐ 14-day cover courtesy car
- **C** ☐ Driver injury
- **D** ☐ Protected no claims bonus
- **E** ☐ Breakdown
- **F** ☐ Lost car key
- **G** ☐ Windscreen

### Questions 8-10

Complete the form below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

| Name | Liam Byrd |
|---|---|
| Address | 35 Bottiville Crescent, Birmingham |
| Postcode | **8** _____ |
| Date of birth | 11/11/1969 |
| Telephone | 0121 677 9887 |
| Payment by | **9** _____ |
| Card number | **** **** **** 1551 |
| Security number | *** |
| How did the customer hear about Hartline? | **10** _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Complete the sentences below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

- Every year more than **11** _____ people try to climb Mont Blanc.
- Approximately **12** _____ reach the top every day in the summer months.
- In July 2007 there were 30 fatalities, chiefly due to **13** _____
- One danger is **14** _____ caused by other climbers.

### Questions 15-17

Choose the correct letter, A, B or C.

**15** How did Katherine do her most recent climb?

- **A** ○ in a group
- **B** ○ with a guide
- **C** ○ on her own

**16** Why did Katherine find her first climb of Mont Blanc difficult?

- **A** ○ because of poor weather conditions
- **B** ○ because of the time she was climbing
- **C** ○ because the route was crowded

**17** What did Katherine do on her second climb that made it easier?

- **A** ○ She spent a few days in Chamonix beforehand.
- **B** ○ She did the climb over two days.
- **C** ○ She climbed smaller peaks for training.

### Questions 18-20

Choose THREE letters, A-F.

**18** **19** **20** What has experience taught Katherine about climbing Mont Blanc?

- **A** ☐ Be in good physical condition.
- **B** ☐ Have the right climbing equipment.
- **C** ☐ Wear several layers of clothing.
- **D** ☐ Protect yourself from the sun.
- **E** ☐ Climb with others.
- **F** ☐ Acclimatise yourself to the altitude first.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Write NO MORE THAN THREE WORDS for each answer.

**21** When do Elaine and Adam decide to meet for revision? _____

**22** What item does Adam think will help them work independently on revision? _____

**23** How does Elaine suggest they spend their revision time between meetings? _____

### Questions 24-28

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- It's best to avoid taking notes **24** _____.
- Relate **25** _____ to key theories and arguments.
- Using diagrams can help keep a lot of information **26** _____.
- Bullet points can enable you to highlight **27** _____.
- Keep a record of your sources, such as the **28** _____.

### Questions 29-30

Choose the correct letter, A, B or C.

**29** In future revision sessions Adam suggests using past papers

- **A** ◯ to try to predict future exam questions.
- **B** ◯ to test each other.
- **C** ◯ to discuss the questions.

**30** Elaine suggests

- **A** ◯ adding essay practice to the timetable.
- **B** ◯ doing essays under exam conditions.
- **C** ◯ asking a tutor to mark their essays.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-33

Choose the correct letter, A, B or C.

**31** According to the text, shared space

- **A** ○ is very popular in the Netherlands.
- **B** ○ reduces the number of cars in an area.
- **C** ○ improves the dynamic between drivers and pedestrians.

**32** Shared space design results in

- **A** ○ fewer road signs.
- **B** ○ stronger boundaries between pedestrians and motorists.
- **C** ○ increased local employment.

**33** Supporters of shared space argue that it

- **A** ○ leads to new businesses opening.
- **B** ○ makes people happier to shop in the area.
- **C** ○ encourages wildlife.

### Questions 34-37

Match the groups A-D with their concerns about shared space 34-37.

A. Motorists

B. Blind people

C. Cyclists

D. Supporters of shared space

**34** Insufficient experience amongst planners _____

**35** A lack of important signage _____

**36** Intimidation by motorists _____

**37** The loss of familiar street furniture _____

### Questions 38-39

Choose TWO letters, A-D.

**38** **39** People will be able to answer the questions

- **A** ☐ on the Internet.
- **B** ☐ at the local library.
- **C** ☐ at the proposed site.
- **D** ☐ at home.

## Questions 40-40

Choose the correct letter, A, B or C.

**40** Questions must be designed so that they

- **A** ○ do not reflect the views of the campaign group.
- **B** ○ do not require an understanding of shared space.
- **C** ○ are easy to answer.

# Transcripts

## Part 1

Debbie: Good afternoon, Hartline Car Insurance. How can I help you?

Liam: Hello. I'd like to speak to someone about car insurance.

Debbie: Certainly sir. Can I take your name please?

Liam: It's Liam. Liam Byrd.

Debbie: Okay Mr Byrd. Is the policy for you?

Liam: Yes, I bought the car last night. It's still with the original owner though ... until I get the insurance sorted out. Will I be able to do this over the phone now?

Debbie: Of course sir. If you have all the information we need to process the application, we should be able to sort it out for you immediately. Could you tell me the make and model Mr Byrd.

Liam: Yes, it's a Ford Fiesta.

Debbie: And can I have the registration number please?

Liam: Yes, it's 3R1 JTW.

Debbie: Okay ... I can see it's a 2002 model, is that right?

Liam: That's right, yes.

Debbie: And what's the current mileage Mr Byrd?

Liam: Very high unfortunately! 90,000 miles.

Debbie: Okay. It's obviously very reliable!

Liam: Hopefully, yes.

Debbie: And how many miles will you be driving per year?

Liam: Erm, probably about 6,000 a year.

Debbie: Okay. And where will the car be kept overnight?

Liam: Well, I don't have a garage or a driveway so it'll be on the road.

Debbie: Okay, nearly there. When would you like the policy to be effective from? Immediately I suppose?

Liam: Yes. I'm hoping to drive the car home this evening so could I be covered from today?

Debbie: Yes, that's fine. Now, do you want fully comprehensive cover or third party fire and theft?

Liam: Just third party fire and theft. It's only an old car.

Debbie: And how much no claims bonus have you got, sir?

Liam: 6 years.

Debbie: Okay. Have you decided to take up any of our additional cover options? We have legal cover, for a small fee each month. And we can offer a very competitive rate for driver injury insurance or—

Liam: No, no thanks ... Sorry but I've already looked through what's available on your website and how much it all costs. I've got breakdown cover with another company and the car comes with a spare set of keys so I should be okay there. I'd like to take out the 14-day courtesy car though, and keep my no claims bonus ... so I'll protect that and I'd like to have the windscreen cover as well.

Debbie: Okay Mr Byrd. So that's third party fire and theft, with additional cover for a courtesy car, protected no claims bonus and windscreen cover. That comes to £425. We'll need to see proof of your no claims bonus. Can you send this to us?

Liam: Yes, no problem at all.

Debbie: Okay, I just need your payment details and I can process this for you. So can I have your full name please?

Liam: It's Liam Byrd. That's B-Y-R-D.

Debbie: And your address?

Liam: 35 Bottiville Crescent, Birmingham, B56 1ED.

Debbie: And your date of birth?

Liam: The 11th of November 1969.

Debbie: And your telephone number Mr Byrd?

Liam: 0121 677 9887.

Debbie: How will you be paying Mr Byrd? By credit card?

Liam: By debit card if that's OK.

Debbie: Yes, that's fine. What kind of card is it?

Liam: It's a Visa card.

Debbie: Okay. Can you give me the full number that runs across the centre of the card?

Liam: Yes, it's 2337 4006 2005 1551.

Debbie: And the three-digit security number on the reverse of the card?

Liam: Okay ... hang on ... Yes, it's 426.

Debbie: Thank you. Finally, can I just ask how you got to hear about our company?

Liam: Yes, sure. I found you on the Internet.

Debbie: Thanks. Okay, your payment has been processed successfully. You're now covered Mr Byrd. Would you like us to send your documents to you or are you happy to download them from the website?

Liam: Would you mind posting them to me please? I'd like a paper copy and my printer's not working.

Debbie: No problem Mr Byrd.

## Part 2

Presenter: Welcome back to B.U.R.S., your independent student union radio station. We're looking at some of the incredible feats one or two of you have been up to during your summer break. I'm with Katherine who's going to tell us about her successful climb of one of the most iconic mountains in the world - Mont Blanc. Katherine, tell us a little about your achievement.

Katherine: Well, actually it was the second time I've reached the summit - the first was in 2007, the year before I came to university. People are often surprised to hear how popular the mountain is with climbers - I've read somewhere over 30,000 people attempt the climb each year and around 200 people a day summit during the summer season so it's very crowded up there. Unfortunately it's also potentially very dangerous. In July 2007, the month before I did my first climb, the death toll reached 30, mainly due to bad weather conditions. The sheer number of people can cause falling rocks, which only adds to the danger.

Presenter: So why did you do the same climb twice? And was it easier the second time around?

Katherine: In many ways they were totally different experiences. The first time I went as part of an organised group. There were about 20 of us and we took four days to summit. It was much more of a sociable experience compared to the second climb. This year I decided to go solo with just one overnight stop. I felt more confident having already summited once and I wanted to face the challenge of being in control. Actually, you're never really alone - there are other climbers and groups around all the time but I suppose being alone made me feel more intrepid. The first climb was quite difficult as the weather was very changeable and we found ourselves climbing in very cold, windy conditions. We were in a group so we offered each other encouragement but it was still very difficult. The weather this time was wonderful. Plus I also spent a few days beforehand in Chamonix and acclimatised myself more to the altitude - this certainly made it easier. You can achieve the same thing by climbing some of the smaller peaks in the area first but I wanted a more leisurely start. It was fantastic, I thoroughly enjoyed it.

Presenter: Did your experiences on the first climb help you the second time around? I'm wondering if you have any useful advice for others planning on doing something similar.

Katherine: Well, because the climb's becoming so popular I think people don't always give it the respect it deserves. And I'm not talking here about the physical condition you need to be in to take on a challenge like this or having the right equipment. That goes without saying. I think what took me by surprise more than anything else was the extreme weather conditions, even in the summer. For those who want to summit in a single day or two the climb will often start early in the morning so you'll need to make sure you're wearing enough layers to protect yourself from the cold and wind. You'll be glad of this when you hit queues and find yourself standing around waiting to move on. Then at the other extreme around midday you must make sure you're fully protected from the sun or you're likely to get very badly burnt. Whether you climb alone, in a group or a with a guide, that will depend on your own experience but however you decide to go it's essential that you take your time and get used to the altitude.

Presenter: Okay, many thanks for taking the time to come in and tell us all about it!

## Part 3

Adam: Elaine. Have you seen the exam timetable? They've just put it up on the department noticeboard.

Elaine: Yeah, I've just come from there. I must be honest, I'd put the thought of exams to the back of my mind. Now the dates are there it all seems a little scary. Have you been revising much?

Adam: No, not really. We've got a month so I'm going to really get going on it now. Why don't we try and work together?

Elaine: Yes, let's meet a few times a week. I don't like working on my own; I never seem to be able to focus properly. What about Tuesday and Thursday? Oh no ... I have a late seminar on Tuesday. Monday and Thursday? What about that?

Adam: Yes, that'll be okay. How do you go about revising? Have you got any tips?

Elaine: Well, our tutor said we shouldn't start background reading or writing notes until we're clear in our mind what we need to revise. He said start with a revision timetable so we know what to revise and when.

Adam: That sounds sensible. Then we can use the timetable to work independently ... It'll help us to make sure we're both working on the same subjects ... We can make that the first thing to do in our first session - write up a timetable.

Elaine: Okay. I reckon the kinds of things we can do on our own in between meetings are things like arranging our materials - lecture and seminars notes, handouts, feedback from our tutors, that kind of thing. If we arrange all these by subject, according to the timetable, it will help us get organised.

Adam: Good idea. Once we have all the content I suppose we could make notes based on past exam papers. We had a talk about note taking in one of the seminars. They reckon you shouldn't copy word for word. It helps to learn things if you paraphrase main points. And don't just copy loads of facts either ... try to get a feel for the main arguments or theories and match any facts to these.

Elaine: I also like using mind maps or spidergrams when I make notes. It means you can put down a lot of information but so that it's nicely organised. It also means you can add new notes after. And bullet points ... they really help you focus on main points rather than trying to link them together in sentences.

Adam: We also need to remember to make a note of where the information comes from - the author, publisher that kind of thing.

Elaine: That's really important ... otherwise when you're writing the assignment you can never remember where you got a particular quote from.

Adam: I know I said earlier about testing each other when we get together but, now I think about it, do you think it would be a better idea to talk through our notes on a particular subject, have a kind of discussion between ourselves? We could use the questions in the past papers to base the discussion on.

Elaine: Yes, so basically the timetable can be a discussion schedule. Then after each session we could go away and do a timed essay on the subject ... maybe swap and mark each other's essays. That's a good way to learn, I think; critique each other's work.

Adam: Great idea. So we'll start next Monday with the timetable ...

## Part 4

Tutor: Okay everyone. This week it's the turn of Carol to talk about the progress of her research project. Over to you Carol.

Carol: Thanks. Yes, hello everybody. I'm going to talk about something called 'shared space' and the research I'm in the process of carrying out into people's attitudes to this as it might affect them in their local community.

First I'd best explain what shared space is. In essence, shared space is an approach to urban design that attempts to open up main street junctions more to pedestrians by reducing the dominance of motor vehicles. It's a form of planning associated with a Dutch road traffic engineer called Hans Monderman, who believed that by sharing the space available drivers become more aware of pedestrians and drive more carefully. Pedestrians are able to move more freely in this shared space and the number of accidents is reduced.

Shared space design is usually employed in urban centres where pedestrians congregate, such as in shopping areas. It usually results in demarcations between vehicle traffic and pedestrians being reduced or removed altogether. This includes features like kerbs, road surface markings and traffic signs. There are many examples of shared space in operation abroad and in the UK, for example in Kensington High Street in London and Giles Circus in Ipswich.

In addition to a decline in accidents, those in favour of shared space also claim additional benefits such as a reduction in unsightly street furniture like signs and metal guard rails, which can be replaced with more trees, planters, seating areas, and other aesthetic improvements determined by local people. With these urban centres easier to get around in, supporters claim that people are more inclined to shop there and as a consequence the centre can become a more thriving area for local people and businesses. Here are some before-and-after photographs of shared space developments to give you an idea of what it looks like ...

Despite all its advantages, shared space is opposed by various interest groups. Some motorist organisations claim that the system means drivers lose important information through the reduction of signage. Those representing blind people argue that removing features such as kerbs, railings and barriers between pavements and roads takes away familiar support and means this group of people cannot negotiate their way as easily as other road users. Cyclist representatives have also criticised some aspects of the scheme arguing that despite benefits some cyclists feel more bullied by motorists and consequently less safe. Supporters of shared space themselves also point out that a lack of experience and understanding of shared space by planners can lead to negative experiences for all these groups.

To carry out my research I approached a local campaigning group in my area who are interested in adopting shared space in our local shopping centre. I discovered that they were very keen to get feedback from local residents on shared space and because of the experience I'd gained in research methods they were keen for me to construct a questionnaire for them. The focus group have a website and an active social media presence and they decided that the questionnaire will be available as an online survey. Hard-copy questionnaires will also be used for face-to-face interviews. There were plans to leave paper questionnaires in the local library but this is still under discussion. Interviews using the questionnaires will be carried out with pedestrians in the area itself. The group don't have the resources to deliver additional questionnaires to the homes of local residents so this option was dropped.

We have met on several occasions to agree on the data the focus group need. I've pointed out that, if they want valid results, the questions must be totally unbiased and not in any way loaded to encourage participants to give the 'preferred' answer. Also we mustn't assume that participants have sufficient information to answer these questions. We're currently looking into how we can best present the concept of shared space during interviews.

I've designed some of the questionnaire and I'd just like to spend a few minutes going through it with you. I'd be grateful for any feedback you have ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **JTW** | Yes, it's 3R1 JTW |
| 2 | **90,000/90000** | Debbie: And what's the current mileage Mr Byrd? Liam: Very high unfortunately! 90,000 miles |
| 3 | **on the road** | Well, I don't have a garage or a driveway so it'll be on the road |
| 4 | **fire and theft** | Just third party fire and theft |
| 5 | **B / D / G** | I'd like to take out the 14-day courtesy car though, and keep my no claims bonus so I'll protect that and I'd like to have the windscreen cover as well |
| 6 | **B / D / G** | I'd like to take out the 14-day courtesy car though, and keep my no claims bonus so I'll protect that and I'd like to have the windscreen cover as well |
| 7 | **B / D / G** | I'd like to take out the 14-day courtesy car though, and keep my no claims bonus so I'll protect that and I'd like to have the windscreen cover as well |
| 8 | **B56 1ED** | 35 Bottiville Crescent, Birmingham, B56 1ED |
| 9 | **debit card / Visa card** | Liam: By debit card if that's OK Liam: It's a Visa card |
| 10 | **on the Internet** | Debbie: Thank you. Finally, can I just ask how you got to hear about our company? Liam: Yes, sure. I found you on the Internet |
| 11 | **30,000/30000** | I've read somewhere over 30,000 people attempt the climb each year |
| 12 | **200** | around 200 people a day summit during the summer season |
| 13 | **bad weather (conditions)** | In July 2007, the month before I did my first climb, the death toll reached 30, mainly due to bad weather conditions |
| 14 | **falling rocks** | The sheer number of people can cause falling rocks, which only adds to the danger |
| 15 | **C** | This year I decided to go solo with just one overnight stop. I felt more confident having already summited once and I wanted to face the challenge of being in control. Actually, you're never really alone – there are other climbers and groups around all the time but I suppose being alone made me feel more intrepid |
| 16 | **A** | The first climb was quite difficult as the weather was very changeable and we found ourselves climbing in very cold, windy conditions |
| 17 | **A** | Plus I also spent a few days beforehand in Chamonix and acclimatised myself more to the altitude – this certainly made it easier |
| 18 | **C / D / F** | Plus I also spent a few days beforehand in Chamonix and acclimatised myself more to the altitude – this certainly made it easier For those who want to summit in a single day or two the climb will often start early in the morning so you'll need to make sure you're wearing enough layers to protect yourself from the cold and wind. You'll be glad of this when you hit queues and find yourself standing around waiting to move on. Then at the other extreme around midday you must make sure you're fully protected from the sun or you're likely to get very badly burnt |
| 19 | **C / D / F** | Plus I also spent a few days beforehand in Chamonix and acclimatised myself more to the altitude – this certainly made it easier For those who want to summit in a single day or two the climb will often start early in the morning so you'll need to make sure you're wearing enough layers to protect yourself from the cold and wind. You'll be glad of this when you hit queues and find yourself standing around waiting to move on. Then at the other extreme around midday you must make sure you're fully protected from the sun or you're likely to get very badly burnt |
| 20 | **C / D / F** | Plus I also spent a few days beforehand in Chamonix and acclimatised myself more to the altitude – this certainly made it easier For those who want to summit in a single day or two the climb will often start early in the morning so you'll need to make sure you're wearing enough layers to protect yourself from the cold and wind. You'll be glad of this when you hit queues and find yourself standing around waiting to move on. Then at the other extreme around midday you must make sure you're fully protected from the sun or you're likely to get very badly burnt |
| 21 | **Monday and Thursday** | What about Tuesday and Thursday? Oh no I have a late seminar on Tuesday. Monday and Thursday? What about that? Adam: Yes, that'll be okay |
| 22 | **(a/the) (revision) timetable** | That sounds sensible. Then we can use the timetable to work independently It'll help us to make sure we're both working on the same subjects We can make that the first thing to do in our first session – write up a timetable |
| 23 | **arranging (their) materials** | I reckon the kinds of things we can do on our own in between meetings are things like arranging our materials – lecture and seminars notes, handouts, feedback from our tutors, that kind of thing |
| 24 | **word for word** | They reckon you shouldn't copy word for word |
| 25 | **facts** | And don't just copy loads of facts either try to get a feel for the main arguments or theories and match any facts to these |

| # | Answer | Explanation |
|---|---|---|
| **26** | **(nicely) organised / (nicely) organized** | I also like using mind maps or spidergrams when I make notes. It means you can put down a lot of information but so that it's nicely organised |
| **27** | **key points/main points** | And bullet points they really help you focus on main points rather than trying to link them together in sentences |
| **28** | **author and publisher / author,publisher** | We also need to remember to make a note of where the information comes from – the author, publisher that kind of thing |
| **29** | **C** | I know I said earlier about testing each other when we get together but, now I think about it, do you think it would be a better idea to talk through our notes on a particular subject, have a kind of discussion between ourselves? We could use the questions in the past papers to base the discussion on |
| **30** | **B** | Then after each session we could go away and do a timed essay on the subject maybe swap and mark each other's essays. That's a good way to learn, I think; critique each other's work |
| **31** | **C** | Hans Monderman, who believed that by sharing the space available drivers become more aware of pedestrians and drive more carefully. Pedestrians are able to move more freely in this shared space and the number of accidents is reduced |
| **32** | **A** | This includes features like kerbs, road surface markings and traffic signs |
| **33** | **B** | With these urban centres easier to get around in, supporters claim that people are more inclined to shop there and as a consequence the centre can become a more thriving area for local people and businesses |
| **34** | **D** | Supporters of shared space themselves also point out that a lack of experience and understanding of shared space by planners can lead to negative experiences for all these groups |
| **35** | **A** | Some motorist organisations claim that the system means drivers lose important information through the reduction of signage |
| **36** | **C** | Cyclist representatives have also criticised some aspects of the scheme arguing that despite benefits some cyclists feel more bullied by motorists and consequently less safe |
| **37** | **B** | Those representing blind people argue that removing features such as kerbs, railings and barriers between pavements and roads takes away familiar support and means this group of people cannot negotiate their way as easily as other road users |
| **38** | **A / C** | The focus group have a website and an active social media presence and they decided that the questionnaire will be available as an online survey Interviews using the questionnaires will be carried out with pedestrians in the area itself |
| **39** | **A / C** | The focus group have a website and an active social media presence and they decided that the questionnaire will be available as an online survey Interviews using the questionnaires will be carried out with pedestrians in the area itself |
| **40** | **A** | I've pointed out that, if they want valid results, the questions must be totally unbiased and not in any way loaded to encourage participants to give the 'preferred' answer |

# Test 38

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Complete the notes below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

*Example Answer*

The customer is going to France for 1 week

Traveller's cheques can be replaced within [1] _____.

Having a little cash is useful for things like [2] _____.

The bank charges for ATM withdrawals with a [3] _____.

### Questions 4-7

Complete the table below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

| Order | Collect in branch | Home delivery |
|---|---|---|
| Monday–Thursday<br>Before [4] _____ p.m. | Next day<br>10 a.m. | Next day<br>[5] _____ p.m. |
| Friday–Saturday<br>[6] _____ | Tuesday<br>10 a.m. | Tuesday<br>[7] _____ p.m. |

### Questions 8-10

Choose the correct letter, A, B or C.

[8] The bank will buy back unused traveller's cheques

- A ○ free of charge.
- B ○ for a small fee.
- C ○ if they are returned in good condition.

[9] Sandra does not want Euros because she

- A ○ already has some.
- B ○ will be given some.
- C ○ will be buying some at the airport.

[10] On Tuesday Sandra will

- A ○ collect the cheques from the branch.
- B ○ be at work.
- C ○ sign for the cheques at home.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-11

Choose the correct letter, A, B or C.

**11** NUS extra cards

- **A** ○ are offered free to all students.
- **B** ○ are recognised internationally.
- **C** ○ give you a year's-worth of discounts.

### Questions 12-15

Complete the notes below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**Student Railcards**

For young people between 16 and 25

Mature students 25+ studying **12** _____

Get **13** _____ train fares in the UK

Discounts for theatre tickets and **14** _____

1 year £28

3 years £ **15** _____

### Questions 16-17

Choose TWO letters, A-E.

Local bus operators offer bus passes

**16** **17** Local bus operators offer bus passes

- **A** ☐ especially for students.
- **B** ☐ for various lengths of time.
- **C** ☐ that are cheaper the longer the period.
- **D** ☐ for use only for commuting.
- **E** ☐ that can be used by your friends.

### Questions 18-20

Write the correct letter, A, B or C, next to questions 18-20.

Which places are useful for the following?

A. Household items

B. Vintage clothes

C. Second-hand textbooks

**18** The university campus _____

**19** Charity shops _____

**20** Car boot sales _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Complete the notes below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for your answer.

| **Autumn term: Key dates** | |
|---|---|
| Term starts | 15th September |
| Release timetables | 15th September |
| Release **21** _____ | 14th October |
| All assignments online | by **22** _____ |
| Release grades for first assignment | **23** _____ |
| Release **24** _____ for Belgium trip | 29th October |
| Belgium trip | **25** _____ |

### Questions 26-30

Choose the correct letter, A, B or C.

**26** The college is trying to

- **A** ○ significantly reduce the amount of paper it uses.
- **B** ○ be careful about the amount of documents it produces.
- **C** ○ discover why students keep losing their work.

**27** According to the text, students at the college

- **A** ○ are not allowed to print documents.
- **B** ○ have restrictions on how many pages they can print.
- **C** ○ have to pay to do any printing.

**28** The college

- **A** ○ has permission to reproduce the quizzes.
- **B** ○ wants the students to give them feedback about the quizzes.
- **C** ○ thinks the online quizzes are more effective than the paper ones.

**29** The tutor explains that

- **A** ○ the quizzes are easy to find on the intranet.
- **B** ○ the quizzes will be online for a few weeks only.
- **C** ○ the majority of the quizzes are online.

**30** The online quiz system

- **A** ○ occasionally doesn't work.
- **B** ○ keeps the quiz results confidential.
- **C** ○ allows tutors to identify areas where the students may be having difficulties.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-34

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- **31** _____ times are less common within the family.
- We may eat more than we need due to our **32** _____.
- Eating habits can be affected by both **33** _____ emotions.
- People who are **34** _____ are more likely to eat more due to negative emotions.

### Questions 35-39

Answer the questions below.

Which type of hunger relates to the points below?

Write E for emotional hunger. Write P for physical hunger.

**35** Experiences a sudden urge to eat _____

**36** Hungers for any type of food _____

**37** Needs to satisfy the hunger as soon as possible _____

**38** Will stop eating once full _____

**39** Will feel no sense of guilt after eating _____

### Questions 40-40

Choose the correct letter, A, B or C.

**40** People suffering from obesity can be helped by

- **A** ○ taking the pressure off them about feeling guilty.
- **B** ○ understanding why they have negative feelings.
- **C** ○ pinpointing stressful moments that can cause emotional hunger.

# Transcripts

## Part 1

Cashier: Good morning, how can I help you?

Sandra: Yes, hello. I'm going away on holiday next month and I was wondering if you could give me some advice about traveller's cheques.

Cashier: Yes, of course. Where are you off to? Anywhere nice?

Sandra: To France, to Paris for a week.

Cashier: Ooh, lovely! So how many cheques would you like to order?

Sandra: Well, before I do, are they the best option, traveller's cheques?

Cashier: Well, they're certainly safer than taking cash. If they get lost or stolen they can be replaced, usually within 24 hours. It's a good idea to have a small amount of cash though, for snacks and taxis, that sort of thing.

Sandra: Yes, that's what I was thinking. What about my credit card? Are there any charges for using it abroad?

Cashier: No, it's debit cards that get charged for ATM withdrawals not credit cards. And remember anything you buy with the card might be covered by insurance so if something you buy turns out to be faulty or –

Sandra: So it's probably a good idea to do all three then – traveller's cheques, credit card ... some cash, yes?

Cashier: Yes. So how many traveller's cheques would you like?

Sandra: I was thinking about £300. How long will they take to arrive?

Cashier: It depends. If you order before 2.30 between Monday and Thursday you'll have them the next day by 10.00 a.m. in the branch or if we post them to you, you'll have them by 5.00 p.m.

Sandra: Oh, but I was hoping I could order them today?

Cashier: That's okay. Orders taken anytime on Saturday will be here in the branch at 10.00 a.m. on Tuesday or delivered to your home by Tuesday at 1.30.

Sandra: Okay, that's alright. I don't mind waiting until then. Can I order them now?

Cashier: Yes. Have you got an account with us?

Sandra: Yes. Here's my credit card.

Cashier: Thanks. Let's just log in and I can place an order for you. Could you confirm your date of birth?

Sandra: 15th of the 3rd, 1975. What's the commission on the cheques, by the way?

Cashier: It's 1.5 per cent. That's pretty standard, I think you'll find.

Sandra: And what happens if I don't spend them all. Will I be able to bring them back?

Cashier: Yes, no problem. We buy them back and there are no additional charges or conditions of return. So would you like me to go ahead and place an order?

Sandra: Yes. Yes please.

Cashier: Will you be coming in to collect them?

Sandra: I don't think I'll have the chance to come into the branch on Tuesday. Could you send them to my house?

Cashier: No problem. Can I just check your address? 54 Tavistock Road?

Sandra: Yes, that's right.

Cashier: Postcode CB1 3LR?

Sandra: That's it, yes.

Cashier: Okay. So that's £300-worth of traveller's cheques.

Sandra: Yes please.

Cashier: Now what about Euros? Would you like to order any?

Sandra: No. No thank you. I still have some at home from the last holiday. I forgot to change them at the airport when we got back. I was going to give them to our daughter but I'll treat myself for a change I think.

Cashier: Good idea. So, £300 in traveller's cheques. Could I ask you to sign here to confirm the order? ... Thank you. Okay. That's done for you. Your cheques will be with you by 1.30 Tuesday. Someone will need to be at home to sign for them. Will that be okay?

Sandra: Yes. I'll be at work but my husband will be in. Is that okay?

Cashier: Yes, that's fine. Have a lovely holiday!

## Part 2

Presenter: Welcome to our monthly podcast for overseas students planning to study in the UK. This month we're looking at how to make your money last longer whilst studying here. And to help us find some bargains I have Jenny Lubeck from the student union. Jenny, students are renowned for being hard up but there are lots of savings to be made, aren't there?

Jenny: Well, as soon as students start their course at university or college they'll be able to buy their NUS extra card. This will enable them to get a wide range of discounts on essentials like books, clothes and eating out. The card only costs about £12 for one year and for about the same amount you can include an ISIC card. The ISIC is an internationally recognised discount card for full-time students. Discount offerings vary and usually include things like travel, guidebooks, music, eating out – that kind of thing. Students are told all about this when they start their studies but if your listeners want to find out more about these cards before they arrive I've put some details of websites on the podcast page.

Presenter: Now travel costs can mount up for students, can't they? I know the ISIC card is useful here but are there any other things students should be aware of?

Jenny: Understandably lots of overseas students like to take the opportunity to travel around the country whilst they're in the UK and for this reason I'd strongly recommend they invest in a Young Person's railcard. To be eligible you need to be between 16 and 25 ... mature students over the age of 25 can also apply so long as they're in full-time education. You can buy a one-year or three-year card, and it gives you a third off rail journeys across the UK. The card also gives you access to competitions and things like theatre discounts and holiday offers. At the moment, a one-year card costs £28, and it's £65 for a three-year card.

Presenter: And what about buses?

Jenny: Erm, well, as well as the railcard, it's also more than likely the local bus operators will offer discounted bus travel with their own travel cards. These aren't aimed specifically at students but can still save you a lot of money if you use the buses regularly. You can usually get these cards for a week, a month, a term or a whole year with bigger savings the longer the period. Another advantage of these cards is that as well as making it cheaper to commute to and from university you'll also find them very handy free transport whenever you need to do some shopping or visit friends in your area.

Presenter: Are there any cultural things that students coming to the UK might not be aware of that can save them money?

Jenny: Some overseas students are surprised by the amount of recycling that goes on in the UK and how much money can be saved in the process. They'll be a roaring trade in used coursebooks in the student union on campus. Lots of students who were on the same course as you the year before will be selling their books at the end of their course – they'll be a lot cheaper than buying them new. Off campus you'll find lots of charity shops in your local town centre with a good selection of novels and you'll often get some really nice clothes, CDs and DVDs that people have donated and all at very cheap prices. Of course, shopping in this way means you're contributing to a worthwhile cause as well. And check your local paper frequently for car boot sales. Car boot sales are a very British style of market where private individuals come together to sell home and garden goods. In fact they're a great way of recycling some of your own unwanted stuff and can help you make some money in the process. Finally there are websites and mailing lists where local people offer up items they no longer want, for free – as long as you agree to collect them ...

## Part 3

Tutor: Hi everyone. I know you have lots of questions about the college intranet – my inbox is full of messages! I thought it would be quicker and more useful to come in and talk to you rather than respond to all the messages. I'm happy to answer or try and answer any questions you have – about how to use it, when we'll be making things available online ... I'm the ICT champion for the department so hopefully I'll be able to help. Yes Mark – fire away.

Mark: Can you tell us when the assignments are going to be put online?

Tutor: If you're talking about your second assignment, that should be on already. I uploaded it last Monday .... Wait a minute – let me check the schedule ... Here we are ... No, tell a lie – it was the following day, the 14th, Tuesday 14th October. Have you logged into the intranet yet?

Mark: No. If the assignment's there I'll download it after we've finished. Are you putting all the assignments up?

Tutor: Yes. I've been waiting for your subject tutors to email them to me. As soon as I have them all I'll put them online. There's a deadline of 24th November ... all course assignments need to be online by then. That's college policy for all staff so they'll be there then for sure.

Mark: Will there be anything else? Timetables, trip information ... that kind of thing? Only there wasn't much online for our course last term.

Tutor: I know. But we're making more of an effort this time. We'll be releasing your marks for the first assignment soon – that'll be 17th November. You'll find them in your 'My Grades' area. Again, the timetables are already there, Mark. You need to log in! I made these available at the beginning of term in September. According to the schedule here, the booking forms for those who want to go on the Belgium trip will be available next week on 29th October, so don't forget to check then. You need to get these back to us quickly if you want to go ... the trip's coming up soon, isn't it? Let's see ... yes 19th November. Now, remember there are lots of learning materials on the intranet as well ... quizzes, weblinks ...

Claire: Sir, wouldn't it be easier if we were just given the documents ... so we don't have to go online to get them?

Tutor: I know it seems a little frustrating Claire but we're doing it this way for a good reason. We're trying to cut down drastically on the amount of paper we get through. I'm afraid that students are always losing documents we give out in class so we've decided to stop doing this. You have a limited printing allowance, which means you'll probably be more careful with any documents you have to print off. Besides, it means you'll always know where the

information is when you need it. If you're at home and you forget an important date or need a document urgently you can always log in to the intranet and get it.

Claire: You said something about quizzes sir ...

Tutor: Yes, we've had permission from the exam board to put some of their past papers online in an interactive form. That means you'll be able to get answers immediately with some feedback ... They'll make a nice change from using the paper copies. Most of them are already online and I'll be putting the rest on over the next couple of weeks. As I said, these are authentic past papers so you'll get a really clear idea of your progress. Just to let you know, the technology tracks your scores so your tutors will be able to tell who's having problems and what areas of the syllabus you might need help with, so it's definitely worth spending some time doing them.

## Part 4

Good afternoon. Today we're continuing our investigation into obesity. We've looked at several factors causing obesity including lack of exercise and a general sedentary lifestyle and the role the media plays in promoting the consumption of high-calorific food. In the coming weeks we'll go on to examine serious eating disorders such as anorexia nervosa and bulimia nervosa.

The decline in formal eating times within the family and the subsequent increase in the degree of 'snacking' that takes place have had a significant effect on obesity. Today we're going to turn our attention to an example of this, what has been termed 'emotional hunger' or 'emotional eating', as opposed to the consumption of food to satisfy a physical need. Studies have uncovered how our emotional state can lead to us eating more than we physically need. It was originally believed that negative emotions brought on through depression or anxiety were the main cause of this. But it is now acknowledged that positive emotions can have a similar effect on our eating habits.

Not everyone is susceptible to emotional eating, and even those who do suffer have highly individual symptoms. However, there are common themes. It seems that people who are already overweight are more susceptible to emotional eating when suffering negative emotions than those who are underweight. Equally, excessive eating of this kind can happen during or after happy events, when larger meals than normal tend to be eaten.

So what are the signs that someone is eating to satisfy an emotional stimulus? Well, there are several differences between emotional and physical hunger.

Those experiencing emotional hunger will feel the urge to eat all of a sudden. This compares to the gradual sensation of hunger that occurs with a physical stimulus.

Interestingly, and I'm sure many of you will recognise this, when you're eating to satisfy an emotional need for food, the craving will often be for a specific item like a pizza or something sweet like ice cream. In this kind of situation, nothing else will really satisfy the craving. When the urge to eat is driven by a physical need, you're far less bothered about what you eat.

Emotional hunger makes the individual feel the craving must be satisfied immediately by whatever the specific kind of food is. I'm sure we've all experienced that feeling: 'I must have some chocolate ... now!' In contrast, the need to satisfy sensations of physical hunger seems less urgent.

Emotional eaters will carry on eating even when they're full. A person eating to satisfy a physical hunger will be more likely to stop.

Finally and probably not surprisingly, feelings of guilt often follow emotional eating but not when eating normally.

This has serious consequences for those working with patients suffering with obesity. One way to deal with this is to educate sufferers into understanding the different symptoms of physical and emotional hunger and to try to help them identify the pressure points during a typical day when daily stresses occur. Being conscious of one's eating habits is the first step in dealing with the problem.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **24 hours** | If they get lost or stolen they can be replaced, usually within 24 hours |
| 2 | **snacks and taxis** | It's a good idea to have a small amount of cash though, for snacks and taxis, that sort of thing |
| 3 | **debit card** | No, it's debit cards that get charged for ATM withdrawals not credit cards |
| 4 | **2.30/2:30** | If you order before 2.30 between Monday and Thursday you'll have them the next day by 10.00 a.m. in the branch or if we post them to you, you'll have them by 5.00 p.m |
| 5 | **5(.00)** | If you order before 2.30 between Monday and Thursday you'll have them the next day by 10.00 a.m. in the branch or if we post them to you, you'll have them by 5.00 p.m |
| 6 | **anytime** | Orders taken anytime on Saturday will be here in the branch at 10.00 a.m. on Tuesday or delivered to your home by Tuesday at 1.30 |
| 7 | **1.30/1:30** | Orders taken anytime on Saturday will be here in the branch at 10.00 a.m. on Tuesday or delivered to your home by Tuesday at 1.30 |
| 8 | **A** | Yes, no problem. We buy them back and there are no additional charges or conditions of return |
| 9 | **A** | No. No thank you. I still have some at home from the last holiday |
| 10 | **B** | Yes. I'll be at work but my husband will be in. Is that okay |
| 11 | **C** | The card only costs about £12 for one year |
| 12 | **full time** | To be eligible you need to be between 16 and 25 mature students over the age of 25 can also apply so long as they're in full-time education |
| 13 | **a third off / one third off** | You can buy a one-year or three-year card, and it gives you a third off rail journeys across the UK |
| 14 | **holiday offers** | The card also gives you access to competitions and things like theatre discounts and holiday offers |
| 15 | **65** | At the moment, a one-year card costs £28, and it's £65 for a three-year card |
| 16 | **B / C** | You can usually get these cards for a week, a month, a term or a whole year with bigger savings the longer the period |
| 17 | **B / C** | You can usually get these cards for a week, a month, a term or a whole year with bigger savings the longer the period |
| 18 | **C** | They'll be a roaring trade in used coursebooks in the student union on campus |
| 19 | **B** | Off campus you'll find lots of charity shops in your local town centre with a good selection of novels and you'll often get some really nice clothes, CDs and DVDs that people have donated and all at very cheap prices |
| 20 | **A** | Car boot sales are a very British style of market where private individuals come together to sell home and garden goods |
| 21 | **(the) second assignment** | If you're talking about your second assignment, that should be on already. I uploaded it last Monday Wait a minute – let me check the schedule Here we are No, tell a lie – it was the following day, the 14th, Tuesday 14th October |
| 22 | **24th November** | There's a deadline of 24th November all course assignments need to be online by then |
| 23 | **17th November** | We'll be releasing your marks for the first assignment soon – that'll be 17th November |
| 24 | **(the) booking forms** | According to the schedule here, the booking forms for those who want to go on the Belgium trip will be available next week on 29th October, so don't forget to check then |
| 25 | **19th November** | the trip's coming up soon, isn't it? Let's see yes 19th November |
| 26 | **A** | We're trying to cut down drastically on the amount of paper we get through |
| 27 | **B** | You have a limited printing allowance, which means you'll probably be more careful with any documents you have to print off |
| 28 | **A** | Yes, we've had permission from the exam board to put some of their past papers online in an interactive form |
| 29 | **C** | Most of them are already online and I'll be putting the rest on over the next couple of weeks |
| 30 | **C** | Just to let you know, the technology tracks your scores so your tutors will be able to tell who's having problems and what areas of the syllabus you might need help with, so it's definitely worth spending some time doing them |
| 31 | **formal eating** | The decline in formal eating times within the family and the subsequent increase in the degree of 'snacking' that takes place have had a significant effect on obesity |
| 32 | **emotional state** | Studies have uncovered how our emotional state can lead to us eating more than we physically need |

| # | Answer | Explanation |
|---|---|---|
| **33** | **positive and negative** | It was originally believed that negative emotions brought on through depression or anxiety were the main cause of this. But it is now acknowledged that positive emotions can have a similar effect on our eating habits |
| **34** | **(already) overweight** | It seems that people who are already overweight are more susceptible to emotional eating when suffering negative emotions than those who are underweight |
| **35** | **E** | Those experiencing emotional hunger will feel the urge to eat all of a sudden. This compares to the gradual sensation of hunger that occurs with a physical stimulus |
| **36** | **P** | When the urge to eat is driven by a physical need, you're far less bothered about what you eat |
| **37** | **E** | Emotional hunger makes the individual feel the craving must be satisfied immediately by whatever the specific kind of food is. I'm sure we've all experienced that feeling: 'I must have some chocolate now!' In contrast, the need to satisfy sensations of physical hunger seems less urgent |
| **38** | **P** | A person eating to satisfy a physical hunger will be more likely to stop |
| **39** | **P** | Finally and probably not surprisingly, feelings of guilt often follow emotional eating but not when eating normally |
| **40** | **C** | One way to deal with this is to educate sufferers into understanding the different symptoms of physical and emotional hunger and to try to help them identify the pressure points during a typical day when daily stresses occur |

# Test 39

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Choose the correct letter, A, B or C.

**1** The customer's coach departs at

- **A** ○ 1.00 p.m.
- **B** ○ 2.00 p.m.
- **C** ○ 3.00 p.m.

**2** The customer wants

- **A** ○ a single ticket.
- **B** ○ a return ticket.
- **C** ○ an open return ticket.

**3** The customer is going to London

- **A** ○ to attend a family party.
- **B** ○ to see his daughter.
- **C** ○ for a meeting.

### Questions 4-7

Complete the notes below.

Write NO MORE THAN TWO WORDS or A NUMBER for each answer.

**Kieren Coaches**

| | |
|---|---|
| Name: | Matthew **4** _____ |
| Address: | 34 **5** _____ |
| Telephone: | 01732 **6** _____ |
| Email: | matt **7** _____ @yahoo.co.uk |

### Questions 8-10

Choose the correct letter, A, B or C.

**8** Apart from hand luggage, travellers

- **A** ○ must pay £10 for luggage.
- **B** ○ can only take two additional suitcases.
- **C** ○ are allowed up to 40 kilos of luggage free of charge.

**9** Travel insurance

- **A** ○ is included.
- **B** ○ costs extra.
- **C** ○ is compulsory.

**10** The customer decides to pay

- **A** ○ by debit card.
- **B** ○ in cash.
- **C** ○ by cheque.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-13

Choose THREE letters, A-F.

**11** **12** **13** Which THREE changes have been made to the library over the summer?

- **A** ☐ a new roof
- **B** ☐ new computers
- **C** ☐ new shelf units
- **D** ☐ a self-service system
- **E** ☐ meeting room decorated
- **F** ☐ new furniture for the children

### Questions 14-16

Write NO MORE THAN THREE WORDS for each answer.

Which THREE events does the speaker say are taking place in September?

**14** _____

**15** _____

**16** _____

### Questions 17-18

Choose the correct letter, A, B or C.

**17** The library needs a teacher for the Computer Club because

- **A** ○ the current teacher is leaving.
- **B** ○ they are starting an additional group.
- **C** ○ they want to start a higher-level class.

**18** Who does the library want older people to talk to about the past?

- **A** ○ teachers
- **B** ○ young children
- **C** ○ teenagers

### Questions 19-20

Choose TWO letters A-E.

**19** **20** In addition to books, which two services does the mobile library offer?

- **A** ☐ computer lessons
- **B** ☐ a reservation service
- **C** ☐ a reference section
- **D** ☐ newspapers and magazines
- **E** ☐ community advice

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- The best days for engineering students are **21** _____.
- Students can get useful suggestions about **22** _____.
- Use the internet to look at **23** _____ before the event.

### Questions 24-27

Choose the correct letter, A, B or C.

**24** Fergus says that

- **A** ○ there is one company he is particularly interested in.
- **B** ○ he has done some research already.
- **C** ○ he knows the boss at one of the companies.

**25** The tutor thinks Fergus should

- **A** ○ prepare questions in advance.
- **B** ○ research the skills required for jobs before the event.
- **C** ○ find out what the starting salaries are.

**26** Fergus plans

- **A** ○ to wear a suit and tie.
- **B** ○ to wear smart but casual clothes.
- **C** ○ to buy an outfit for the event.

**27** The tutor suggests that Fergus

- **A** ○ should ask particular people certain questions.
- **B** ○ should avoid taking free gifts.
- **C** ○ should treat conversations like short interviews.

### Questions 28-30

Choose THREE letters A-F.

**28** **29** **30** Why do the tutor and Fergus think it is useful to attend a jobs fair?

- **A** ☐ to get a job
- **B** ☐ to find out what employers want from you
- **C** ☐ to give employers your contact details
- **D** ☐ to discover which are the key companies to work for
- **E** ☐ to practise your communication skills
- **F** ☐ to make useful contacts

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-33

Choose the correct letter, A, B or C.

**31** According to the speaker,

- **A** ○ people were healthier in the past.
- **B** ○ ancient bones need to be handled with care.
- **C** ○ bones offer clues to a person's lifestyle.

**32** The island of Vanuatu

- **A** ○ was not always inhabited.
- **B** ○ had no food sources.
- **C** ○ was the only island in Remote Oceania.

**33** Archaeologists wanted to discover

- **A** ○ what resources were available on the island.
- **B** ○ if the settlers could rely entirely on local food sources.
- **C** ○ the extent to which the settlers ate food they had brought with them.

### Questions 34-37

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- Bones provide a dietary **34** _____ of the things people ate.
- Different ratios of carbon and sulphur are found in organisms depending on whether they come from the land or **35** _____.
- Archaeologists analysed modern and **36** _____ food sources for chemical elements.
- The settlers ate wild creatures as well as **37** _____.

### Questions 38-39

Choose TWO letters, A-D.

**38** **39** An analysis of the bones of men and women suggest that

- **A** ☐ females ate more meat than males.
- **B** ☐ diet could have been determined by the job the person did.
- **C** ☐ some people held higher status than others.
- **D** ☐ food was distributed equally amongst the settlers.

### Questions 40-40

Choose the correct letter, A, B or C.

**40** The bones of pigs and chickens indicate that these animals

- **A** ○ only ate food provided by the settlers.
- **B** ○ were a main source of food for the settlers.
- **C** ○ probably did not consume the settlers' limited food supplies.

# Transcripts

## Part 1

Customer: Good morning. I'd like to book a coach to London. I was hoping you had something available this Saturday afternoon.

Agent: Good morning, sir. Take a seat and I'll just check for you. Er, yes, we still have several free seats for Saturday. Where will you be leaving from? There are three pick-up points in town: Main Street, Centenary Square or the Central Bus Station.

Customer: From Centenary Square, please. That's easier for me to get to than the bus station.

Agent: And what time would you like to leave? There are coaches on the hour, every hour, from 12.00 through till 6.00 p.m.

Customer: Well, I'm meeting someone at the station in London and I need to be there for 4.30, so which one would you recommend?

Agent: Um, well, there's one leaving at 1.00. That arrives at Victoria Station at 4.10, if that's any good. Traffic is usually quite light at the weekend and the drivers tend to make good time, so I think you'd certainly be there for 4.30.

Customer: OK, that sounds just right. I think I'll take that. I can always phone ahead if I'm going to be late.

Agent: And when are you returning, sir?

Customer: Actually, I'm not sure when I'll be coming back, so I won't book a return ticket, just one way.

Agent: I can always book you an open return if you'd like. You can use this at any time within the next month as long as you contact us first to reserve a seat.

Customer: Well, there's a chance I might be getting a lift back, you see, so I'll just pay for one way. I don't want to buy a return if I don't need it.

Agent: OK, no problem. Are you travelling alone?

Customer: Just the one ticket, please. I'm going down to visit my daughter at university. My son's meeting me at the station, so it's a proper family reunion.

Agent: Very nice! OK. Well, I can book that for you if you like, sir. That'll be £23.50. Now, I just need to take down some details. Can I have your name, please?

Customer: Yes, it's Matthew Upton, that's U-P-T-O-N.

Agent: And your address?

Customer: 34 Allesley Road. Allesley, that's A-double L-E-S-L-E-Y.

Agent: And your telephone number?

Customer: 01732 558997.

Agent: And your email address. We'll use this to send confirmation of your travel details.

Customer: matt257@yahoo.co.uk.

Agent: OK, thanks.

Customer: Before I forget, I'll be taking a little luggage. Is there a set luggage allowance?

Agent: We offer a very good luggage allowance. You can take two suitcases as long as they're no more than 20 kilos each; that's 40 kilos in total, and one small item of hand luggage on the coach. Most people find that more than adequate. Any additional items carry an extra charge of £10 for each bag.

Customer: I certainly won't be taking that much, so I should be OK. I was worried I might be taking too much.

Agent: Would you like travel insurance included with your ticket? It's an additional £2.00.

Customer: No, I don't think so.

Agent: No problem, it's not compulsory. OK, how will you be paying?

Customer: Actually, I've been having trouble with my debit card today and I've left my cheque book at home, so I'd better pay in cash. You'll give me a receipt, won't you?

Agent: Certainly, and we'll send confirmation to your email address as well. So, that's £23.50, sir. If you just wait a minute, I'll print you off a receipt.

## Part 2

Presenter: ... and welcome back to the programme. Today I'm talking with Mary Littlejohn from Meere Green Library. As you'll all know, we've sadly been without our local library for the past three months but the good news is that it's about to open again. Great news, Mary.

Mary: It certainly is, Jonathan. Despite the fact that money's in short supply, I think visitors will be pleasantly surprised at how different - and hopefully better - everything is. Fortunately, we didn't need to replace the roof as we'd originally feared. It just needed repairing, so we were left with more money than we expected. We've been able to replace all that old wooden shelving with a more modern style. The computers have been moved to a new designated

IT room, and on the subject of technology, visitors can now order and return books and CDs on their own with our new automated system - so no more queuing to be served. Sadly, money ran out before we had the chance to decorate the meeting room but we're hoping to complete that next year. Oh, and the children's section now has some colourful new tables and chairs as well.

Presenter: That all sounds fantastic. So, are you having a big re-opening party?

Mary: Well, the doors open on 28th August and we'll be serving tea, coffee and sandwiches at 12.30. Then we get down to business in September. The local History Society will be meeting on the first Monday of each month at 7.30 as usual, and we'll be starting our Wednesday lunchtime Book Club at 1.00. Both of those events are in the meeting room. The Computer Club won't be running in September as we still need to complete work in the IT suite, but this will certainly be returning in October. And we're especially looking forward to welcoming a local writer, Sally Wainright, to a new event on 22nd September. This will be the first of a series of events we're calling 'Ask the Author'. Visitors will be able to hear authors read from their latest works, ask questions and even buy a copy of their book to take home.

Presenter: I might pop along to that one myself. Now, I understand you also have a request.

Mary: Yes, that's right. We're looking for anyone who has a few spare hours each week who would like to offer their services to the library. Our computer classes have become so popular over the past year that we're thinking about starting a second session and we'll need someone to run it. The current teacher will work with you, so you won't be left to sort things out on your own. We can promise the person a warm welcome and a class of very motivated people, many of whom are at quite a high level. We're also trying to do our bit to break down the generation gap and we've been inviting some of our older citizens in to talk to school groups about the past. The children range in age from seven to eleven - they're always accompanied by their teacher, by the way - but we haven't opened it up to teenagers yet. So, if you'd like to help out, please get in touch.

Presenter: And I also understand you've got good news for those who've been making use of the mobile library.

Mary: Yes. Because the library has been closed, we've been running a mobile library service and going out to people in the community. Well, feedback has been so positive about this, particularly amongst our elderly users, that we've decided to keep it going. Users can reserve books if the bus doesn't have anything that they feel like borrowing. There's a computer on board with access to the library database, so the librarian will be able to reserve one for you. Unfortunately, we don't stock newspapers or magazines on the bus as these tend to be for reference purposes only and can't be taken away. We're also pleased to be working with the local council, who've agreed to send someone from the community office on the bus. They'll be able to help you with any local issues you may have.

Presenter: Well, many thanks, Mary. I'm sure our listeners will be delighted to hear the service is fully up and running again.

## Part 3

Tutor: OK, Fergus, so we've looked at your assignment, which was OK. Now, before you go, you know about the jobs fair that's coming up, don't you?

Fergus: Yes, it's the week after next, isn't it? The whole week, is that right?

Tutor: That's right. Monday through to Friday. I'd suggest making sure you get along there on Tuesday and Wednesday. Engineering companies tend to be more prominent then rather than on Monday or the end of the week.

Fergus: Um, yes, I've got the programme for this year. And it looks like those days will be best for me. I'm only in my first year, so I'm not expecting too much from the day. But I've heard you can pick up some valuable ideas for career paths.

Tutor: Well, you've still got a few years here, I know, but it's never too soon to make a good impression on potential employers. You've got the programme, so do some research. Have a look at company websites so you've got the basis for a good conversation with the people on the stands.

Fergus: Yes, I was looking at one the other day. The boss was being interviewed about their staff development programme, and there are one or two other firms I'm also interested in.

Tutor: Mm, that's good. You've made a start already. Remember to think about what you're going to ask people before you turn up. Not how much you're likely to earn, of course! You only discuss salaries at job interviews. No, questions about the skills you need for the job, the kind of personal qualities employers are looking for, that kind of thing.

Fergus: Yes, I see what you mean. It's best to go prepared and make the most of the opportunities.

Tutor: And I'm sure you don't need telling that it's a good idea to dress correctly for the event. You need to give off a professional air.

Fergus: Well, I won't be buying anything special for the occasion, that's for sure. I've got a suit and tie at my parents' but I don't have time to collect it. I'll make an effort, though. A nice pair of trousers and a jacket, nothing too formal.

Tutor: I'm sure you'll look the part. By the way, you'll often find companies have more than one representative, maybe someone from marketing handing out free gifts, someone who'll explain the interview process, an ex-student who now works for them, that kind of thing. Try and direct your questions towards the best person.

Fergus: Yes, that's a good idea. I'd certainly be keen to talk to any ex-students that are around.

Tutor: I'm sure you'll find the whole thing really useful. It's important to go to these events, and we always get great feedback from students who've attended. As long as you go with the right expectations. It's unlikely you'll come away with the promise of a job, of course. It's more about discovering what companies are looking for in potential employees.

Fergus: Yes, plus they're a great opportunity to practise things like networking, meeting new people, talking about yourself and what you do, d'you know what I mean?

Tutor: Definitely, yes. There'll be several high-profile companies in the engineering sector, and you'll have the chance to get to know some useful people. If they give you their card or contact information, make sure you keep it safe. It's a sign they like you and want you to keep in touch.

## Part 4

Lecturer: Many thanks for inviting me along today to talk to you about the results of some very interesting recent archaeological research.

The saying 'you are what you eat' is often applied to present day dietary advice. Certainly, our bodies will show evidence of whether we eat healthily or live on fast food and take-aways. This can be particularly useful in archaeological research; through a careful analysis of the ancient bones of our ancestors, we can tell a great deal about their diet and the way they lived.

I'd like to talk to you today about some research into the early settlers of some remote tropical islands in the Pacific. When these people travelled to these new lands 3,000 years ago, they had to bring along all the resources they needed for survival, including food, plants and animals from their original homes.

One such group were the Lapita people, who were early settlers of Remote Oceania - several islands in the Pacific. When the Lapita set sail for the island Vanuatu, they brought with them domestic animals and crop plants. This allowed them to settle in an area where no humans had previously lived and that had limited natural resources. Archaeologists have been keen to discover to what extent these settlers and their domestic animals relied on the resources they'd brought with them compared to the native plants and animals they found on the island.

In order to try and understand the diet and lives of the Lapita people, archaeologists analysed the chemical composition of the bones of 50 adults excavated from the Lapita cemetery on Efate Island, Vanuatu. Depending on what we eat, we consume varying amounts of carbon, nitrogen and sulphur. As these chemical elements are ultimately deposited in our bones, the amounts, or ratios, of each one can provide a sort of 'dietary signature'. For instance, plants incorporate nitrogen into their tissues, and as animals eat plants and other animals, nitrogen builds up in their own system. The presence of different ratios of chemical elements may show whether a human or an animal ate plants, animals or both. Carbon and sulphur ratios offer another clue to diet. Carbon ratios, for example, differ between land and water organisms, as do sulphur ratios, the values of which are much higher in aquatic organisms compared to land-based organisms. As well as examining the settlers' bones, scientists carried out a comprehensive analysis of the chemical elements found in the settlers' likely food sources. This included modern and ancient plants and animals. They found that early Lapita inhabitants of Vanuatu may have searched for food rather than relying entirely on food they had grown themselves during the early stages of colonisation. In the longer term, they probably did grow and consume food from the resources they'd brought with them, but early on they appear to have relied as much on a mixture of fish, marine turtles and fruit bats, as well as their own domestic land animals.

The archaeologists believe that this analysis of diet may also provide clues to the culture of the settlers. For one thing, males had much higher nitrogen levels compared to females, which indicates greater access to meat. This difference in food consumption may support the hypothesis that Lapita societies were ranked in some way, or it may suggest dietary differences associated with the work people were involved in.

Additionally, the archaeologists analysed ancient pig and chicken bones and found that carbon levels in the settlers' domestic animals indicated that they were eating a diet mainly of plants. However, their nitrogen levels indicate that they may also have roamed freely, eating foods such as insects. This would have allowed the Lapita people to keep food resources that were in short supply for themselves, rather than feeding them to their domestic animals.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **A** | Agent: Um, well, there's one leaving at 1.00. That arrives at Victoria Station at 4.10, if that's any good. Traffic is usually quite light at the weekend and the drivers tend to make good time, so I think you'd certainly be there for 4.30. Customer: OK, that sounds just right. I think I'll take that. I can always phone ahead if I'm going to be late |
| 2 | **A** | Actually, I'm not sure when I'll be coming back, so I won't book a return ticket, just one way |
| 3 | **B** | Just the one ticket, please. I'm going down to visit my daughter at university. My son's meeting me at the station, so it's a proper family reunion |
| 4 | **Upton** | Customer: Yes, it's Matthew Upton, that's U-P-T-O-N |
| 5 | **Allesley Road** | Customer: 34 Allesley Road. Allesley, that's A-double L-E-S-L-E-Y |
| 6 | **558997** | Customer: 01732 558997 |
| 7 | **257** | Customer: matt257@yahoo.co.uk |
| 8 | **C** | We offer a very good luggage allowance. You can take two suitcases as long as they're no more than 20 kilos each; that's 40 kilos in total, and one small item of hand luggage on the coach |
| 9 | **B** | Would you like travel insurance included with your ticket? It's an additional £2.00 |
| 10 | **B** | Actually, I've been having trouble with my debit card today and I've left my cheque book at home, so I'd better pay in cash. You'll give me a receipt, won't you |
| 11 | **C / D / F** | We've been able to replace all that old wooden shelving with a more modern style. The computers have been moved to a new designated IT room, and on the subject of technology, visitors can now order and return books and CDs on their own with our new automated system – so no more queuing to be served. Sadly, money ran out before we had the chance to decorate the meeting room but we're hoping to complete that next year. Oh, and the children's section now has some colourful new tables and chairs as well |
| 12 | **C / D / F** | We've been able to replace all that old wooden shelving with a more modern style. The computers have been moved to a new designated IT room, and on the subject of technology, visitors can now order and return books and CDs on their own with our new automated system – so no more queuing to be served. Sadly, money ran out before we had the chance to decorate the meeting room but we're hoping to complete that next year. Oh, and the children's section now has some colourful new tables and chairs as well |
| 13 | **C / D / F** | We've been able to replace all that old wooden shelving with a more modern style. The computers have been moved to a new designated IT room, and on the subject of technology, visitors can now order and return books and CDs on their own with our new automated system – so no more queuing to be served. Sadly, money ran out before we had the chance to decorate the meeting room but we're hoping to complete that next year. Oh, and the children's section now has some colourful new tables and chairs as well |
| 14 | **(local) history society** | The local History Society will be meeting on the first Monday of each month at 7.30 as usual, and we'll be starting our Wednesday lunchtime Book Club at 1.00 |
| 15 | **book club** | Then we get down to business in September. The local History Society will be meeting on the first Monday of each month at 7.30 as usual, and we'll be starting our Wednesday lunchtime Book Club at 1.00 |
| 16 | **Ask the Author** | And we're especially looking forward to welcoming a local writer, Sally Wainright, to a new event on 22nd September. This will be the first of a series of events we're calling 'Ask the Author' |
| 17 | **B** | Our computer classes have become so popular over the past year that we're thinking about starting a second session and we'll need someone to run it |
| 18 | **B** | We're also trying to do our bit to break down the generation gap and we've been inviting some of our older citizens in to talk to school groups about the past. The children range in age from seven to eleven |
| 19 | **B / E** | Users can reserve books if the bus doesn't have anything that they feel like borrowing. There's a computer on board with access to the library database, so the librarian will be able to reserve one for you. Unfortunately, we don't stock newspapers or magazines on the bus as these tend to be for reference purposes only and can't be taken away. We're also pleased to be working with the local council, who've agreed to send someone from the community office on the bus. They'll be able to help you with any local issues you may have |
| 20 | **B / E** | Users can reserve books if the bus doesn't have anything that they feel like borrowing. There's a computer on board with access to the library database, so the librarian will be able to reserve one for you. Unfortunately, we don't stock newspapers or magazines on the bus as these tend to be for reference purposes only and can't be taken away. We're also pleased to be working with the local council, who've agreed to send someone from the community office on the bus. They'll be able to help you with any local issues you may have |
| 21 | **Tuesday and Wednesday** | I'd suggest making sure you get along there on Tuesday and Wednesday. Engineering companies tend to be more prominent then rather than on Monday or the end of the week |
| 22 | **career paths** | But I've heard you can pick up some valuable ideas for career paths |

| # | Answer | Explanation |
|---|---|---|
| **23** | **company websites** | Have a look at company websites so you've got the basis for a good conversation with the people on the stands |
| **24** | **B** | Yes, I was looking at one the other day. The boss was being interviewed about their staff development programme, and there are one or two other firms I'm also interested in |
| **25** | **A** | Remember to think about what you're going to ask people before you turn up |
| **26** | **B** | I'll make an effort, though. A nice pair of trousers and a jacket, nothing too formal |
| **27** | **A** | Try and direct your questions towards the best person |
| **28** | **B / E / F** | It's more about discovering what companies are looking for in potential employees Yes, plus they're a great opportunity to practise things like networking, meeting new people, talking about yourself and what you do, d'you know what I mean There'll be several high-profile companies in the engineering sector, and you'll have the chance to get to know some useful people |
| **29** | **B / E / F** | It's more about discovering what companies are looking for in potential employees Yes, plus they're a great opportunity to practise things like networking, meeting new people, talking about yourself and what you do, d'you know what I mean There'll be several high-profile companies in the engineering sector, and you'll have the chance to get to know some useful people |
| **30** | **B / E / F** | It's more about discovering what companies are looking for in potential employees Yes, plus they're a great opportunity to practise things like networking, meeting new people, talking about yourself and what you do, d'you know what I mean There'll be several high-profile companies in the engineering sector, and you'll have the chance to get to know some useful people |
| **31** | **C** | through a careful analysis of the ancient bones of our ancestors, we can tell a great deal about their diet and the way they lived |
| **32** | **A** | This allowed them to settle in an area where no humans had previously lived and that had limited natural resources |
| **33** | **C** | Archaeologists have been keen to discover to what extent these settlers and their domestic animals relied on the resources they'd brought with them compared to the native plants and animals they found on the island |
| **34** | **signature** | As these chemical elements are ultimately deposited in our bones, the amounts, or ratios, of each one can provide a sort of 'dietary signature' |
| **35** | **water** | Carbon ratios, for example, differ between land and water organisms, as do sulphur ratios, the values of which are much higher in aquatic organisms compared to land-based organisms |
| **36** | **ancient** | As well as examining the settlers' bones, scientists carried out a comprehensive analysis of the chemical elements found in the settlers' likely food sources. This included modern and ancient plants and animals |
| **37** | **domestic (land) animals** | but early on they appear to have relied as much on a mixture of fish, marine turtles and fruit bats, as well as their own domestic land animals |
| **38** | **B / C** | This difference in food consumption may support the hypothesis that Lapita societies were ranked in some way, or it may suggest dietary differences associated with the work people were involved in |
| **39** | **B / C** | This difference in food consumption may support the hypothesis that Lapita societies were ranked in some way, or it may suggest dietary differences associated with the work people were involved in |
| **40** | **C** | Additionally, the archaeologists analysed ancient pig and chicken bones and found that carbon levels in the settlers' domestic animals indicated that they were eating a diet mainly of plants. However, their nitrogen levels indicate that they may also have roamed freely, eating foods such as insects. This would have allowed the Lapita people to keep food resources that were in short supply for themselves, rather than feeding them to their domestic animals |

# Test 40

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Choose the correct letter, A, B or C.

**1** Katie thought the house

- **A** ○ would be too small for them.
- **B** ○ would be quite cheap.
- **C** ○ would not be like the advertisement claimed.

**2** Jason says

- **A** ○ Katie's parents would like the house.
- **B** ○ there is no communal area in the house.
- **C** ○ the house needs decorating.

**3** Jason likes the landlady because

- **A** ○ she used to be a student herself.
- **B** ○ she has a lot of properties.
- **C** ○ she takes care of the house.

### Questions 4-6

Choose THREE letters, A-G.

**4** **5** **6** Which THREE of the following do the house and its vicinity have?

- **A** ☐ a garden
- **B** ☐ a washing machine
- **C** ☐ an internet connection
- **D** ☐ parking restrictions
- **E** ☐ a modern kitchen
- **F** ☐ a garage
- **G** ☐ local shops

### Questions 7-10

Complete the notes below.

Write NO MORE THAN THREE WORDS or A NUMBER for each answer.

**RENT DETAILS**

| | |
|---|---|
| Address: | 94 **7** _____ |

| | |
|---|---|
| Monthly rent: | **8** _____ £<br>rent of **9** _____ to be paid as deposit |
| Telephone number: | 01764 **10** _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-13

Choose the correct letter, A, B or C.

**11** When Amanda was bitten,

- **A** ○ she felt a sharp pain in her foot.
- **B** ○ she believed she was in serious trouble.
- **C** ○ she started to shake all over.

**12** Amanda

- **A** ○ checked to see if there was anything in her shoes first.
- **B** ○ found a fault in one of her shoes.
- **C** ○ was aware of common ways of getting bitten.

**13** When Tony saw the spider,

- **A** ○ he picked it up.
- **B** ○ he hit it with Amanda's shoe.
- **C** ○ he covered it with a glass container.

### Questions 14-15

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

**FIRST AID ADVICE**

Place a(n) **14** _____ over the bite to relieve the pain.

Do not place a(n) **15** _____ over the bite as this can cause further pain.

### Questions 16-18

Choose THREE letters, A-E.

**16** **17** **18** Which THREE symptoms did Amanda have before going into hospital?

- **A** ☐ a painful lower leg
- **B** ☐ feeling sick
- **C** ☐ a fever
- **D** ☐ a headache
- **E** ☐ swelling

### Questions 19-20

Complete the sentences below.

Write NO MORE THAN TWO WORDS or A NUMBER for each answer.

- Following treatment, symptoms can sometimes take a few **19** _____ to clear up.
- Amanda flew home **20** _____ later.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Choose the correct letter, A, B or C.

**21** Kevin has lectures

- **A** ○ three days a week.
- **B** ○ on Wednesdays.
- **C** ○ four days a week.

**22** What does Kevin say about going home?

- **A** ○ He last went home in September.
- **B** ○ It is too expensive to travel by train.
- **C** ○ He has been back home once.

**23** Kevin thinks living in halls of residence

- **A** ○ is cheaper than renting a house.
- **B** ○ is a good way of getting to know people.
- **C** ○ means it is difficult to use the kitchen.

**24** Kevin joined the Spanish Society because

- **A** ○ he wanted to learn how to cook.
- **B** ○ someone told him it was good.
- **C** ○ he knows people who are members.

**25** The tutor says it is important for students to structure their time because

- **A** ○ they have more independence at university.
- **B** ○ they have too much free time.
- **C** ○ it is the best way to get top grades in their work.

### Questions 26-30

Complete the sentences below.

Write NO MORE THAN THREE WORDS or A NUMBER for each answer.

**Writing Tutorial Service**

Get feedback on your academic writing skills!

Send us a piece of work along with a completed **26** _____.

The team may not be familiar with your subject, so try one of the general **27** _____ you will find on our webpage.

When applying for a tutorial, tell us when you are **28** _____.

We usually arrange to see you within **29** _____ of receiving your application.

Under normal circumstances, students will be able to meet the team once every **30** _____.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-32

Choose the correct letter, A, B or C.

**31** According to the speaker, which of the following models emerged first?

- **A** ○ equity-based crowdfunding
- **B** ○ micro-lending
- **C** ○ fan-based crowdfunding

**32** The fan-based model offers

- **A** ○ shares.
- **B** ○ a financial return.
- **C** ○ a reward.

### Questions 33-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

**Crowdfunding explained**

- The project and financial target are explained on the crowdfunding website.
- Each fundraising initiative has a set **33** _____ limit.
- For a film, people could expect anything from free tickets to having their name listed in the **34** _____.

**Crowdfunding opportunities**

- Companies can receive small donations from a(n) **35** _____ of people.
- Partner companies can help as part of their own fundraising events.
- You can get **36** _____ from supporters during the development phase.
- Crowdfunding will increase **37** _____ of the product and potentially improve sales.

**Crowdfunding dangers**

- You must reach your target or donations are **38** _____.
- It can take a lot of time to fulfil the promises you have made to fans.
- Don't forget to consider the cost of **39** _____ when working out profits.
- Raising awareness is hard if your company is **40** _____ or if you don't have many social media followers.

# Transcripts

## Part 1

Katie: Hi Jason. So what's the house like? I hope it's as good as the advert made out.

Jason: It's OK. I think I've finally found something we'll both like at last.

Katie: Brilliant! So what's it like?

Jason: Well, it's within walking distance of uni, it's in a residential area, there aren't many students living there, but it's easy to get onto campus, and the city centre is only a bus ride away.

Katie: OK, that's a good start. But what's it like inside? To be honest, when I saw the advert I didn't think it would be big enough for the three of us. The rent's not exactly cheap for the area. So come on ... Is it worth it?

Jason: Well, it's got three bedrooms and a nice living room, so we'll all have our own space to work and somewhere to sit together. It's clean and there's no need to decorate. I'm sure your mum and dad would be happy with it, if that's anything to go by.

Katie: OK. That sounds promising.

Jason: And the landlady was really nice. She's not one of those people with a lot of properties. In fact, this is the only one she has, so she really looks after it. Her daughter was a student and stayed there last year, apparently.

Katie: Good. The advert said there's no garage but I can park on the road outside. I checked and there are no parking restrictions along that road. I know there are some shops in the neighbourhood, so we'll be OK for food and basic things.

Jason: Yes, that's right. It's a nice house. And the kitchen's fine. I suppose it's not exactly modern but it's clean and functional - all the things you need: washing machine, cooker ... There's no garden, which is a shame, so nowhere to sit in the summer. But there's Wi-Fi, so all in all I'm happy with it.

Katie: Right, then. I think we've cracked it. I'd like to see it myself before we sign anything. I might pop along later to have a look. It's on Foxwell Road, isn't it? Let me just make a note of the address. That's F-O-X-W-E-L-L Road, is that right?

Jason: Yes, that's right, number 94. I'll come along with you for another look. So, you know what the rent is, don't you? £430 a month. I know that's £50 a month more than we were expecting to pay but I think it's worth it.

Katie: Mm, it sounds reasonable, especially if it's in a nice area. And we need to pay a deposit as well, don't we? According to the ad, that's one month rent in advance.

Jason: Yes, that's right. That's normal when you rent, so I was expecting it. You'd better give the landlady a ring if we want to have look round. Why not give her a call and see if she's free later?

Katie: OK, good idea. What's her number?

Jason: It's a mobile number: 01764 445328.

Katie: Right, I'll phone her now. Hopefully, she'll be free and we can go over there this evening.

## Part 2

Presenter: Today we're continuing our travellers' tales. On the line we have Amanda Toddington, who had quite a nasty experience in Australia last year. Isn't that right, Amanda?

Amanda: Yes. My husband and I were on holiday and we were staying at a friend's house on the coast near Brisbane. It was towards the end of the holiday and I was about to go into the garden and enjoy my breakfast. I walked out into the kitchen, slid my left foot into my shoe and felt a tiny sting. It was pretty painless but I shook the shoe off my foot and saw this tiny spider running out as the shoe hit the wall. Anyway, not being an expert, I presumed the worst, that I'd been bitten by something that was going to kill me and I completely lost control. I don't think I've ever screamed so much in all my life. We'd been told beforehand to always check our shoes before putting them on as it's a common way to get bitten, so I suppose it was my own fault, really.

Presenter: So, what was it that had bitten you?

Amanda: Tony - that's our Australian friend - he immediately asked me if I knew what had bitten me, and I pointed to the corner of the room where I'd last seen the spider. He picked up a jar and found the creature in the corner, where the shoe had hit the floor. 'It's a redback,' he said, and he gently placed the jar over the spider. The funny thing was we'd been talking about some of the creatures we needed to be careful of a few days previously, and as he said the name 'redback', the conversation came flooding back to me ... In particular, the fact that the bite can be extremely painful. I've found out since that the redback is from the same family as the black widow spider, and it's the female that does the damage - which it turned out was what I'd been bitten by.

Presenter: You must have been absolutely petrified.

Amanda: You can say that again! I remember feeling quite confused. I wasn't in a great deal of pain to begin with, and yet I could see from our friends' faces that they were concerned. Tony explained that the venom, or poison, of the bite spreads quite slowly, so the pain doesn't feel too bad at first. Gwen - Tony's wife - brought an ice pack and Tony held it against the bite to make it less painful. Apparently, you're not supposed to put a bandage on the area as this can make it hurt even more. Tony tried to put my mind at rest by explaining that this was quite a common bite, that the hospital would have an anti-venom and that everything would be OK. But I was beginning to panic. We were flying back to the UK the next day and I really didn't know what to do.

Presenter: So what did you do?

Amanda: Well, Tony phoned the doctor, who told him to check my symptoms for the next hour or two. As time went on, the pain became very intense, from my foot right up to my knee. My husband was on the internet and was reading out the possible symptoms. I wasn't feeling sick and I hadn't yet developed a fever but I had a terrible headache and my foot was beginning to swell up. At this point, Tony decided to take me to the local hospital to be on the safe side. I really didn't want to go as I had visions of being kept in for days and all our plans being spoilt. But Tony and my husband insisted. When we got to the hospital, I was relieved to see how casual everyone was when Tony explained I'd been bitten by a redback spider. They told me to take a seat and got on with their work.

Presenter: And did you receive any treatment?

Amanda: By the time I got to see a doctor, the pain was very intense indeed and I was getting quite upset. The doctor decided to give me a dose of an anti-venom, which he assured me would eventually deal with the problem. Unfortunately, he also explained that it wouldn't have an immediate effect and the symptoms might last for several days. But the story has a happy ending. My husband managed to book us onto another plane one week later. And even better news was that the symptoms of the bite finally cleared up after about 24 hours. Within a couple of days, I was back to normal again. So thanks to the spider, we managed to extend our holiday by a week.

## Part 3

Tutor: Anyway, as this is our first session, I'd just like to find out how you're settling in, how your Spanish course is going - basically, anything you feel you need to talk about.

Kevin: I'm OK, I suppose. I'm settling into my studies and I'm finding the course interesting. I've got a free day on Wednesday, which is good, and lectures and tutorials on the other four days. Yeah, I'm getting into the swing of things. I'm just missing home a little, that's all.

Tutor: OK. Well, if it makes you feel any better, I reckon half the students I speak with are a little homesick. It's only natural. Is this the first time you've lived away from home?

Kevin: Yes. I was thinking just this morning that I've never spent so long away from my friends and family before. I've been back home on one occasion since I started in September, but it's so expensive to get down to London by train that I can can't go very often.

Tutor: Well, don't be too hard on yourself, Kevin. It's quite a lot to deal with at first, isn't it? Moving to a new city, being responsible for everything for the first time ever, shopping, cooking, etc. Then making new friends, and then there's your studies, of course, and getting organised. Are you living on campus or in town?

Kevin: On campus, in halls of residence. It's not as cheap as renting a room in a house but I thought it would be a good way of meeting new students. We're all in and out of the kitchen during the day, so it's not difficult to socialise. Like you say, I'm just a bit homesick.

Tutor: I'm sure that you'll find things get better over the next few weeks. Everything's new for you at the moment and a little overwhelming. But you'll get into a routine and start to feel more settled. What about Freshers' Week? Did you sign up for anything?

Kevin: Yes. I've joined a couple of groups. There's the Film Society, and a tutor recommended the Spanish Society, so I've signed up for that too. I've volunteered to help out on their International Food Day - making snacks, that kind of thing. And I'm looking forward to getting to know other members.

Tutor: You said earlier you were finding your studies OK, so that's good as well. The main thing to remember is to try to be as organised as possible. You have so much more freedom to make your own decisions here, so it's important to structure your time to factor in time for studies. If you're on top of your work, you'll feel much more able to enjoy your free time.

Kevin: Um, I was hoping you could help me with my essay writing. I seem to be spending ages writing and re-writing essays and, well, ...

Tutor: The best bet is for you to sign up to the university Writing Tutorial Service. They have people who are in place to support students specifically with these problems. To join, just fill in the application form and give them a sample of your work.

Kevin: Brilliant! I didn't know anything about that. Can I give them one of my essays to look at?

Tutor: They won't give you feedback on a complete essay, I'm afraid, as they may not be subject experts. It's really aimed at developing your academic writing skills. Ideally, you should write something between 1,000 to 1,500 words. If you find their page on the university website, they've got a list of general topics you can try.

Kevin: So do I just turn up? Or do I need to make an appointment? I've got an essay deadline coming up soon, so I'd like to get help as soon as possible.

Tutor: You'll need to arrange an appointment. The first step is to sign up for the service. Download the application form and essay title from the webpage. Don't forget to state when you're available for tutorials on the form. Email the essay and form to the team and they'll get back to you with an appointment time. It usually takes about one week from when they first receive your essay to arrange an appointment. You're usually given one tutorial a term but they may offer you further sessions if they think you need them.

Kevin: OK, I'll do that. Thanks for your help.

## Part 4

Lecturer: Good morning, everyone. Today we're continuing our look at funding opportunities for small start-up businesses. The emergence of social media has given companies the ability to connect with fans and potential customers directly. On the back of the growth in social media, a model of raising finance has emerged known as crowdfunding. This revolutionary way of raising finance began with micro-lending in the nineties. More recently an equity-based model has emerged that allows people to invest directly in a new company. We're going to examine this in more detail later, but let's turn first to a third model, which I'll term a fan-based model.

With this model of crowdfunding, individuals are encouraged to give an amount of money to support the launch of a project or initiative without the promise of any financial return. Instead, there's a reward for donating. This contrasts with the micro-lending model, which would require a return on investment, and the equity-based scheme, which may offer shares. Crowdfunding portals or websites allow the business concerned to present the initiative along with the financial target required. There's a fixed time limit for fundraising and if the target amount is reached, all donations are paid to the company or individual. Whether it's an author planning to write a new book, an independent film company looking to make a new film, or a technology company with an idea for an app, the person or company needing funding would turn to its fan base for support. This is managed through one of the many crowdfunding online portals that have emerged.

Of course, a fan or supporter of a particular initiative is likely to give money anyway. But donation-based crowdfunding will often make donating even more attractive by offering a rewards-based incentive scheme. Let's take a film company, for example, that needs funding for a new film. For a small set donation, the donor might be offered a free ticket to the premiere or a DVD of the film. A larger set donation might be rewarded by the chance to attend a launch event when the film goes live. Those people who make bigger donations could even be offered the chance to meet the cast of the film, whilst the highest level donation could see the person's name mentioned in the film credits.

For companies that already have a significant fan base, crowdfunding offers a fantastic opportunity to raise money quickly from a large number of people, each of whom donates just a small amount of money. Compare this to the time and effort that would be needed to sell your idea to investors or your bank manager, particularly in an age when raising finance can be difficult. The company may also have links with partner companies or organisations that run fundraising events. In this case, you can significantly increase participation by working with these organisations to promote your crowdfunding project. Another significant advantage is that you can reach out to your fan base for feedback on the project while it's being developed, thus making the final product more appealing. Crowdfunding enables you to raise awareness of the product at an early stage, thus increasing the potential for sales. With so many people behind you, it can also act as a great incentive to get the best possible product out on time and on budget.

However, there are disadvantages to bear in mind. The model can be described as 'all or nothing'. If you don't reach the monetary target required in the agreed time, all promises of donations are cancelled and no money is paid, leaving you back at square one. Should this happen, or still worse, you receive the funding but are unable to come up with the product, not only will your fans end up disappointed but the portal will record the fact that you failed to reach your target or that the initiative failed. Fulfilling all the pledges that you've made to people can also be very time-consuming. For example, remembering to send out copies of books or free cinema tickets can sometimes be forgotten in the excitement and frenzy of launching your product. People sometimes forget to factor in the cost of rewards when calculating profit margins, but these can be significant. And finally, if you have a small fan base, for example you're a new company or have a small social media footprint, raising awareness of your initiative will be challenging.

These drawbacks aside, donation-based crowdfunding is a wonderful opportunity for individuals or small start-ups to raise funds for that exciting new project whilst reaching out and connecting to the people who are most likely to support and promote your work for you.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **A** | To be honest, when I saw the advert I didn't think it would be big enough for the three of us |
| 2 | **A** | I'm sure your mum and dad would be happy with it, if that's anything to go by |
| 3 | **C** | In fact, this is the only one she has, so she really looks after it |
| 4 | **B / C / G** | I know there are some shops in the neighbourhood, so we'll be OK for food and basic things. Jason: Yes, that's right. It's a nice house. And the kitchen's fine. I suppose it's not exactly modern but it's clean and functional – all the things you need: washing machine, cooker There's no garden, which is a shame, so nowhere to sit in the summer. But there's Wi-Fi, so all in all I'm happy with it |
| 5 | **B / C / G** | I know there are some shops in the neighbourhood, so we'll be OK for food and basic things. Jason: Yes, that's right. It's a nice house. And the kitchen's fine. I suppose it's not exactly modern but it's clean and functional – all the things you need: washing machine, cooker There's no garden, which is a shame, so nowhere to sit in the summer. But there's Wi-Fi, so all in all I'm happy with it |
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| 7 | **Foxwell Road** | It's on Foxwell Road, isn't it? Let me just make a note of the address. That's F-O-X-W-E-L-L Road, is that right? Jason: Yes, that's right, number 94 |
| 8 | **430** | So, you know what the rent is, don't you? £430 a month |
| 9 | **one month / 1 month** | According to the ad, that's one month rent in advance |
| 10 | **445328** | Jason: It's a mobile number: 01764 445328 |
| 11 | **B** | Anyway, not being an expert, I presumed the worst, that I'd been bitten by something that was going to kill me and I completely lost control |
| 12 | **C** | We'd been told beforehand to always check our shoes before putting them on as it's a common way to get bitten, so I suppose it was my own fault, really |
| 13 | **C** | He picked up a jar and found the creature in the corner, where the shoe had hit the floor. 'It's a redback,' he said, and he gently placed the jar over the spider |
| 14 | **ice pack** | Gwen — Tony's wife — brought an ice pack and Tony held it against the bite to make it less painful |
| 15 | **bandage** | Gwen – Tony's wife – brought an ice pack and Tony held it against the bite to make it less painful. Apparently, you're not supposed to put a bandage on the area as this can make it hurt even more |
| 16 | **A / D / E** | As time went on, the pain became very intense, from my foot right up to my knee. My husband was on the internet and was reading out the possible symptoms. I wasn't feeling sick and I hadn't yet developed a fever but I had a terrible headache and my foot was beginning to swell up |
| 17 | **A / D / E** | As time went on, the pain became very intense, from my foot right up to my knee. My husband was on the internet and was reading out the possible symptoms. I wasn't feeling sick and I hadn't yet developed a fever but I had a terrible headache and my foot was beginning to swell up |
| 18 | **A / D / E** | As time went on, the pain became very intense, from my foot right up to my knee. My husband was on the internet and was reading out the possible symptoms. I wasn't feeling sick and I hadn't yet developed a fever but I had a terrible headache and my foot was beginning to swell up |
| 19 | **days** | Unfortunately, he also explained that it wouldn't have an immediate effect and the symptoms might last for several days |
| 20 | **a week / one week / 1 week** | My husband managed to book us onto another plane one week later |
| 21 | **C** | I've got a free day on Wednesday, which is good, and lectures and tutorials on the other four days |
| 22 | **C** | I've been back home on one occasion since I started in September, but it's so expensive to get down to London by train that I can can't go very often |
| 23 | **B** | On campus, in halls of residence. It's not as cheap as renting a room in a house but I thought it would be a good way of meeting new students |
| 24 | **B** | There's the Film Society, and a tutor recommended the Spanish Society, so I've signed up for that too |
| 25 | **A** | You have so much more freedom to make your own decisions here, so it's important to structure your time to factor in time for studies |

| # | Answer | Explanation |
|---|---|---|
| **26** | **application form** | To join, just fill in the application form and give them a sample of your work |
| **27** | **topics** | They won't give you feedback on a complete essay, I'm afraid, as they may not be subject experts. It's really aimed at developing your academic writing skills. Ideally, you should write something between 1,000 to 1,500 words. If you find their page on the university website, they've got a list of general topics you can try |
| **28** | **available** | Don't forget to state when you're available for tutorials on the form |
| **29** | **a week / one week / 1 week** | It usually takes about one week from when they first receive your essay to arrange an appointment |
| **30** | **term** | You're usually given one tutorial a term but they may offer you further sessions if they think you need them |
| **31** | **B** | This revolutionary way of raising finance began with micro-lending in the nineties |
| **32** | **C** | With this model of crowdfunding, individuals are encouraged to give an amount of money to support the launch of a project or initiative without the promise of any financial return. Instead, there's a reward for donating |
| **33** | **time** | There's a fixed time limit for fundraising and if the target amount is reached, all donations are paid to the company or individual |
| **34** | **film credits** | whilst the highest level donation could see the person's name mentioned in the film credits |
| **35** | **large number** | For companies that already have a significant fan base, crowdfunding offers a fantastic opportunity to raise money quickly from a large number of people, each of whom donates just a small amount of money |
| **36** | **feedback** | Another significant advantage is that you can reach out to your fan base for feedback on the project while it's being developed, thus making the final product more appealing |
| **37** | **awareness** | Crowdfunding enables you to raise awareness of the product at an early stage, thus increasing the potential for sales |
| **38** | **cancelled** | If you don't reach the monetary target required in the agreed time, all promises of donations are cancelled and no money is paid, leaving you back at square one |
| **39** | **rewards** | People sometimes forget to factor in the cost of rewards when calculating profit margins, but these can be significant |
| **40** | **new** | And finally, if you have a small fan base, for example you're a new company or have a small social media footprint, raising awareness of your initiative will be challenging |

# Test 41

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Choose the correct letter, A, B or C.

**1** On which day can the patient make an appointment?

- **A** ○ Monday
- **B** ○ Tuesday
- **C** ○ Wednesday

**2** The patient has to wait for an appointment because

- **A** ○ the surgery is closed for a holiday.
- **B** ○ there are fewer dentists available.
- **C** ○ a dentist has cancelled some appointments.

**3** The patient books an appointment at

- **A** ○ 1.30.
- **B** ○ 3.30.
- **C** ○ 4.00.

### Questions 4-6

Complete the notes below.

Write NO MORE THAN TWO WORDS or A NUMBER for each answer.

**Costs of treatment**

| | |
|---|---|
| Fillings | £55 |
| Extractions | £90 |
| X-rays | £ **4** _____ |

We require **5** _____ hours notice of a cancellation, otherwise a fee of £10 is charged.

Cheques should be made payable to **6** _____ Dental Surgeons.

### Questions 7-10

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

**Dental Insurance**

We cover up to £650 worth of treatment every **7** _____.

Get big discounts on insurance cover for the whole **8** _____.

You can pay **9** _____ and no interest is charged.

Cover begins immediately your **10** _____ starts.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-11

Choose the correct letter, A, B or C.

**11** The main aim of the arts festival is to

- **A** ○ support the creative industries.
- **B** ○ increase the number of spectators.
- **C** ○ get more people into the creative arts.

### Questions 12-13

Choose TWO letters, A-E.

**12** **13** Which TWO things does the speaker say about doing something creative?

- **A** ☐ It is best to attend a workshop.
- **B** ☐ It can remind you of your childhood.
- **C** ☐ It can give joy to other people.
- **D** ☐ You may be surprised how talented you are.
- **E** ☐ You can become more interested in the world around you.

### Questions 14-17

Which groups of people can do the following activities?

Write the letters A, B, C or D.

A. older people

B. any interested people

C. the unemployed

D. creative people

**14** Create your own Artwork _____

**15** Walk for Creativity _____

**16** Work with Children _____

**17** Learn the Art of Story-telling _____

### Questions 18-20

Complete the sentences below.

Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

- Sessions must be **18** _____ in advance.
- All workshops are free of charge and **19** _____ will be provided.
- The office is open from 9-5, Monday-Friday, and until **20** _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

What does Judy say about the following courses?

Write the correct letter, A, B or C.

A. She transferred from this course.

B. She transferred to this course.

C. Her transfer request was turned down for this course.

**21** Fine Art _____

**22** History of Art _____

**23** English _____

### Questions 24-26

Choose THREE letters, A-G.

**24** **25** **26** Which THREE reasons does Graham give for wanting to transfer?

- **A** ☐ The German course is too difficult.
- **B** ☐ He does not like the people he is studying with.
- **C** ☐ He has more interest in history.
- **D** ☐ He plans to do a combined degree.
- **E** ☐ It suits his career plans.
- **F** ☐ He is not bothered that he will not spend a year abroad.
- **G** ☐ His housemate has persuaded him to transfer.

### Questions 27-30

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

**Transferring to another course at the university**

Step 1: Identify your reasons for wanting to transfer.

Step 2: Check that you satisfy the **27** _____ for the new course.

Step 3: Speak with the Careers Service.

Step 4: Find out if there are any **28** _____ implications.

Step 5: Speak to the Admissions Tutor in the department you want to transfer to.

Step 6: Complete a(n) **29** _____ form.

Please note: The form must also be signed by the **30** _____ of your current course and the one you are transferring to.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-40

Choose the correct letter, A, B or C.

**31** The symptoms of synaesthesia

- **A** ○ are the same for everyone with the condition.
- **B** ○ cannot be controlled.
- **C** ○ can be harmful.

**32** People who discover that they have synaesthesia

- **A** ○ often say they thought everyone experienced it.
- **B** ○ express negative feelings about their condition.
- **C** ○ wonder what it is like to be normal.

**33** One research project looking at synaesthesia

- **A** ○ produced different results from other research.
- **B** ○ was able to estimate the proportion of people with the condition.
- **C** ○ found that a small number of people saw different colours.

**34** The condition means some people see numbers or letters

- **A** ○ as either red or blue.
- **B** ○ as days or months.
- **C** ○ as colours or in particular relative positions.

**35** The way people experience colours

- **A** ○ will be exactly the same for everyone.
- **B** ○ can lead to disagreements.
- **C** ○ differs when a large number of experiments are carried out.

**36** When seeing certain words, people with word-taste synaesthesia

- **A** ○ will differ in the way they 'taste' a word.
- **B** ○ generally get a sweet taste in their mouth.
- **C** ○ have similar experiences.

**37** What does the speaker say about synaesthesia?

- **A** ○ Infants may all have the condition.
- **B** ○ It is difficult to prove that the condition exists.
- **C** ○ The condition becomes more noticeable during childhood.

**38** Family members with synaesthesia

- **A** ○ are not always closely related.
- **B** ○ may not have the same symptoms.
- **C** ○ make up forty per cent of the extended family.

**39** People with synaesthesia

- **A** ○ are advised to take up a hobby or interest.
- **B** ○ are often talented artists.
- **C** ○ often take an interest in the arts.

**40** What attitude do scientists have towards synaesthesia nowadays?

- **A** ○ It has little scientific worth.
- **B** ○ It may help them better understand how the brain functions.
- **C** ○ They need more proof that it exists.

# Transcripts

## Part 1

Receptionist: Hello, Mr Budley. Is that your treatment finished for today?

Patient: Yes. I've just had the X-ray for now. The dentist asked me to make another appointment to have one out and then to get my teeth cleaned.

Receptionist: OK, let's have a look at what's available. I've got a couple of free slots next week on the 16th. That's the Wednesday. Monday and Tuesday are completely full, I'm afraid.

Patient: Isn't there anything sooner than that? I'm in a lot of pain. Nothing this week?

Receptionist: I'm afraid not. We're very busy this week. One of the dentists is away on holiday, so we're a little short-staffed. If someone cancels, I'll give you a call, but for the time being shall I book you in for the 16th? We have a free slot at 1.30 and another one at 3.30.

Patient: OK, can you book me in at 3.30? Let me make a note of that. Oh, hang on. I can't make 3.30. I've got a meeting at 4.00 and I'll never get back in time. It'll have to be 1.30.

Receptionist: Right, that's booked for you. Now, the extraction will be £90 and the X-ray is £20, so that's £110 altogether. How would you like to pay? Cash or cheque? I'm afraid we don't take cards.

Patient: I'll pay by cheque, thanks. If it's OK, I'll pay for the X-ray now and the rest at my next appointment, just in case I have to cancel for any reason.

Receptionist: That'll be fine. Just to let you know, we need at least 24 hours notice if you have to cancel, otherwise there's a £10 fee.

Patient: So, the cheque. Who shall I make it payable to?

Receptionist: Sinclair Dental Surgeons. That's S-I-N-C-L-A-I-R.

Patient: While I'm here, I was wondering whether you had any information about dental insurance. I think my teeth are beginning to show signs of age and I might need a lot more treatment.

Receptionist: Er, there's a company we work with ... Here's one of their leaflets. Their prices are very competitive and the cover they offer is similar to that of most other companies. They pay up to £650 a year for dental treatment and you can add your wife and children to the plan whenever you want with their family cover plan. This gives you a generous discount compared to individual plans.

Patient: Thanks. It looks interesting.

Receptionist: And they offer interest-free monthly payments too. Er, there's a telephone number you can call for more information.

Patient: Thanks. I'll take it home and have a closer read. Will I be able to claim for the treatment I'm having now?

Receptionist: Any treatment you have after your membership starts will be covered. So if you're quick, you might get the cost of work next week covered.

Patient: Thanks again. Well, I'll see you next week then.

## Part 2

Presenter: Hi again. I'm joined today by Ben Knightly from the Media and Arts Centre. He's here to tell us about the launch of the city's arts festival. Hi Ben. This year has a particular focus, doesn't it?

Ben: It does, yes. This year we want to encourage more people who would not normally describe themselves as being creative to get involved with some of our many events and workshops. Not simply turning up as spectators but to get involved themselves, to get their hands dirty as it were. There's such a wide offering this year that I'm sure we'll have something to suit all tastes.

Presenter: You were telling me earlier how beneficial being creative can be for us.

Ben: Absolutely. I recently attended a drawing workshop, and even if I do say so myself, came away with a very good sketch I'd done. But what was particularly surprising for me was my feeling of pride and joy when I looked at the sketch again and showed it to the family. It really took me back to the feelings I had as a youngster when I'd made something. I realised that even as an adult we can get just as much pleasure and happiness from creative activity. Actually, research has shown that the more we allow ourselves to be creative, the happier we feel; and the more positive our frame of mind, the more creative and the more curious we become about the world we live in.

Presenter: Well, you've certainly persuaded me. So, what kind of events can we look forward to?

Ben: We want to try and include as wide a range of people as possible this year, from people already involved in the creative arts through to elderly people who haven't been creative in years. So for example, we're inviting people in the creative industries who occasionally suffer from writer's block to join us on one of our creative walks. Walking has been proved to aid creative thinking and we're running a series of walks during the spring and summer around some of the many beauty spots in and around the city. Then there's our knitting programme. We're working with schools in the area to invite grandparents in to teach kids how to knit. It's a great opportunity to bridge the generation gap and rekindle that interest in knitting you may have forgotten about. We also aim to inspire and support people without jobs through a series of free courses starting with creative writing workshops. These courses will give them an insight into the basic ingredients of a good short story and help participants get their ideas into shape. And for anyone out there who is looking for the chance to explore their creative side, come along to our printmaking workshops. You'll have the chance to study some fantastic prints by local artists, explore different print processes, and take home a print of your own to hang on a wall.

Presenter: Excellent. So how do we go about getting involved?

Ben: If anyone is interested in joining one of these sessions, it's important that you contact us first as places need to be booked beforehand. We ran similar sessions last year and demand was high. As I said previously, there's no charge for any of the workshops, and materials where appropriate will be provided on the day. You can get further information on our website and if you don't have access to the internet, call us on 514 2261. The booking office is open Monday to Friday from nine to five, but closes early on a Saturday at 12.30.

Presenter: Many thanks, Ben.

## Part 3

Judy: Hi Graham. How you doing?

Graham: Hi Judy. I'm fine, thanks. And thanks for popping round. I was hoping I could pick your brains about transferring to another course.

Judy: Yes, I remember you saying you wanted to do something else. Are you planning on staying here, or are you looking to go to a different university?

Graham: No, I'm happy to stay here. I just feel I need to do something else. How did you go about your transfer? You did History of Art originally, didn't you?

Judy: That was the course I initially wanted to transfer to. I'd studied Art at college and wanted to continue but my parents persuaded me that English would be more useful, so I took their advice. But I really didn't enjoy it and tried to transfer to History of Art but the course was full. Anyway, I spoke with the course tutors and they told me about the Fine Art programme. They thought I had the talent to do it, so that was that.

Graham: I see. How did your parents take the news?

Judy: They were OK about it, really. They just want me to do what I enjoy, so everything's fine there. So, you're hoping to transfer as well, then?

Graham: Yes, I think I've given the German course a good try but I'm not really happy. Most of the other students on the course seem to have at least one German parent or they've spent a great deal of time in Germany, so their German is much better than mine. We get huge novels to read and I'm still struggling with the first chapter while they're already finished and writing their assignments. I thought about doing a combined degree, German with another course, as the workload would be less but in the end I feel a complete change would be best. One of my other subjects at school was History and I realise now I'm actually more interested in that. One of my housemates is doing History and it sounds like a great degree, so I've decided to focus on that.

Judy: Well, people do transfer, so it's not out of the ordinary. But won't you miss the opportunity to study abroad for a year? You spend Year 3 in Germany, don't you?

Graham: I know. Not only Germany, actually. You have a choice of Germany, Switzerland or Austria. That would be exciting, I know, but that's really the only thing I like about the course and I can always do some travelling after I've finished my studies. I still don't know what I want to do as far as a career is concerned, so I think it's best I study something I enjoy, first and foremost. Anyway, I thought I'd ask you about how you went about your transfer before taking it any further.

Judy: Well, the first thing you have to do is make sure you're clear in your own mind why you want to transfer. You'll need to persuade people that it's a good idea, so get your arguments clear. Then ... I'm sure you've already done this, but check what the entry requirements are for History and whether you've got the necessary qualifications. They might be more flexible now you're actually here but you need to show them you'd be able to keep up with your studies.

Graham: Well I've got History qualifications, so I'm hoping that won't be a problem. Who do I have to speak to?

Judy: Well, they always tell you to speak with your course tutor first in case there's a way of making the course you're on more appealing to you. But it sounds like you've definitely decided to get out, so I'd go to the Careers Service next, just to make sure there aren't any restrictions on transferring. It shouldn't be a problem but it's best to check first. And then there's your funding. I'm no expert but I would imagine this won't be a problem; German's a four-year course and History is three, so you could just start from Year 1 next September. If the Careers Service think it's OK and there are no funding problems, go and speak to the Admissions Tutor in the History Department, just to see if they're happy with your qualifications - and if there are places.

Graham: OK. Well, I'm hoping it'll be OK. I'm planning to transfer at the beginning of next year rather than half-way through this year.

Judy: Yes, hopefully it'll be alright. If they accept you, it's pretty straightforward after that. It's not like you're going to another university. You just have to complete a form - I think it's called an internal transfer form. Your current Head of Department and the one for the course you're transferring to have to add their signature as well. And that's it.

Graham: Well, thanks for that, Judy. I'd better start making my case for transferring, I suppose.

## Part 4

Lecturer: Today we're going to look at a fascinating condition that challenges the idea that we all see and experience the world around us in a similar way. For example, what do you see when I mention a day of the week or a month? What colour is the letter A? Or the number 10? If you often find yourself having more than the normal sense sensations, you too could have a condition known as synaesthesia.

Synaesthesia is a harmless but fascinating condition which is often described by psychologists as the joining of the senses. We normally experience our senses individually, so we see a colour or hear a word, whereas people with synaesthesia will find two or more senses being stimulated at the same time by a single stimulus. Some people will see or feel a colour when they hear a sound. Others will experience a taste or smell when another sense is stimulated. This happens automatically - the sensation can't be managed.

People often go through life unaware that they have the condition. A common response from individuals who learn for the first time that they have synaesthesia is one of surprise to discover that other people don't experience the same thing. It's a normal part of life for them and they will rarely describe the symptoms negatively.

To estimate the numbers of people with synaesthesia, one group of researchers sat people in front of a computer and showed them letters and numbers in black. Participants were asked to choose a colour for each character they saw. A small proportion of participants, namely those with synaesthesia, consistently described the same characters as having the same colours. On the basis of the results, researchers were able to predict that synaesthesia affects about one per cent of the population. This number has been confirmed in other research.

Synaesthesia takes many different forms but the most common is to see or feel a colour in relation to letters and numbers. It's commonplace for people to identify A with red, B with blue, and so on. Some people will actually see a colour, but in most cases it's a question of feeling or sensing the colour. However, it's just as commonplace to see days, months, letters and numbers spatially, that is in lines or circles, for example. People might say they see Monday up high, Tuesday just below Monday, Wednesday on the left, Thursday on the right, and so on.

This doesn't mean that people with synaesthesia always agree on what they sense. Two synaesthetes will often argue over the colour of a letter, for example. But patterns emerge if a large enough sample of people are observed, providing clear evidence of this condition despite individual variations.

Colour and spatial synaesthesia are amongst the most common forms of the condition but they are by no means the only way people experience it. One of the more interesting combinations is word-taste synaesthesia. This occurs when words lead the person to experience tastes or certain taste sensations. So a person's name might have the flavour of a particular sweet, places might be associated with the taste of particular snacks. Taste needs to be seen in a wider context here. The sensation may be a feeling on the tip of the tongue or at the back of the throat and will differ from person to person.

Some researchers believe we are all born with the condition and that it's most prevalent in our early years but it then tends to become less noticeable as we enter childhood. It's a fascinating thought that as infants we experience the world around us through our senses in a different way than as adults. However, testing this hypothesis will be challenging, bearing in mind the difficulty of getting feedback from young infants!

Research also points to the fact that synaesthesia runs in families. In fact, as many as 40 per cent of synaesthetes, as they are called, know of someone in the family with a similar condition. This won't necessarily be a close family member and the condition may be traceable back to previous generations or to an extended family member such as a cousin or uncle.

There is evidence that synaesthetes are often creative and will often have artistic hobbies or interests. Researchers think this is not necessarily because synaesthesia makes them naturally more talented in this area but the fact that they have multiple sensory experiences generates an interest in, for example, art or music.

So that's synaesthesia. Apart from its intrinsic interest, for psychologists it's a fascinating indication that we may all experience the world around us in different ways. Once upon a time, these findings would have been regarded as highly subjective, lacking evidence and not of any scientific worth. However, we now have a much greater interest in how the brain helps us make sense of the world, and the study of synaesthesia is one way for us to discover more about this.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **C** | I've got a couple of free slots next week on the 16th. That's the Wednesday. Monday and Tuesday are completely full, I'm afraid |
| 2 | **B** | One of the dentists is away on holiday, so we're a little short-staffed |
| 3 | **A** | Patient: OK, can you book me in at 3.30? Let me make a note of that. Oh, hang on. I can't make 3.30. I've got a meeting at 4.00 and I'll never get back in time. It'll have to be 1.30. Receptionist: Right, that's booked for you |
| 4 | **20** | Now, the extraction will be £90 and the X-ray is £20, so that's £110 altogether |
| 5 | **24 / twenty-four** | Just to let you know, we need at least 24 hours notice if you have to cancel, otherwise there's a £10 fee |
| 6 | **Sinclair** | Receptionist: Sinclair Dental Surgeons. That's S-I-N-C-L-A-I-R |
| 7 | **year** | They pay up to £650 a year for dental treatment and you can add your wife and children to the plan whenever you want with their family cover plan |
| 8 | **family** | you can add your wife and children to the plan whenever you want with their family cover plan. This gives you a generous discount compared to individual plans |
| 9 | **monthly / every month** | And they offer interest-free monthly payments too |
| 10 | **membership** | Any treatment you have after your membership starts will be covered |
| 11 | **C** | This year we want to encourage more people who would not normally describe themselves as being creative to get involved with some of our many events and workshops |
| 12 | **B / E** | It really took me back to the feelings I had as a youngster when I'd made something Actually, research has shown that the more we allow ourselves to be creative, the happier we feel; and the more positive our frame of mind, the more creative and the more curious we become about the world we live in |
| 13 | **B / E** | It really took me back to the feelings I had as a youngster when I'd made something Actually, research has shown that the more we allow ourselves to be creative, the happier we feel; and the more positive our frame of mind, the more creative and the more curious we become about the world we live in |
| 14 | **B** | And for anyone out there who is looking for the chance to explore their creative side, come along to our printmaking workshops. You'll have the chance to study some fantastic prints by local artists, explore different print processes, and take home a print of your own to hang on a wall |
| 15 | **D** | So for example, we're inviting people in the creative industries who occasionally suffer from writer's block to join us on one of our creative walks |
| 16 | **A** | Then there's our knitting programme. We're working with schools in the area to invite grandparents in to teach kids how to knit |
| 17 | **C** | We also aim to inspire and support people without jobs through a series of free courses starting with creative writing workshops. These courses will give them an insight into the basic ingredients of a good short story and help participants get their ideas into shape |
| 18 | **booked** | If anyone is interested in joining one of these sessions, it's important that you contact us first as places need to be booked beforehand |
| 19 | **materials** | As I said previously, there's no charge for any of the workshops, and materials where appropriate will be provided on the day |
| 20 | **12.30 / 12:30 / twelve thirty** | The booking office is open Monday to Friday from nine to five, but closes early on a Saturday at 12.30 |
| 21 | **B** | Anyway, I spoke with the course tutors and they told me about the Fine Art programme. They thought I had the talent to do it, so that was that |
| 22 | **C** | tried to transfer to History of Art but the course was full |
| 23 | **A** | I'd studied Art at college and wanted to continue but my parents persuaded me that English would be more useful, so I took their advice. But I really didn't enjoy it and tried to transfer to History of Art but the course was full. Anyway, I spoke with the course tutors and they told me about the Fine Art programme. They thought I had the talent to do it, so that was that |

| # | Answer | Explanation |
|---|---|---|
| **24** | **A / C / F** | Most of the other students on the course seem to have at least one German parent or they've spent a great deal of time in Germany, so their German is much better than mine. We get huge novels to read and I'm still struggling with the first chapter while they're already finished and writing their assignments. I thought about doing a combined degree, German with another course, as the workload would be less but in the end I feel a complete change would be best. One of my other subjects at school was History and I realise now I'm actually more interested in that. One of my housemates is doing History and it sounds like a great degree, so I've decided to focus on that That would be exciting, I know, but that's really the only thing I like about the course and I can always do some travelling after I've finished my studies |
| **25** | **A / C / F** | Most of the other students on the course seem to have at least one German parent or they've spent a great deal of time in Germany, so their German is much better than mine. We get huge novels to read and I'm still struggling with the first chapter while they're already finished and writing their assignments. I thought about doing a combined degree, German with another course, as the workload would be less but in the end I feel a complete change would be best. One of my other subjects at school was History and I realise now I'm actually more interested in that. One of my housemates is doing History and it sounds like a great degree, so I've decided to focus on that That would be exciting, I know, but that's really the only thing I like about the course and I can always do some travelling after I've finished my studies |
| **26** | **A / C / F** | Most of the other students on the course seem to have at least one German parent or they've spent a great deal of time in Germany, so their German is much better than mine. We get huge novels to read and I'm still struggling with the first chapter while they're already finished and writing their assignments. I thought about doing a combined degree, German with another course, as the workload would be less but in the end I feel a complete change would be best. One of my other subjects at school was History and I realise now I'm actually more interested in that. One of my housemates is doing History and it sounds like a great degree, so I've decided to focus on that That would be exciting, I know, but that's really the only thing I like about the course and I can always do some travelling after I've finished my studies |
| **27** | **qualifications / entry requirements** | I'm sure you've already done this, but check what the entry requirements are for History and whether you've got the necessary qualifications |
| **28** | **funding** | And then there's your funding. I'm no expert but I would imagine this won't be a problem; German's a four-year course and History is three, so you could just start from Year 1 next September. If the Careers Service think it's OK and there are no funding problems, go and speak to the Admissions Tutor in the History Department, just to see if they're happy with your qualifications – and if there are places |
| **29** | **internal transfer** | You just have to complete a form – I think it's called an internal transfer form |
| **30** | **Head of Department** | Your current Head of Department and the one for the course you're transferring to have to add their signature as well |
| **31** | **B** | This happens automatically – the sensation can't be managed |
| **32** | **A** | A common response from individuals who learn for the first time that they have synaesthesia is one of surprise to discover that other people don't experience the same thing |
| **33** | **B** | To estimate the numbers of people with synaesthesia, one group of researchers sat people in front of a computer and showed them letters and numbers in black. Participants were asked to choose a colour for each character they saw. A small proportion of participants, namely those with synaesthesia, consistently described the same characters as having the same colours. On the basis of the results, researchers were able to predict that synaesthesia affects about one per cent of the population |
| **34** | **C** | Synaesthesia takes many different forms but the most common is to see or feel a colour in relation to letters and numbers. It's commonplace for people to identify A with red, B with blue, and so on. Some people will actually see a colour, but in most cases it's a question of feeling or sensing the colour. However, it's just as commonplace to see days, months, letters and numbers spatially, that is in lines or circles, for example |
| **35** | **B** | This doesn't mean that people with synaesthesia always agree on what they sense. Two synaesthetes will often argue over the colour of a letter, for example |
| **36** | **A** | The sensation may be a feeling on the tip of the tongue or at the back of the throat and will differ from person to person |
| **37** | **A** | Some researchers believe we are all born with the condition and that it's most prevalent in our early years but it then tends to become less noticeable as we enter childhood |
| **38** | **A** | This won't necessarily be a close family member and the condition may be traceable back to previous generations or to an extended family member such as a cousin or uncle |
| **39** | **C** | There is evidence that synaesthetes are often creative and will often have artistic hobbies or interests. Researchers think this is not necessarily because synaesthesia makes them naturally more talented in this area but the fact that they have multiple sensory experiences generates an interest in, for example, art or music |
| **40** | **B** | However, we now have a much greater interest in how the brain helps us make sense of the world, and the study of synaesthesia is one way for us to discover more about this |

# Test 42

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write NO MORE THAN THREE WORDS or A NUMBER for each answer.

**Accident report**

Time of accident: **1** _____

Driver failed to stop at the junction of Monks Road and High Street.

There were **2** _____ people in the car, all around 20 years old.

The car hit a woman on her **3** _____.

The car was last seen heading towards the **4** _____.

The **5** _____ at the junction are out of order.

The car may have been a red Ford Fiesta. One of the car doors is **6** _____.

Registration number: Y48 **7** _____

Witness name: Rita **8** _____

Address: 19, **9** _____

Telephone number: 0232 566788

Mobile number: 07834 **10** _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

Choose the correct letter, A, B or C.

**11** The speaker says solar panels

- **A** ○ are expensive.
- **B** ○ should be considered more seriously.
- **C** ○ are not very popular.

**12** In the speaker's opinion, most people

- **A** ○ neglect to turn the heating down.
- **B** ○ wash their clothes too often.
- **C** ○ do not use the kitchen efficiently.

### Questions 13-20

Complete the notes below.

Write NO MORE THAN THREE WORDS or A NUMBER for each answer.

**Energy-saving tips**

Living in **13** _____ accommodation? Check windows and doors for draughts.

Don't leave laptops and TVs on **14** _____ overnight.

Don't use **15** _____ than you need when making hot drinks.

Put **16** _____ on pots and pans when boiling water.

Where possible, avoid placing the refrigerator next to the **17** _____.

Remember to turn down the fridge temperature control in the **18** _____.

Don't forget to **19** _____ the freezer and don't put too much food in it.

Reduce the temperature of your washing machine to **20** _____ degrees.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Choose the correct letter, A, B or C.

**21** What did Alice do when she first arrived at the university Open Day?

- **A** ◯ She had a coffee.
- **B** ◯ She looked around the campus.
- **C** ◯ She went to one of the events.

**22** Which of the following is NOT on the campus?

- **A** ◯ a supermarket
- **B** ◯ a bank
- **C** ◯ a bookshop

**23** Why does Oliver think it is a good idea to register?

- **A** ◯ The university will know you attended.
- **B** ◯ You get an information pack.
- **C** ◯ You cannot attend events unless you register.

**24** What is the main factor for Alice in her choice of university?

- **A** ◯ its facilities
- **B** ◯ its links to industry
- **C** ◯ the number of mature students

**25** Which area of work is Oliver interested in?

- **A** ◯ teaching
- **B** ◯ finance
- **C** ◯ software development

### Questions 26-28

What does Alice say about the events in the afternoon?

Write the correct letter, A, B or C.

A. She will attend.

B. She might attend.

C. She will not attend.

**26** a talk about the year abroad _____

**27** the exhibition in the Physics Department _____

**28** a talk by the head of department _____

## Questions 29-30

Choose the correct letter, A, B or C.

**29** Which employers offer only unpaid work?

- **A** ○ accountancy firms
- **B** ○ the university
- **C** ○ campus retail outlets

**30** Oliver

- **A** ○ plans to live at home if he gets a place at the university.
- **B** ○ will live on campus if he gets a place at the university.
- **C** ○ does not yet know where he will live if he gets a place at the university.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the lecture notes below.

Write NO MORE THAN TWO WORDS for each answer.

**Pygmy Blue Whale Research**

- Pygmy blue whales: Before 1966 it is likely they were **31** _____ with the Antarctic blue whales.
- Aim of study: To find out more about their **32** _____ and movements.
- Method: Whales are tagged with an antenna. When the antenna communicates with a number of satellites, the whale's **33** _____ can be identified. Researchers access the results using the project **34** _____.
- Findings: The whales travel from the **35** _____ of Australia to breeding grounds in Indonesia during March and April, and return to Australian waters in **36** _____. Pygmy whales do not go without **37** _____ whilst they are in their breeding grounds.
- Conservation issues: The effect of **38** _____ routes on communication between whales.

  Conservation efforts can take place over a(n) **39** _____ area now there is evidence that they migrate out of Australian waters.
- Future studies: To explore whether pygmy whales off the southern coast of Australia follow the same northerly migratory routes as those studied or whether they travel to a(n) **40** _____ region to the south of Australia.

# Transcripts

## Part 1

Police officer: Hello madam. I understand you witnessed the accident. Have you got a few minutes to tell me what you saw?

Woman: Yes, no problem. I don't have to be back at work for a while, so I'm pleased to help.

Police officer: Did you actually see what happened?

Woman: Yes. I was standing over there, near the bus stop. I was on my way to get something for lunch and just happened to be looking at a shop across the road. That's when I saw the red car come out from the junction over there.

Police officer: You don't happen to know what time it occurred, do you?

Woman: Well, I left work for my lunch break at one and it's only about ten minutes' walk away - the office, I mean - so it might have been about ten past one. Although I did pop into the shop for something, so it was probably closer to one fifteen.

Police officer: So it pulled out of Monks Road - that's the road over there - straight onto High Street?

Woman: That's right, yes.

Police officer: Did you get a view of who was in the car?

Woman: There were three of them. Two in the front, the driver, of course, someone in the passenger seat, and there was someone in the back. They were quite young. I doubt if they were much older than twenty. Anyway, they came speeding out of the side road over there and hit that lady's bicycle. The driver didn't bother to stop to find out if she was OK. He just drove off along the main road towards the town centre. Er, is the woman OK?

Police officer: She should be fine. She banged her head when she came off the bike, so we've called for an ambulance - they always like to check you out in case you have concussion. But no, she seems fine.

Woman: The bike doesn't look too good, though. I don't think she'll be using that again. I suppose she was very lucky, really. If they'd hit her instead of the front wheel, she could have been seriously injured. It looked like they were just in a hurry and didn't want to stop at the junction. I know the traffic lights aren't working there, so perhaps they thought they could just pull out.

Police officer: Could you give me a description of the car? Do you know the make and model?

Woman: Well, I'm not very good with cars, but I'm pretty sure it was the same model as my husband's car, a Ford Fiesta. It was red, like I said, and quite old, and the door on the driver's side was damaged. It looked like it had been in another accident some time ago.

Police officer: I don't suppose you had a chance to take down the registration number, did you?

Woman: I did, actually. Let me see ... Um, Y ... 4 ... 8 ... B ... Y ... W. Will that help you trace them?

Police officer: That's really helpful. It depends. It might be a stolen car, but at least we'll be able to trace the owner. If it wasn't stolen, then yes, we'll be able to find out the name of the driver. Now, would you mind giving me your contact details, just in case we need to get in touch about anything?

Woman: Of course.

Police officer: What's your name?

Woman: Mrs Stansfield. Rita Stansfield. That's S-T-A-N-S-F-I-E-L-D.

Police officer: And your address, Mrs Stansfield?

Woman: 19 Althorpe Road, Bradford. That's A-L-T-H-O-R-P-E.

Police officer: Have you got a telephone number we can get you on?

Woman: Yes, it's 0232 566788.

Police officer: And do you have a mobile number?

Woman: Yes ... 07834 889772.

Police officer: That's great, Mrs Stansfield. As I said, we may get in touch if we need any further information, but probably what you've told me is enough. Thanks for your time.

Woman: No problem. I'm glad to have been of help.

## Part 2

Speaker:

Many thanks for inviting me along to talk about saving energy in the home. This is a key issue for many people who now find themselves on tight budgets. So today I'd like to spend a few minutes going through some simple tips to help keep those energy bills to a minimum. I'll start with some easy, cheap ideas before talking about more major solutions later.

I think we're all aware of the importance of insulating our homes, and although I'd advise you to get it done, I appreciate it can sometimes be inconvenient to have building work carried out. And though they're growing in popularity, having solar panels installed on the roof isn't a cheap enough option for many of us to consider seriously. So what other steps can we take? Well, most people will make a point of turning the heating down when temperatures outside rise but they ignore other equally useful ways of saving energy when they're making dinner or doing their weekly laundry.

If you're living in a relatively new apartment or house, you're probably blessed with a cosy, draught-free living space. But for those of us in older properties, the chances are there are gaps all over the place where cold air is getting in. Walk around your home and place the back of your hand around window frames. Can you feel cold air coming in from outside? Get down on your knees at the doors. Is there a draught at floor level? Fix these draughts with some cheap draught excluders and savings in heating bills will begin straight away.

And are you using the latest energy-saving light bulbs? I'm not recommending you go around your entire property throwing out older ones and replacing them all immediately. But next time a bulb goes, make sure you buy an energy-efficient alternative. And what about heating? If you have radiators in every room, do you need them all switched on throughout the day? If they're on timers, set them efficiently. Then there's the laptop or your TV. Do you leave them switched on overnight or on standby? Don't waste money, turn them off. And that goes for lights as well. You'd be surprised how many people leave them on when they go out.

There are also guaranteed savings to be made in the kitchen. I'm always telling my husband not to overfill the kettle when he makes a cup of tea. Why boil more water than you actually need? When you consider how many times that kettle gets used every day, you'll appreciate just how much electricity can be saved by boiling what you need and no more. And the next time you're cooking pasta or potatoes, keep a lid on the pot. The water will boil much more quickly than if you leave it off. And if you've bought yourself a pressure cooker or steamer and it's sitting in the cupboard never being used, get it out - they're much more efficient than pots and pans.

Now, the refrigerator and freezer. If the fridge is next to the cooker, it's having to work harder to stay cold. But as I'm giving cheap, easy solutions here, a kitchen redesign might be out of the question. Still, there are other energy-saving steps you can take. Keep an eye on the temperature control. We often forget to turn it down in the colder winter months when a high setting is unnecessary. Also, remember to defrost the freezer frequently and try not to overfill it as this isn't the most efficient way of using it.

The washing machine is another potential money saver. A lot of people wash at 40°C but it's often OK to drop the temperature down to 30°C, with similar results. And remember to either wash full loads or select the half-load programme; again, a surprising number of people forget to do this. And is it really necessary to dry your clothes in a tumble drier? If you have a garden or a yard, hang them outside. Or if you're drying them inside, get yourself a cheap clothes rail rather than hanging things over radiators, which robs you of valuable heat.

Now let's turn to some of the help our local council is offering to householders to save energy ...

## Part 3

Oliver: Excuse me, is this seat taken?

Alice: No, by all means, have a seat. Are you here for the Open Day?

Oliver: Yes, I think I've just about finished now. I got here first thing this morning. What about you?

Alice: I got here a little while ago. I spent some time walking around the place first, just to get a feel for what it's like. I'm doing the organised events this afternoon. I thought I'd have a coffee before I get started. It's a lovely campus, isn't it?

Oliver: Yes, I love it. And the facilities are unbelievable. I've just been over to have a look at the sports centre. There's an Olympic size swimming pool, a gym, squash courts, everything really. All the high street banks are here, and the bookshop looks better than the one in town. There's supposed to be a big supermarket a few minutes' walk from the main entrance, so there's pretty much everything you need here.

Alice: Yes, I really like the look of it ... Um, I wonder if you can help me. I think I need to register to let them know I've arrived, don't I?

Oliver: I'm not sure you have to. You can just pick up an information pack from the desk over there. And nobody asked my name or anything when I turned up for the events earlier. I just walked in. But you never know; they might check after to see if people have bothered to come to the Open Day, so I think it's best to register.

Alice: Thanks. I'll just finish my coffee and then I'll get started.

Oliver: So, is this your first Open Day?

Alice: No, it's my fourth. I've been to Sussex, Coventry and Birmingham so far. They've all got their good points. But being a bit older, I'm particularly keen on somewhere that has a few students my age on the course. Apart from that, they all seem to have great links to businesses, and there isn't much to choose between them as far as their facilities are concerned. How about you?

Oliver: I haven't been to any other Open Days yet but I'm hoping I end up here. I've just been to a presentation by the Head of Department. It sounds like a great place to do Maths - that's my subject. He was telling us about all the avenues open to Maths graduates and the kind of work you can end up doing. A lot of students go into finance, accountancy, banking, that kind of thing. I can't say that's ever appealed to me, though. My Maths teacher at college was telling me about the opportunities in the software industry, which I quite like the sound of.

Alice: Well, I hope you manage to get in. According to the letter they sent me, my department is doing something similar. There's a talk later this afternoon by the head. I can't miss that. There's also someone who'll be explaining about the year abroad. Apparently, you can spend your third year at one of their partner universities in Spain or Germany. I'm going to have to give that a miss, though, to catch my train. Oh, and there's also an exhibition area in the Physics Department with some of the things people are doing here. I'll try and catch that.

Oliver: There were a few second- and third-year students at the exhibition I went to. One of them gave me some great tips on finding work as well. I already knew about a couple of accountancy firms in the area that offer work experience. That's on a voluntary basis, though. But apparently the students helping

here on the Open Day get paid, and the university advertises other jobs that come up now and again, so that's worth remembering. And a lot of the shops here are always looking for staff.

Alice: Mm, that's useful to know. I overheard someone saying there's a tour of some of the halls of residence in about half an hour, so I think I'll register and try to fit that in before I go to the talk. Are you thinking of living on campus?

Oliver: I've not made my mind up yet. I don't live far from here. My parents' place is just the other side of town. I could easily get the bus to campus, plus it would be a lot cheaper if I stayed at home. But it would be nice to get some independence as well, so I don't know. I'll have to see. But I didn't know about the tour. Would you mind if I tag along with you?

Alice: No, not at all. Let me just finish my coffee and I'll go and register.

## Part 4

Lecturer: Today we're going to continue our investigation into the use of technology in plotting oceanographic migratory patterns and I'd like to focus specifically on creatures that we didn't even realise existed until very recently: pygmy blue whales. In particular, I'd like to talk about a high-tech method of tracking that researchers have used to find out more about these creatures.

Pygmy blue whales, which are one of several sub-species of blue whales, spend their lives in the vast expanses of the Indian and southern Pacific Oceans. They were first identified as a distinct subspecies in 1966. Before then they were probably confused with the Antarctic or 'true' blue whale, so it's only recently that researchers have started to learn about them and their migrations to and from their breeding and feeding grounds.

Scientists are interested in pygmy blue whales because although they are a very mobile subspecies, very little is known about their movements and their populations. Large-scale movements of whales are particularly hard to study, and what we do know about pygmy blue whales we've mainly learnt from examining whaling records. There are several populations of pygmy blue whales in the southern hemisphere and two main feeding grounds off southern and western Australia. Scientists were interested in testing their hypothesis that the pygmy blue whales feeding off western Australia migrate to Indonesia to breed.

To track the whales' movements, researchers made use of something called satellite telemetry. This refers to the use of a satellite-linked tag attached to a whale. When the antenna on the whale breaks the surface of the water, the tag communicates with a satellite system. The location of the whale can be determined when multiple satellites receive the tag's transmissions, much like how the navigation system works on a mobile phone. Researchers receive this location data in almost real time via the project website, which allows them to track the movement of the tagged whale from many miles away.

The use of these tags has enabled researchers to discover that pygmy blue whales do indeed travel northwards from the west coast of Australia in March and April, reaching the warmer breeding grounds of Indonesia in June. They remain there until September, at which time they then return to Australian waters.

In addition to identifying the migratory pattern of this particular population of pygmy whales, research has also shone new light on the whales' feeding patterns. It's usually assumed that whales go without food outside of the summer, when they leave their feeding grounds. But interestingly, the pygmy blue whales studied travel from productive feeding grounds off western Australia to productive areas in Indonesia and therefore probably still have the opportunity to feed whilst they're in their breeding grounds.

It is hoped that mapping the migratory movements of the pygmy whales will help conservation efforts for these endangered animals, and the study has enabled researchers to identify specific conservation issues. For example, the migratory routes of pygmy blue whales correspond closely with shipping routes. Consequently, researchers are keen to monitor whether this has any negative effects on the whales' behaviour. Baleen whales - these are whales that use filters to feed, not teeth - use sounds to communicate and to gain information about their environment. Clearly, as pygmy blue whale movements correspond to shipping routes, there is potential for the noise generated by ships to affect communication and hence social encounters and feeding.

Previously, researchers could only hypothesise that pygmy blue whales occupying western Australian waters travelled into Indonesian waters. Now that this hypothesis has been borne out by evidence, conservation efforts can be undertaken in a wider area than just Australian waters.

However, scientists aren't stopping here. A question mark still remains over the movements of the pygmy blue whales that utilise the feeding grounds further south, off the southern coast of Australia. Genetic evidence indicates that there is a mixing taking place between the population of whales in the feeding grounds of western Australia and the population further south. Researchers are keen to discover whether the pygmy whales from the southern feeding grounds follow a similar migration route to those from the west coast or whether they migrate to the subtropical region to the south of Australia. As a result, there are plans to tag the pygmy blue whales further south in order to find out whether they move through the same areas as the western population and are therefore exposed to the same risks.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **1.15 / 1:15 / one fifteen / quarter past one** | Well, I left work for my lunch break at one and it's only about ten minutes' walk away – the office, I mean – so it might have been about ten past one. Although I did pop into the shop for something, so it was probably closer to one fifteen |
| 2 | **three / 3** | There were three of them. Two in the front, the driver, of course, someone in the passenger seat, and there was someone in the back |
| 3 | **bicycle / bike** | Anyway, they came speeding out of the side road over there and hit that lady's bicycle |
| 4 | **town centre / town center** | He just drove off along the main road towards the town centre |
| 5 | **traffic lights** | I know the traffic lights aren't working there, so perhaps they thought they could just pull out |
| 6 | **damaged** | It was red, like I said, and quite old, and the door on the driver's side was damaged |
| 7 | **BYW** | Woman: I did, actually. Let me see Um, Y 4 8 B Y W. Will that help you trace them |
| 8 | **Stansfield** | Mrs Stansfield. Rita Stansfield. That's S-T-A-N-S-F-I-E-L-D |
| 9 | **Althorpe Road** | 19 Althorpe Road, Bradford. That's A-L-T-H-O-R-P-E |
| 10 | **889772** | Woman: Yes 07834 889772 |
| 11 | **A** | And though they're growing in popularity, having solar panels installed on the roof isn't a cheap enough option for many of us to consider seriously |
| 12 | **C** | Well, most people will make a point of turning the heating down when temperatures outside rise but they ignore other equally useful ways of saving energy when they're making dinner |
| 13 | **older / old** | But for those of us in older properties, the chances are there are gaps all over the place where cold air is getting in. Walk around your home and place the back of your hand around window frames. Can you feel cold air coming in from outside? Get down on your knees at the doors. Is there a draught at floor level |
| 14 | **standby** | Then there's the laptop or your TV. Do you leave them switched on overnight or on standby? Don't waste money, turn them off |
| 15 | **more water** | Why boil more water than you actually need |
| 16 | **a lid / lids** | And the next time you're cooking pasta or potatoes, keep a lid on the pot |
| 17 | **cooker** | If the fridge is next to the cooker, it's having to work harder to stay cold |
| 18 | **(colder) winter (months)** | Keep an eye on the temperature control. We often forget to turn it down in the colder winter months when a high setting is unnecessary |
| 19 | **defrost** | Also, remember to defrost the freezer frequently and try not to overfill it as this isn't the most efficient way of using it |
| 20 | **thirty / 30** | A lot of people wash at 40°C but it's often OK to drop the temperature down to 30°C, with similar results |
| 21 | **B** | I got here a little while ago. I spent some time walking around the place first, just to get a feel for what it's like |
| 22 | **A** | All the high street banks are here, and the bookshop looks better than the one in town. There's supposed to be a big supermarket a few minutes' walk from the main entrance, so there's pretty much everything you need here |
| 23 | **A** | But you never know; they might check after to see if people have bothered to come to the Open Day, so I think it's best to register |
| 24 | **C** | But being a bit older, I'm particularly keen on somewhere that has a few students my age on the course |
| 25 | **C** | A lot of students go into finance, accountancy, banking, that kind of thing. I can't say that's ever appealed to me, though. My Maths teacher at college was telling me about the opportunities in the software industry, which I quite like the sound of |
| 26 | **C** | There's also someone who'll be explaining about the year abroad. Apparently, you can spend your third year at one of their partner universities in Spain or Germany. I'm going to have to give that a miss, though, to catch my train |
| 27 | **B** | Oh, and there's also an exhibition area in the Physics Department with some of the things people are doing here. I'll try and catch that |
| 28 | **A** | There's a talk later this afternoon by the head. I can't miss that |
| 29 | **A** | I already knew about a couple of accountancy firms in the area that offer work experience. That's on a voluntary basis, though |

| # | Answer | Explanation |
|---|---|---|
| **30** | **C** | I've not made my mind up yet. I don't live far from here. My parents' place is just the other side of town. I could easily get the bus to campus, plus it would be a lot cheaper if I stayed at home. But it would be nice to get some independence as well, so I don't know. I'll have to see |
| **31** | **confused** | Before then they were probably confused with the Antarctic or 'true' blue whale, so it's only recently that researchers have started to learn about them and their migrations to and from their breeding and feeding grounds |
| **32** | **population(s)** | Scientists are interested in pygmy blue whales because although they are a very mobile subspecies, very little is known about their movements and their populations |
| **33** | **location** | The location of the whale can be determined when multiple satellites receive the tag's transmissions |
| **34** | **website** | Researchers receive this location data in almost real time via the project website, which allows them to track the movement of the tagged whale from many miles away |
| **35** | **west coast** | The use of these tags has enabled researchers to discover that pygmy blue whales do indeed travel northwards from the west coast of Australia in March and April, reaching the warmer breeding grounds of Indonesia in June |
| **36** | **September** | They remain there until September, at which time they then return to Australian waters |
| **37** | **food / feeding** | It's usually assumed that whales go without food outside of the summer, when they leave their feeding grounds. But interestingly, the pygmy blue whales studied travel from productive feeding grounds off western Australia to productive areas in Indonesia and therefore probably still have the opportunity to feed whilst they're in their breeding grounds |
| **38** | **shipping** | For example, the migratory routes of pygmy blue whales correspond closely with shipping routes. Consequently, researchers are keen to monitor whether this has any negative effects on the whales' behaviour. Baleen whales — these are whales that use filters to feed, not teeth — use sounds to communicate and to gain information about their environment. Clearly, as pygmy blue whale movements correspond to shipping routes, there is potential for the noise generated by ships to affect communication and hence social encounters and feeding |
| **39** | **wider** | Now that this hypothesis has been borne out by evidence, conservation efforts can be undertaken in a wider area than just Australian waters |
| **40** | **subtropical** | Researchers are keen to discover whether the pygmy whales from the southern feeding grounds follow a similar migration route to those from the west coast or whether they migrate to the subtropical region to the south of Australia |

# Test 43

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Choose the correct letter. A. B or C.

**1** Which special event takes place in September?

- **A** ○ their mother's birthday
- **B** ○ their parents' wedding anniversary
- **C** ○ their father's birthday

**2** On Saturday evening the people attending the workshop

- **A** ○ talk about their artwork.
- **B** ○ listen to a talk.
- **C** ○ spend some time painting.

**3** The people attending the workshop

- **A** ○ have to provide their own food.
- **B** ○ do not have to pay extra for meals.
- **C** ○ get a discount if they supply their own food.

### Questions 4-10

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Swansfield Painting Weekend**

**Booking Form**

Name: John Meacher

Address: **4** _____ , Blandfield

Postcode **5** _____

Preferred technique:

□ watercolour

□ **6** _____

□ oil

□ pen and ink

Dates:

□ 17 - 19 July

□ 14 - **7** _____ August

□ 11 - 13 September

How would you describe your level? **8** _____

Do you have any special dietary requirements?

☐ vegetarian

☐ vegan

☐ allergies

☐ other: I don't eat **9** _____

Discount code: **10** _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Notice of Traffic Re-routing**

The re-routing plans are an attempt to reduce traffic during **11** _____

Stage 1 will commence on **12** _____

Please send us your views of the project by **13** _____

In order to keep traffic moving, access to the High Street will be **14** _____

**15** _____ will not be allowed on the High Street.

### Questions 16-17

Choose TWO letters, A-E.

**16** **17** Which TWO roads will not be affected by the changes?

- **A** ☐ Malvern Road
- **B** ☐ Lincoln Road
- **C** ☐ Hazelhurst Road
- **D** ☐ Elmdon Avenue
- **E** ☐ Botteville Road

### Questions 18-20

Choose THREE letters, A-G.

**18** **19** **20** Which THREE groups are unhappy about the project?

- **A** ☐ emergency services
- **B** ☐ local residents
- **C** ☐ shopkeepers
- **D** ☐ pedestrians
- **E** ☐ delivery drivers
- **F** ☐ cyclists
- **G** ☐ parents

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose the correct letter, A, B or C.

**21** What is Stephen's problem?

- **A** ○ He cannot finish assignments on time.
- **B** ○ He is not very organised.
- **C** ○ His friends are getting better results than him.

**22** The counsellor believes that some students at university

- **A** ○ are not used to taking responsibility for their studies.
- **B** ○ often need more help from their teachers.
- **C** ○ find it difficult to ask for help.

### Questions 23-25

Choose THREE letters, A-G.

**23** **24** **25** Which THREE things does Stephen have a problem with?

- **A** ☐ staying out late with friends
- **B** ☐ getting anxious about his assignments
- **C** ☐ not having enough time
- **D** ☐ not having access to the study materials he needs
- **E** ☐ spending too much money
- **F** ☐ feeling lonely
- **G** ☐ deciding what is important

### Questions 26-30

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

| Suggestion | Purpose |
|---|---|
| Calendar | It will provide an **26** _____ of the year.<br>It will help you remember important dates. |
| Diary. Get one with **27** _____ per day. | Use this to **28** _____ the week. |
| Write a to-do list. | The best time to write in it is **29** _____<br>Completing the tasks will make you feel **30** _____ |

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-34

Choose the correct letter, A, B or C.

**31** In the past, scientists believed that our brain

- **A** developed new cells after adulthood.
- **B** was left unprotected after an injury.
- **C** stopped developing at a certain time in our lives.

**32** The latest research shows that our brains

- **A** have become more effective at learning new skills.
- **B** continue to change throughout our lives.
- **C** work in a similar way to a computer.

**33** What did Paul Bach-y-Rita claim his research showed?

- **A** The brain can develop new neural connections to enable sight.
- **B** Brain scans can help blind people see.
- **C** There were a number of causes of sight loss.

**34** Scientists working with taxi drivers

- **A** set them certain memory tests.
- **B** compared their brains to those of other drivers.
- **C** spent years doing their research.

### Questions 35-37

Complete the sentences below.

Write NO MORE THAN ONE WORD for each answer.

- Experiences gained when we **35** _____ can lead to new connections being formed in the brain.
- The elderly can help themselves by doing **36** _____ training exercises.
- Changing the **37** _____ use for everyday activities can have an impact on our brain.

### Questions 38-40

Choose THREE letters, A-G.

**38** **39** **40** Which THREE things should make us cautious about the possibilities of neuroplasticity?

- **A** ☐ Successful experiments have not been repeated.
- **B** ☐ Patients with brain damage have to work extremely hard to achieve results.
- **C** ☐ Neuroplasticity is a recently discovered phenomenon.
- **D** ☐ There are thousands of connections in the brain we do not understand.
- **E** ☐ We cannot always be sure that treatments will work.
- **F** ☐ We cannot all expect to play a musical instrument.
- **G** ☐ To some extent, success is dependent on how old we are.

# Transcripts

## Part 1

Teresa: Well, Michael, have you had any thoughts about what we can get Dad for his birthday?

Michael: Yes, lots, but I haven't come up with anything I think he'd like. He's so difficult to buy for! And there are so many big days this year: Mum's fiftieth in September, their thirtieth anniversary at the end of the year, then there's December ...

Teresa: Well, I've come up with an idea for Dad's sixtieth. I've got it here on the laptop. It's a weekend break learning painting techniques. There's a workshop at that posh country house in Swansfield. It'd be ideal for Dad. It's aimed at amateur artists who want to improve their painting technique. It's a bit expensive but we'll share the cost and after all, it's a big birthday, isn't it? He deserves something special.

Michael: That would be perfect for him. He's really got the painting bug lately, hasn't he? So, what's it like?

Teresa: It takes place over two and a half days, from Friday to Sunday evening so Dad would spend two nights there. There's a workshop on the Friday evening and a guest speaker on Saturday night. On Saturday and Sunday, they spend the day painting in these gorgeous surroundings. It's so picturesque around there and they'll have some great scenes to paint.

Michael: That sounds fantastic.

Teresa: Apparently, the food is excellent, and it's full board so meals are provided, and they've got a special offer at the moment. It's usually £380 for the weekend but I've got a discount code so we can get it for £330.

Michael: OK, let's go for it. Can we book online?

Teresa: Yes, look, I've got the booking form open here.

Michael: Pass me the laptop and I'll pay with my credit card. You can pay me back your share later. Name, John Meacher. Address, 56 Spring Road, Blandfield. Postcode ... What's the postcode? I can never remember it.

Teresa: Nor can I, but hang on. I've got it here on my phone. Let's see ... it's B07 6QT.

Michael: OK. So, that's his details. Now there are some options. They have four different courses here: watercolour, mixed media – whatever that is, oil painting and pen and ink. What do you think Dad would like best?

Teresa: Watercolour. Yes, definitely watercolour. Mum says he's been doing a lot of that lately and he really enjoys it.

Michael: They've got a list of dates here. We need the August dates, don't we? The 14th to the 16th, then the 17th of July to the 19th - that's too soon, and also the 11th of September to the 13th – that's too late.

Teresa: Yes, it'll have to be August. That's the weekend closest to his birthday and besides, there's too much going on later in the year.

Michael: There's a question here: 'How would you describe your level?' I wouldn't describe Dad as a beginner, would you? Shall we say intermediate?

Teresa: Yes, put that. Mum says he's been painting for months now and some of his stuffs quite good. Hopefully, he'll be advanced after this course! Is that everything?

Michael: Just one more thing. There's a bit here on dietary requirements. I know he and Mum have been experimenting with going vegetarian but I think Mum's keener than he is, so he might appreciate some meat on his plate, don't you think?

Teresa: Yes, good idea. But remember, he's not fond of fish so if there's a place to put that on the form ...

Michael: Done that. Now, you said you had a discount code. What is it?

Teresa: Yes, it's CYP20.

Michael: Great, that's it. I'll add my details and pay. I think this'll make a great present.

Teresa: I'm sure it will.

## Part 2

Presenter: So, now on to local news, and first up, something that's been causing quite a stir ever since it was announced. Yes, I'm talking about the planned re-routing of traffic around the shopping centre on the High Street. Judging by some of the emails we've received, there seems to be a great deal of confusion as well as controversy about what's actually going to happen so let me start with an explanation.

The aim of the project is to tackle traffic congestion along the High Street, which, as we all know, can be terrible during rush hour. The project will run over two stages. To begin with, there'll be a trial period, a pilot project, if you like. If the changes prove to be successful, stage two will be rolled out, and this will probably involve making any necessary adjustments and ironing out any problems. The first stage will run from the 1st of June through to the 31st of July, with the second stage continuing on through to the 30th of September. This will allow two months for the council to reflect on feedback from local residents and shopkeepers before stage two begins. The council are inviting you the public to email them with your feedback. I had a look at the council's website before the show and there doesn't seem to be a dedicated telephone number for those of you without internet access, but we'll keep you posted if this changes.

There's a view that the traffic problem is partly caused by vehicles entering the High Street from side roads and that if access to the High Street was limited, there would be a lot less interference with the flow of traffic. This is going to mean making some roads one-way only, and one or two other roads will be restricted to pedestrians so cars and lorries will no longer be able to use them. Another major cause of congestion, according to the council, is the parking of cars and delivery vehicles outside shops. In order to maintain the flow of traffic, parking will be banned along the High Street.

This all means that access to the High Street from certain side roads will be blocked. At the north end by the railway station, drivers will be able to join the High Street from Malvern Road, which will remain unchanged, with two-way traffic. Lincoln Road will be made one-way and be open only to emergency services, which require access to the hospital. Motorists will no longer be able to use Hazelhurst Road, which will be pedestrianised, though delivery drivers will be given access to the cafes and restaurants. Elmdon Avenue, which is currently two-way, will be made one-way, and vehicles will be able to use it to join the High Street. There was talk of closing Botteville Road completely and making it for pedestrians only but this idea has been shelved until feedback has been received.

As I mentioned earlier, the plan to re-route traffic hasn't gone down well with all members of the community. Parents have been concerned about cars speeding along back streets for some time and welcome the idea of keeping vehicles on the High Street and off the side roads. Cyclists, on the other hand, are concerned that cycle lanes don't appear on any of the new plans and are worried that those lanes that currently exist will be scrapped. There have also been questions raised by the emergency services as to whether their vehicles would be affected by these changes but they're generally very supportive of the proposals. However, local shopkeepers along the High Street are far from happy about the changes. As we've discussed on previous programmes, those on streets planned for pedestrianisation are looking forward to the changes. Those on the High Street are wondering how they'll get supplies and goods delivered if delivery vehicles can't park outside their premises. In fact, there seems to be a feeling amongst local residents that there's been far too little consultation about these changes. Hopefully, your feedback will inform the plans for stage two.

## Part 3

Counsellor: Hiya, Stephen. It's been a while since I last saw you. How are you getting on?

Stephen: Not too bad. Thanks for your help last time. I managed to speak to my tutor as you suggested and solved the problem with timetable clashes. And I also went to see the accommodation officer. She was great and she helped me a lot with the problems I was having with our landlord.

Counsellor: That's good to hear. Well done you for getting things sorted out. So, why did you need to see me?

Stephen: Well, I need some advice to help me manage my time better. I've been here for six months now and my friends are having no problem getting down to work and finishing assignments. But I always seem to leave things to the last minute. I try not to do that but it's the same every time. I end up only just being able to get essays in on time. It's really stressing me out.

Counsellor: Well, that is a problem, but don't be too hard on yourself. A lot of the students I see struggle with time in the same way. Especially students who've come straight from school and are used to having everything organised for them by their teachers. Now, why don't you tell me about a typical day? Maybe we'll be able to identify any habits you have that aren't helping. Then we can see how you can change those habits.

Stephen: Well, during the first few weeks at uni, I was going out every night till late, getting to know people and making new friends. But I'm not doing that too often now. I don't want to spend all my money - that would be another problem! Apart from one or two evenings a week, I tend to be on my own in my room so it's not as if I don't have enough time to study and do my work. But I find it difficult to prioritise and I end up doing nothing at all. That's why it's always a bit of a panic with assignment deadlines. I leave things till the last minute and it's always a rush. And lately, the books and materials I need are never in the library because they've all been taken by other students.

Counsellor: OK, well, look. We've got lots of help sheets here to deal with issues like this. Personally, I think it's best to deal with problems one step at a time rather than setting too many challenges. Let's focus on time management. Do you have one of those big wall calendars? You know, the huge poster calendars with all the days, months, etc. on them?

Stephen: No, but I've seen them on sale in the student shop so I should be able to get one.

Counsellor: Good. While you're there, buy yourself a diary as well, a big one, so you have plenty of space to write in it.

Stephen: OK, so what do I do when I have them?

Counsellor: Well, you tell me. How do you think the calendar might come in useful?

Stephen: I could use that to put in term dates, assignment deadlines, the dates of any presentations I've got to give, that kind of thing.

Counsellor: That's it. A calendar is perfect for giving you an overview of the year ahead so you won't forget key dates and what you might need to be thinking about longer term. Now, what about the diary?

Stephen: I don't know, really. I could put in things I have to do each day. If it's one page per day, I could write down how I'm feeling. That kind of thing.

Counsellor: I think it's best to use it to structure the week. Sit down with it on a Sunday evening and start with all the things you have to do that week. For example, you might write: 'Wednesday, lecture, nine to eleven; Thursday, seminar, twelve o'clock; Friday, first draft of essay'. Do you see what I mean? That'll give you an overview of the week ahead.

Stephen: Yes, I can see how that would help. I tend to keep information like that in my head so it's not surprising things get forgotten.

Counsellor: OK, but you should also write a to-do list. Before you go to bed every night, have a look through the diary for the rest of the week and write a list of things you could try to do the next day to help you with some of those tasks. Don't be over-ambitious and try to do too much. Prioritizes what's important and think about what can wait until the following day or later in the week.

Stephen: Yes, I like that idea. It'll be a good reminder. I just need to decide what things are more important than others.

Counsellor: Well, you'll get better with practice, and doing this will also give you the sense that you're in control of your life and your studies.

Stephen: OK, so let me make sure I've got this. I start with the big picture, the calendar for what's ahead over the weeks and months, then plan my week with the diary, and finally decide what I need to do each day.

Counsellor: Exactly. Do you think you can manage that?

Stephen: Hopefully, yes. It seems pretty straightforward. Thanks for your help.

## Part 4

Lecturer: Good morning, everyone. Today we're going to look at a topic that you'll no doubt have read about on your favourite self-help or psychology blogs and websites, and that topic is neuroplasticity. It's an issue that's caught the attention of psychologists as it opens up the possibility of treating patients in ways that we might once have thought were impossible.

Neuroplasticity refers to the way the brain is able to adapt over the course of our lives as a result of our experiences and interactions with our environment. The opinion held years ago was that the brain was an organ that grew and developed until adulthood, at which point it stopped generating new cells, and the way it worked or operated became fixed. So, for example, if someone suffered a brain injury of some kind, scientists believed the damage was permanent and the most anyone could hope for was to limit the damage to the brain and prevent more damage from taking place.

However, more recently scientists have proved that our brains aren't hard-wired like a computer at adulthood, and that the neurons - the cells in our brain - can re-organise. For example, if we learn a new skill like playing the guitar, new connections are created between neurons. As we go through life, we're effectively re-wiring our brains.

People who can see receive information about the world from their eyes. This information is sent via the optic nerve to the part of the brain called the visual cortex. In blind people, the visual cortex doesn't get any information from the eyes, but one scientist, Paul Bach-y-Rita, thought the brains of blind people might be able to get this information from another part of their body, their skin. In a number of experiments, he used various techniques to stimulate the skin on their backs. Amazingly, the blind people began to say they experienced 'seeing'. Later, brain scans showed that the information the brain was getting from the skin was being processed in the visual cortex. It seems their brains had formed new connections between neurons in a way nobody would have believed possible in the past.

Another example that's often quoted is a study carried out on cabbies - the drivers of London's famous black taxis. To pass the tests to become a London cabbie, people must spend years learning all the roads and possible routes around the city. Scientists discovered that the area of the brain responsible for memorising all this actually became larger. Interestingly, it became larger than that of London bus drivers, who don't have to memorise the same information but simply follow the same route.

It seems that certain activities can promote neuroplasticity. When we travel, our brains are stimulated by new experiences, and new connections between neurons are triggered. Connectivity can also be enhanced through memory training activities, which can certainly help people as they get older. And whether you are left- or right-handed, doing exercises using the other hand can, over time, have a similar effect. Even the simple act of reading fiction is said to be beneficial.

It's not surprising to learn that the phenomenon of neuroplasticity is regarded as having the potential for miracle cures for people who are struggling with physical and mental problems. It's natural that our hopes are raised when we hear of people recovering from serious brain injuries or stories about how we can alter undesirable personality traits. The idea that negative thinkers can develop a more positive outlook, that we can change our personalities as a consequence of our 'plastic brain' and do or be whatever we want to is very appealing.

However, there are several reasons why we should be cautious and maintain a realistic view of what's possible. As psychologists, we need to question some of the claims being made about neuroplasticity. Such changes as have been observed don't come about without a great deal of effort. For example, people who have lost the use of an arm following a brain injury would need to do specific physical exercises thousands of times for the brain to make new neural connections, and even then, there's no guarantee of success. And research showing that activities like learning a second language have an effect on neural connections is very interesting. But I don't think this supports the idea that the phenomenon of neuroplasticity can be used in a wonder treatment for people with physical or mental ailments. I'd argue that just like the patient learning to regain the use of an arm, such achievements require a tremendous amount of effort. They aren't something that can be achieved overnight. Neither can we ignore the effect of age. What's possible for a younger person might not be achievable for an older one. And then there's the effect of our genes and how these might limit the degree of plasticity our brains are capable of. Nevertheless, this is a fascinating area of science for anyone interested in psychology and one that I'm sure you'll hear a lot more about during your studies and later on in your professional lives.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **A** | Mum's fiftieth in September, their thirtieth anniversary at the end of the year |
| 2 | **B** | There's a workshop on the Friday evening and a guest speaker on Saturday night |
| 3 | **B** | Apparently, the food is excellent, and it's full board so meals are provided, and they've got a special offer at the moment |
| 4 | **56 Spring Road** | Address, 56 Spring Road, Blandfield |
| 5 | **BO7 6QT** | Nor can I, but hang on. I've got it here on my phone. Let's see it's B07 6QT |
| 6 | **mixed media** | They have four different courses here: watercolour, mixed media – whatever that is, oil painting and pen and ink |
| 7 | **16** | The 14th to the 16th, then the 17th of July to the 19th – that's too soon, and also the 11th of September to the 13th – that's too late |
| 8 | **intermediate** | Michael: There's a question here: 'How would you describe your level?' I wouldn't describe Dad as a beginner, would you? Shall we say intermediate? Teresa: Yes, put that |
| 9 | **fish** | But remember, he's not fond of fish so if there's a place to put that on the form |
| 10 | **CYP20** | Now, you said you had a discount code. What is it? Teresa: Yes, it's CYP20 |
| 11 | **rush hour** | The aim of the project is to tackle traffic congestion along the High Street, which, as we all know, can be terrible during rush hour |
| 12 | **1st June / 1 June / June 1st / June 1 / 1st of June** | The first stage will run from the 1st of June through to the 31st of July, with the second stage continuing on through to the 30th of September |
| 13 | **email** | The council are inviting you the public to email them with your feedback |
| 14 | **limited** | There's a view that the traffic problem is partly caused by vehicles entering the High Street from side roads and that if access to the High Street was limited, there would be a lot less interference with the flow of traffic |
| 15 | **Parking** | In order to maintain the flow of traffic, parking will be banned along the High Street |
| 16 | **A / E** | drivers will be able to join the High Street from Malvern Road, which will remain unchanged, with two-way traffic. Lincoln Road will be made one-way and be open only to emergency services, which require access to the hospital. Motorists will no longer be able to use Hazelhurst Road, which will be pedestrianised, though delivery drivers will be given access to the cafes and restaurants. Elmdon Avenue, which is currently two-way, will be made one-way, and vehicles will be able to use it to join the High Street. There was talk of closing Botteville Road completely and making it for pedestrians only but this idea has been shelved until feedback has been received |
| 17 | **A / E** | drivers will be able to join the High Street from Malvern Road, which will remain unchanged, with two-way traffic. Lincoln Road will be made one-way and be open only to emergency services, which require access to the hospital. Motorists will no longer be able to use Hazelhurst Road, which will be pedestrianised, though delivery drivers will be given access to the cafes and restaurants. Elmdon Avenue, which is currently two-way, will be made one-way, and vehicles will be able to use it to join the High Street. There was talk of closing Botteville Road completely and making it for pedestrians only but this idea has been shelved until feedback has been received |
| 18 | **B / C / F** | Cyclists, on the other hand, are concerned that cycle lanes don't appear on any of the new plans and are worried that those lanes that currently exist will be scrapped However, local shopkeepers along the High Street are far from happy about the changes In fact, there seems to be a feeling amongst local residents that there's been far too little Consultation about these changes |
| 19 | **B / C / F** | Cyclists, on the other hand, are concerned that cycle lanes don't appear on any of the new plans and are worried that those lanes that currently exist will be scrapped However, local shopkeepers along the High Street are far from happy about the changes In fact, there seems to be a feeling amongst local residents that there's been far too little Consultation about these changes |
| 20 | **B / C / F** | Cyclists, on the other hand, are concerned that cycle lanes don't appear on any of the new plans and are worried that those lanes that currently exist will be scrapped However, local shopkeepers along the High Street are far from happy about the changes In fact, there seems to be a feeling amongst local residents that there's been far too little Consultation about these changes |
| 21 | **B** | Well, I need some advice to help me manage my time better. I've been here for six months now and my friends are having no problem getting down to work and finishing assignments. But I always seem to leave things to the last minute. I try not to do that but it's the same every time. I end up only just being able to get essays in on time. It's really stressing me out |
| 22 | **A** | Especially students who've come straight from school and are used to having everything organised for them by their teachers |

| # | Answer | Explanation |
|---|---|---|
| **23** | **B / D / G** | But I find it difficult to prioritise and I end up doing nothing at all. That's why it's always a bit of a panic with assignment deadlines. I leave things till the last minute and it's always a rush. And lately, the books and materials I need are never in the library because they've all been taken by other students |
| **24** | **B / D / G** | But I find it difficult to prioritise and I end up doing nothing at all. That's why it's always a bit of a panic with assignment deadlines. I leave things till the last minute and it's always a rush. And lately, the books and materials I need are never in the library because they've all been taken by other students |
| **25** | **B / D / G** | But I find it difficult to prioritise and I end up doing nothing at all. That's why it's always a bit of a panic with assignment deadlines. I leave things till the last minute and it's always a rush. And lately, the books and materials I need are never in the library because they've all been taken by other students |
| **26** | **overview** | A calendar is perfect for giving you an overview of the year ahead so you won't forget key dates and what you might need to be thinking about longer term |
| **27** | **one page** | If it's one page per day, I could write down how I'm feeling |
| **28** | **structure** | I think it's best to use it to structure the week |
| **29** | **Sunday evening** | Sit down with it on a Sunday evening and start with all the things you have to do that week |
| **30** | **in control** | Well, you'll get better with practice, and doing this will also give you the sense that you're in control of your life and your studies |
| **31** | **C** | The opinion held years ago was that the brain was an organ that grew and developed until adulthood, at which point it stopped generating new cells, and the way it worked or operated became fixed |
| **32** | **B** | Neuroplasticity refers to the way the brain is able to adapt over the course of our lives as a result of our experiences and interactions with our environment However, more recently scientists have proved that our brains aren't hard-wired like a computer at adulthood, and that the neurons – the cells in our brain – can re-organise |
| **33** | **A** | Later, brain scans showed that the information the brain was getting from the skin was being processed in the visual cortex. It seems their brains had formed new connections between neurons in a way nobody would have believed possible in the past |
| **34** | **B** | Interestingly, it became larger than that of London bus drivers, who don't have to memorise the same information but simply follow the same route |
| **35** | **travel** | When we travel, our brains are stimulated by new experiences, and new connections between neurons are triggered |
| **36** | **memory** | Connectivity can also be enhanced through memory training activities, which can certainly help people as they get older |
| **37** | **hand** | And whether you are left- or right-handed, doing exercises using the other hand can, over time, have a similar effect |
| **38** | **B / E / G** | Such changes as have been observed don't come about without a great deal of effort. For example, people who have lost the use of an arm following a brain injury would need to do specific physical exercises thousands of times for the brain to make new neural connections, and even then, there's no guarantee of success Neither can we ignore the effect of age. What's possible for a younger person might not be achievable for an older one |
| **39** | **B / E / G** | Such changes as have been observed don't come about without a great deal of effort. For example, people who have lost the use of an arm following a brain injury would need to do specific physical exercises thousands of times for the brain to make new neural connections, and even then, there's no guarantee of success Neither can we ignore the effect of age. What's possible for a younger person might not be achievable for an older one |
| **40** | **B / E / G** | Such changes as have been observed don't come about without a great deal of effort. For example, people who have lost the use of an arm following a brain injury would need to do specific physical exercises thousands of times for the brain to make new neural connections, and even then, there's no guarantee of success Neither can we ignore the effect of age. What's possible for a younger person might not be achievable for an older one |

# Test 44

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Right way Furnishings**

**Complaint Form**

Order reference number: 1 _____

Customer name: Thomas 2 _____

Date order placed: 3 _____

| ITEM | PROBLEM | ACTION TO BE TAKEN |
|---|---|---|
| Hamilton three-seater sofa | Part of the sofa was 4 _____<br>Leg scratched | 5 _____ |
| Regent rug | Wrong 6 _____<br>Different size to advertised | Customer to telephone back 7 _____ |
| Morrison coffee table | Wrong instructions sent<br>The four 8 _____ were missing | Report issue to 9 _____ Team |

Additional notes: Send 10 _____ to customer

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-13

Choose the correct letter, A, B or C.

**11** Julie explains that

- **A** ○ last year's festival was called off.
- **B** ○ there have been four festivals so far.
- **C** ○ there is a chance the festival will be cancelled.

**12** One of the new members of the organising committee

- **A** ○ works in the industry.
- **B** ○ has planned festivals in the past.
- **C** ○ judges competitions.

**13** This year's festival

- **A** ○ has more things for visitors to do.
- **B** ○ starts earlier than usual.
- **C** ○ will be recorded.

### Questions 14-17

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Hagley Food Festival

Friday to Sunday: 12.00 p.m. – **14** _____

Special offer: Buy a **15** _____ for only £15.

£10 for children under 16.

Please use the car park and avoid parking in **16** _____

Free transport to and from the station every **17** _____

### Questions 18-20

Choose THREE letters, A-G.

**18** **19** **20** Which THREE things can visitors do at the festival?

- **A** ☐ get the autograph of a celebrity chef
- **B** ☐ take their child to a cookery lesson
- **C** ☐ help a local charity
- **D** ☐ try food from Vietnam
- **E** ☐ donate a cookery book
- **F** ☐ demonstrate their cookery skills
- **G** ☐ learn how to grow organic vegetables

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Choose the correct letter, A, B or C.

**21** Lee explains that

- **A** ○ students in their final year have to stay on campus.
- **B** ○ he can be certain of getting a place on campus if necessary.
- **C** ○ there is only one hall available on campus.

**22** Students living in Broomfield Hall

- **A** ○ pay quite a lot of rent.
- **B** ○ hold frequent parties.
- **C** ○ share showers and toilets.

**23** Rooms in Crifield

- **A** ○ offer pleasant views of the countryside.
- **B** ○ are near a building site.
- **C** ○ are more affordable.

**24** The house on the High Street

- **A** ○ only has two rooms to rent.
- **B** ○ is suitable for two students.
- **C** ○ is on a busy road.

### Questions 25-26

Choose TWO letters, A-E.

**25** **26** Which TWO things are true about the second house?

- **A** ☐ It is not available to tenants yet.
- **B** ☐ There is a room that people share.
- **C** ☐ It needs some furniture.
- **D** ☐ It has a garden.
- **E** ☐ It is in a quiet location.

### Questions 27-30

Choose the correct letter, A, B or C.

**27** Susan

- **A** ○ has already been invited to share accommodation.
- **B** ○ has decided what she is going to do.
- **C** ○ wanted to live with friends on her course.

**28** Before viewing the property, Susan has to

- **A** ○ attend some final lectures.
- **B** ○ speak to her tutor.
- **C** ○ complete some work.

**29** Why do Lee and Susan need to find a third person quickly?

- **A** ○ Forms need to be completed.
- **B** ○ The house might be taken by someone else.
- **C** ○ They want to avoid paying a larger deposit.

**30** Susan thinks

- **A** ○ she might have a problem finding a third person.
- **B** ○ it is better to view the property before asking anyone to join them.
- **C** ○ all her friends have arranged accommodation.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-31

Choose the correct letter, A, B or C.

**31** Many inexperienced entrepreneurs

- **A** ○ convince themselves there are a lot of potential customers.
- **B** ○ ask someone to build them a website dedicated to their product.
- **C** ○ come up with some of their best ideas at night.

### Questions 32-34

Choose THREE letters, A-G.

**32** **33** **34** Which THREE things stop some people doing market research?

- **A** ☐ They have had success in the past without doing it.
- **B** ☐ They think they know their customers' needs.
- **C** ☐ They have had feedback that market research is not reliable.
- **D** ☐ They do not want to be given bad news.
- **E** ☐ They think it is a mistake to spend money on it.
- **F** ☐ They think they cannot afford to do it.
- **G** ☐ They do not understand research techniques.

### Questions 35-36

Choose the correct letter, A, B or C.

**35** Selling to a wide range of people

- **A** ○ can be very expensive.
- **B** ○ is easier online.
- **C** ○ does not appeal to everyone.

**36** If you are entering a competitive market,

- **A** ○ focus on keeping your prices as low as possible.
- **B** ○ do not tell anyone what you plan to offer.
- **C** ○ consider offering a unique product or service.

### Questions 37-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- Feedback can be more easily obtained when you have an **37** _____ presence.
- You can find out what your visitors' **38** _____ are from your most visited social media posts.
- Send visitors to a **39** _____ for more detailed information.

- Consider providing a **40** _____ of your product in order to get feedback.

# Transcripts

## Part 1

Sarah: Good afternoon. You're through to Right way Furnishings. My name's Sarah. How can I help you?

Thomas: Yes, good afternoon. I'm phoning to complain about the condition of some items I ordered from you.

Sarah: Oh, I'm sorry to hear you've had problems. Let's see if I can help. Could you give me the order reference

Thomas: Certainly. It's 96678.

Sarah: Thanks. And could you confirm your name, please?

Thomas: It's Thomas Horton. That's H-O-R-T-O-N.

Sarah: That's great, thanks. I have your order details here so how can I help you?

Thomas: Well, as you'll see, I had a delivery of some furniture from you on the 20th of July, a few days ago. I ordered it on the 13th of July to benefit from the free delivery you were offering at the time. The items arrived but there's a problem with every single one.

Sarah: I'm very sorry to hear that. Let's go through the items, then, and I'll see what I can do.

Thomas: Well, take the sofa for starters.

Sarah: I see here thatyou ordered the Hamilton three-seater sofa. Is that right?

Thomas: Yes, that's the one. It was wrapped in plastic when it arrived – to protect it, I imagine, but when we took this off, we noticed that one end of the sofa was damp, which wasn't a good start. We decided at that point to send it back but inspected it first for signs of any other damage. We then noticed that one of the wooden legs was badly scratched. It's very noticeable. I'm surprised it wasn't picked up by anyone at your warehouse.

Sarah: Thanks. I've made a note of that. We'll certainly collect the faulty one but it'll probably be a few weeks before we can send a replacement. That's a very popular design and there might not be one in stock immediately. Would you like to wait or would you prefer a refund?

Thomas: As long as that? I think in that case, I'll have the refund and I'll look elsewhere.

Sarah: You also ordered a rug from us, the Regent rug. Was that all right?

Thomas: Yes, the three- by two-metre Regent. There are two issues with this. The colour isn't the same as appears in the photo on your website. It's clearly black and white in the photo but the one we had delivered is dark blue rather than black. We could live with that but the problem is that it isn't the size advertised. I've measured it and the dimensions are three metres by one ninety.

Sarah: Actually, you may find that the rug will settle as it gets walked on. The difference may very well be due to the fact that it's been rolled up for some time. It will slowly expand with use. Can I suggest you give it a few days and call back next week if there's no improvement?

Thomas: OK, I'll leave that one for now and see what happens. But then there's the coffee table. This is the self-assembly Morrison table. I'm not particularly talented when it comes to DIY and I appreciate having clear instructions with things like this. It didn't help when I discovered the instructions sent out were for a different table. Luckily, I found the correct ones on your website and downloaded them. When I checked to see if all the bits were included in the pack, I couldn't find four plastic discs. They're the ones that go on the bottom of the legs to protect the floor. According to the instructions, they were supposed to be included. I had to go out and buy some myself.

Sarah: Oh dear. Again, I do apologise. Just to confirm: would you like to return this item or is this feedback?

Thomas: No, I've put it all together now. I don't want to go through that again. I just thought it's something you need to report to your quality control people.

Sarah: Of course, Mr Horton. Well, I must apologise once more for all this. We pride ourselves on the quality of our products and customer service and you seem to have caught us on a bad day. I'll certainly pass on your complaints to my line manager, who will no doubt get back to you to offer her own apologies. But in the meantime, please accept a gift voucher from us by way of an apology. I'll email this to you immediately.

Thomas: Yes, OK. I look forward to hearing from you.

## Part 2

Interviewer: Now, here's something that I'm very much looking forward to. Hagley Food Festival takes place this weekend and we're lucky to have Julie Smart with us in the studio today to tell us all about it. Welcome to the show, Julie. Another year and another great festival to look forward to.

Julie: Good morning, Tim. Yes, the festival has been such a huge success with the public that it's hard to believe it was first held just four years ago. In fact, there have been three events; this year's will be number four. Sadly, we had to cancel last year due to the terrible weather that weekend. But everything's looking good for this one. In fact, I'm really excited about this year's event. We've been fortunate enough to attract two new members to the organising committee, one of whom has a wide range of experience in running festivals, and the other has lots of industry contacts. Judging by the interest we've had, this year looks like being the busiest so far. We're expecting record crowds and we've planned loads of additional activities. So, if your listeners are interested in coming, we'd suggest getting there nice and early to get the most from their visit.

Interviewer: That's good to know. Planning such a large festival must involve a lot of work and a lot of people.

Julie: Yes, it does, but we're lucky to have a brilliant team of volunteers. We couldn't manage without them.

Interviewer: So, when can we look forward to attending?

Julie: Well, we can only start to get the site ready a day before the festival opens so our volunteers will be working all day on Thursday. That means the site will be closed to visitors until the next day, Friday the 30th, and then we'll be there right the way through until Sunday. We open at 12.00 p.m. on Friday and stay open until 10.00 p.m. every evening. We'd have liked an eleven o'clock closing time but public transport stops running at ten thirty. We're encouraging people to use buses and trains to reduce traffic in the area, which is why we're stopping early enough for people to get away in time. We've also tried to keep costs down and this year, for the first time, we've introduced a weekend pass for £15 per person and £10 for children under the age of 16. Of course, you can pay by the day if you prefer: that's £10 for adults and £6 for children. The entrance fee covers things like the children's entertainment and access to all the cooking demonstrations, which we think are worth the entrance fee on their own. Oh, and before I forget, I've been asked to point out that we're offering free parking on site and visitors are asked to use this rather than the streets in or near residential areas as we don't want to upset local people. For those travelling to the festival by train, we're running a shuttle service – that's a double-decker bus - every half hour from the station to the site. This is also available to take people back to the station.

Interviewer: Wonderful! So, what kind of things will be taking place?

Julie: Well, based on feedback from previous events, we've made a few changes this year. A significant development is that we've partnered with a local organisation, Food for the Homeless, and there'll be several fundraising activities during the weekend that visitors can support. We've got some very famous chefs you'll recognise from TV giving demonstrations and some of them will be signing copies of their latest book if you're interested in buying one. There will, of course, be a large number of stalls selling a huge variety of food from around the world. There's a slight change to the advertised programme as the Vietnamese stall won't be with us this year. One new idea we're trying out is a second-hand book stall. Pop along and pick up a bargain, or even better, donate some of your old books. What else? Oh yes, we all know there's growing demand for organic food and visitors will be able to purchase a variety of fruit and vegetables from our organic stall holders. Finally, in our children's area, there'll be lots of child-friendly activities, including colouring worksheets to encourage them to learn how to cook.

Interviewer: That all sounds brilliant, Julie. I can't wait for the weekend!

## Part 3

Susan: Hiya, Lee. I saw you coming out of the accommodation office earlier. Have you found anywhere yet? I've had no luck at all so far.

Lee: Yes, they're really helpful in there. They talked me through what's available on campus and what I'd expect to have to pay.

Susan: Really? Then I guess I'll pay them a visit as well. So, have you found somewhere?

Lee: I haven't made a decision yet, to be honest. I'll be going into my final year after the summer so I'm guaranteed a place on campus in any one of the university halls. Did you know they give priority to first and final year students?

Susan: Yes, I know. That's why I'm having trouble finding somewhere. I've still got two years to go on my course so it's impossible for me to get a place. So, what are you going to do?

Lee: I'm not sure I want to live on campus, actually. Broomfield Hall is where all the high-end, so-called luxury rooms are. Really nicely decorated, your own shower and toilet. You have to share a kitchen, but they're huge. You could hold a party in there. They're not cheap, though. There's no way I could afford to live in one.

Susan: What about Crifield – that block near the sports hall? I've got a friend who lives there and the rooms seem OK.

Lee: Yes, we talked about them. They're not quite so expensive. There used to be a great view of the fields by the back of the university from there until they built that new conference centre. I'm not that keen on living there.

Susan: But you might not have any choice unless you're prepared to find somewhere off campus.

Lee: I hadn't considered living in town again but then the accommodation officer showed me a couple of places that looked interesting. They're both three-bedroom town houses. One's on the High Street and there's a lot of passing traffic so it could be a bit noisy. There are two students living there and they're looking for someone to take the third bedroom, but I think I'd prefer to live with people I know.

Susan: Still, it could work out OK for you. Hopefully you'd get on with the people who live there.

Lee: Well, that's the thing. The other house the accommodation officer told me about doesn't have any tenants yet. It's another three-bedroom place. No garden, like the other one, but it's fully furnished. It's in a residential area, there's not much traffic outside and there's a living room that everyone can use. Sounds promising.

Susan: It's also down the road from the train station, and the bus onto campus stops just around the corner.

Lee: You'd have to find people to share with. Have you got anyone in mind?

Susan: Well, what about you? If you got in quick, you'd be able to take one of the two large bedrooms. The third one's not tiny but one of the other two would suit you. And you haven't found anywhere yet, have you?

Lee: I've been asked if I'm interested in sharing with a couple of people on my course, but I'm not sure I want to live with them and I haven't agreed to anything yet. So, yes, I'd be interested in having a look. What do we have to do?

Susan: Well, the first thing is to book an appointment to see it. Are you free this week?

Lee: Our lectures have come to an end so it should be OK. I did have an appointment to see my tutor but she hasn't confirmed yet so any time after Wednesday. I've got my assignment deadline then.

Susan: OK. I'll book a date to see it and pick up any forms that need to be completed from the accommodation office. The problem is we'll have to pay a deposit. And that would be for the whole house, all three rooms. Unless we pay that ourselves, we'll need to find someone else soon.

Lee: That shouldn't be difficult. Some of our friends have already found places but there are a few like us still having problems finding somewhere. But let's have a look at it first, just in case it's not suitable.

Susan: But if you see anyone today who might be interested, try to get them to join us when we have a look.

Lee: All right. I'll do that. And when you go to the accommodation office, ask them if we can pay something towards the deposit just to reserve it. Then maybe they can take it off the system for 48 hours so nobody else can view it.

Susan: OK, I'll let you know later how I get on.

## Part 4

Lecturer: Good morning, everyone. In last week's lecture we looked at managing your costs as a business. If you missed the lecture, the video is available online. Now, this week I'd like to talk to you about an area that often gets ignored or, at best, isn't given sufficient attention by new businesses: market research.

The entrepreneurs amongst you will all know the feeling: you're lying in bed one night when suddenly you get this idea for a fantastic product. You're sure there's a huge market for it and that it will sell well. You start planning what it will look like in your head - you've even got ideas for the website and how you're going to make those sales. And for a lot of small businesses and inexperienced entrepreneurs, the next step is creating that product or service and getting it out there as quickly as possible.

But unless they're incredibly lucky or have a business instinct that most of us lack, this is a huge mistake that could cost a lot of money or even see the business fail. The missing piece of the jigsaw is market research. Why does this get missed out? Often, it's because the business owner is blinded by their idea. It's so innovative that it's bound to be successful. The entrepreneur thinks they know what the customer wants, perhaps thinks that the customer doesn't even realise they want it. Sometimes it's the concern that the research will be complicated and cost a lot of money and time, and for a start-up without any income, that can be a real concern. More often than not, however, it's because the person concerned doesn't want to get negative feedback or be shown that in fact, there's no market for their idea.

But well thought-out market research carried out before production and launch can avoid expensive mistakes, help the business fine-tune its offer or, in the worse-case scenario, accept that the idea is weak, allowing it to come up with another idea that stands a better chance of success without wasting a lot of valuable time and money.

The first step is to clearly define your market. Entrepreneurs often make the mistake of failing to distinguish between a global market and a smaller, more niche market. It doesn't matter whether you're dreaming of opening a cafe on the local high street or hope to sell goods or services online. Even if you think you have a potential market of millions of customers, how will you market your product or service? If you try to appeal to everyone, your offering will lack focus. That's not to say it can't be done, but appealing to as wide a market as possible requires facing stiff competition, will probably make excessive demands on your marketing budget, and ultimately may fail as you won't be able to appeal to individual tastes or requirements.

Next, research the competition. Remember: if there's a lot of competition, that at least indicates there's a market for your idea. What is the competition, and are you prepared to compete against them on price or quality of product or service? Why should customers decide to buy from you rather than them? Alternatively, perhaps you see a gap in the market, something that nobody else is offering. Researching the competition is crucial, whether it's serving a local, national or an international market. The next step is something that often gets ignored. You should be prepared to ask your potential customers what they think. Research like this provides invaluable feedback and is particularly do-able when you plan to sell online or have an online following. Start by looking at the most popular posts on your social media page or blog: what do they tell you about your visitors' interests? Links to a questionnaire can be used to dig down further to find out more about your visitors' needs.

You could create a free sample of your product and ask if visitors to your social media or blog page would be prepared to buy more. You can ask whether there's anything about the sample they'd like to see changed before they'd consider buying it. Ask them how much they'd be prepared to pay. The important thing is to ask the questions and listen to what your potential customers have to say. You might not like to hear that you have to go back to the drawing board or come up with a completely different idea, but these results will help you steer your business towards a successful launch rather than an expensive failure.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **96678** | Certainly. It's 96678 |
| 2 | **Horton** | Thomas: It's Thomas Horton. That's H-O-R-T-O-N |
| 3 | **13th July / 13th of July / 13 July / July 13th / July 13** | Well, as you'll see, I had a delivery of some furniture from you on the 20th of July, a few days ago. I ordered it on the 13th of July to benefit from the free delivery you were offering at the time |
| 4 | **damp** | It was wrapped in plastic when it arrived – to protect it, I imagine, but when we took this off, we noticed that one end of the sofa was damp, which wasn't a good start |
| 5 | **refund** | Would you like to wait or would you prefer a refund? Thomas: As long as that? I think in that case, I'll have the refund and I'll look elsewhere |
| 6 | **colour / color** | The colour isn't the same as appears in the photo on your website. It's clearly black and white in the photo but the one we had delivered is dark blue rather than black |
| 7 | **next week** | Can I suggest you give it a few days and call back next week if there's no improvement |
| 8 | **plastic discs / plastic disks** | When I checked to see if all the bits were included in the pack, I couldn't find four plastic discs |
| 9 | **quality control** | I just thought it's something you need to report to your quality control people |
| 10 | **gift voucher** | But in the meantime, please accept a gift voucher from us by way of an apology. I'll email this to you immediately |
| 11 | **A** | In fact, there have been three events; this year's will be number four. Sadly, we had to cancel last year due to the terrible weather that weekend |
| 12 | **B** | one of whom has a wide range of experience in running festivals, and the other has lots of industry contacts |
| 13 | **A** | Judging by the interest we've had, this year looks like being the busiest so far. We're expecting record crowds and we've planned loads of additional activities |
| 14 | **10 p.m. / 10 pm** | We open at 12.00 p.m. on Friday and stay open until 10.00 p.m. every evening |
| 15 | **weekend pass** | We've also tried to keep costs down and this year, for the first time, we've introduced a weekend pass for £15 per person and £10 for children under the age of 16 |
| 16 | **residential areas / the street** | Oh, and before I forget, I've been asked to point out that we're offering free parking on site and visitors are asked to use this rather than the streets in or near residential areas as we don't want to upset local people |
| 17 | **half hour/30 minutes** | For those travelling to the festival by train, we're running a shuttle service – that's a double-decker bus – every half hour from the station to the site |
| 18 | **A / C / E** | A significant development is that we've partnered with a local organisation, Food for the Homeless, and there'll be several fundraising activities during the weekend that visitors can support. We've got some very famous chefs you'll recognise from TV giving demonstrations and some of them will be signing copies of their latest book if you're interested in buying one. There will, of course, be a large number of stalls selling a huge variety of food from around the world. There's a slight change to the advertised programme as the Vietnamese stall won't be with us this year. One new idea we're trying out is a second-hand book stall. Pop along and pick up a bargain, or even better, donate some of your old books |
| 19 | **A / C / E** | A significant development is that we've partnered with a local organisation, Food for the Homeless, and there'll be several fundraising activities during the weekend that visitors can support. We've got some very famous chefs you'll recognise from TV giving demonstrations and some of them will be signing copies of their latest book if you're interested in buying one. There will, of course, be a large number of stalls selling a huge variety of food from around the world. There's a slight change to the advertised programme as the Vietnamese stall won't be with us this year. One new idea we're trying out is a second-hand book stall. Pop along and pick up a bargain, or even better, donate some of your old books |
| 20 | **A / C / E** | A significant development is that we've partnered with a local organisation, Food for the Homeless, and there'll be several fundraising activities during the weekend that visitors can support. We've got some very famous chefs you'll recognise from TV giving demonstrations and some of them will be signing copies of their latest book if you're interested in buying one. There will, of course, be a large number of stalls selling a huge variety of food from around the world. There's a slight change to the advertised programme as the Vietnamese stall won't be with us this year. One new idea we're trying out is a second-hand book stall. Pop along and pick up a bargain, or even better, donate some of your old books |
| 21 | **B** | I'll be going into my final year after the summer so I'm guaranteed a place on campus in any one of the university halls |
| 22 | **A** | Broomfield Hall is where all the high-end, so-called luxury rooms are. Really nicely decorated, your own shower and toilet. You have to share a kitchen, but they're huge. You could hold a party in there. They're not cheap, though. There's no way I could afford to live in one |

| # | Answer | Explanation |
|---|---|---|
| **23** | **C** | They're not quite so expensive |
| **24** | **C** | One's on the High Street and there's a lot of passing traffic so it could be a bit noisy |
| **25** | **B / E** | It's in a residential area, there's not much traffic outside and there's a living room that everyone can use |
| **26** | **B / E** | It's in a residential area, there's not much traffic outside and there's a living room that everyone can use |
| **27** | **A** | I've been asked if I'm interested in sharing with a couple of people on my course, but I'm not sure I want to live with them and I haven't agreed to anything yet |
| **28** | **C** | I'll book a date to see it and pick up any forms that need to be completed from the accommodation office |
| **29** | **C** | The problem is we'll have to pay a deposit. And that would be for the whole house, all three rooms. Unless we pay that ourselves, we'll need to find someone else soon |
| **30** | **B** | Well, the first thing is to book an appointment to see it But if you see anyone today who might be interested, try to get them to join us when we have a look |
| **31** | **A** | You're sure there's a huge market for it and that it will sell well. You start planning what it will look like in your head – you've even got ideas for the website and how you're going to make those sales. And for a lot of small businesses and inexperienced entrepreneurs, the next step is creating that product or service and getting it out there as quickly as possible |
| **32** | **B / D / F** | The entrepreneur thinks they know what the customer wants, perhaps thinks that the customer doesn't even realise they want it. Sometimes it's the concern that the research will be complicated and cost a lot of money and time, and for a start-up without any income, that can be a real concern. More often than not, however, it's because the person concerned doesn't want to get negative feedback or be shown that in fact, there's no market for their idea |
| **33** | **B / D / F** | The entrepreneur thinks they know what the customer wants, perhaps thinks that the customer doesn't even realise they want it. Sometimes it's the concern that the research will be complicated and cost a lot of money and time, and for a start-up without any income, that can be a real concern. More often than not, however, it's because the person concerned doesn't want to get negative feedback or be shown that in fact, there's no market for their idea |
| **34** | **B / D / F** | The entrepreneur thinks they know what the customer wants, perhaps thinks that the customer doesn't even realise they want it. Sometimes it's the concern that the research will be complicated and cost a lot of money and time, and for a start-up without any income, that can be a real concern. More often than not, however, it's because the person concerned doesn't want to get negative feedback or be shown that in fact, there's no market for their idea |
| **35** | **A** | That's not to say it can't be done, but appealing to as wide a market as possible requires facing stiff competition, will probably make excessive demands on your marketing budget, and ultimately may fail as you won't be able to appeal to individual tastes or requirements |
| **36** | **C** | What is the competition, and are you prepared to compete against them on price or quality of product or service? Why should customers decide to buy from you rather than them? Alternatively, perhaps you see a gap in the market, something that nobody else is offering |
| **37** | **online** | Research like this provides invaluable feedback and is particularly do-able when you plan to sell online or have an online following |
| **38** | **interests / needs** | Start by looking at the most popular posts on your social media page or blog: what do they tell you about your visitors' interests? Links to a questionnaire can be used to dig down further to find out more about your visitors' needs |
| **39** | **questionnaire** | Links to a questionnaire can be used to dig down further to find out more about your visitors' needs |
| **40** | **free sample** | You could create a free sample of your product and ask if visitors to your social media or blog page would be prepared to buy more |

# Test 45

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**Jamieson's Ltd**

**Job Application**

Applicant's name: Tessa Murphy

Placement of job advertisement: on the **1** _____

Post: **2** _____

**Current occupation/Studies**

Degree in **3** _____

**Work experience**

Period: January-May: Stacey's Boutique

Role: **4** _____

Responsibilities: served customers and assisted the manager to arrange the **5** _____

Skills: dealing with money and customers

Period: **6** _____: Summer school

Role: social organiser

Responsibilities: **7** _____ and evening events

Skills: working as part of a team

**Hobbies and interests**

Reading

Going to **8** _____

**Availability**

Possible starting date: **9** _____

Unavailable on **10** _____

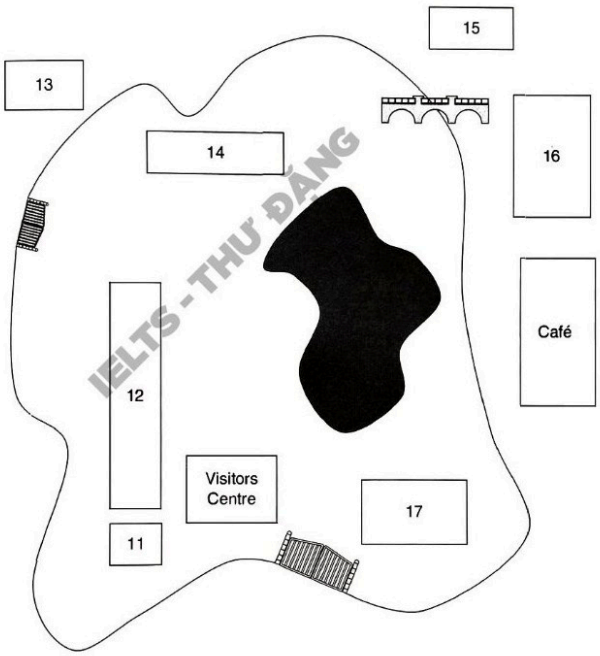
## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-17

Label the plan below.

Write NO MORE THAN TWO WORDS for each answer.




IELTS - THU ĐÀNG

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

### Questions 18-20

Choose the correct letter, A, B or C.

**18** The duck pond

- **A** ○ is quite shallow.
- **B** ○ often has people falling in.
- **C** ○ is closed to visitors due to heavy rain.

**19** Visitors to the farm

- **A** ○ should not handle the animals before eating.
- **B** ○ often forget to wash their hands.
- **C** ○ should try to keep the hand wash stations clean.

**20** Visitors needing first aid should

- **A** ○ phone for help.
- **B** ○ speak to someone at the main desk.
- **C** ○ go to the first aiders near the farm.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Choose the correct letter, A, B or C.

**21** Work experience

- **A** ○ is usually organised by the student.
- **B** ○ is a necessary part of the degree.
- **C** ○ sometimes takes place at the university.

**22** Students will be paid if

- **A** ○ they take time off in the summer.
- **B** ○ they are on placement for a year.
- **C** ○ they show they are responsible.

**23** Companies that offer work experience placements

- **A** ○ sometimes hold competitions.
- **B** ○ expect you to know how to use databases and spreadsheets.
- **C** ○ often have more than one student applying.

**24** Students attending an interview

- **A** ○ should expect it to be formal.
- **B** ○ should prepare for it.
- **C** ○ should chat with the Careers Service first

### Questions 25-26

Choose TWO letters, A-E.

**25** **26** Which TWO things does the Careers Service help with?

- **A** ☐ identifying your strengths
- **B** ☐ dealing with problems at the company
- **C** ☐ supporting students with work-based assessments
- **D** ☐ keeping a record of your experiences
- **E** ☐ helping with academic work

### Questions 27-30

Complete the summary below.

Write ONE WORD ONLY for each answer.

**Look forward to your work experience**

Your year in industry will be a memorable experience and of enormous benefit in the future. If it goes well, it will confirm that your choice of **27** _____ has been a wise one. At the very least, the year spent at the company will give you the chance to **28**

_____ the kind of work you are interested in. If you make a positive **29** _____, you may be offered a job when you finish your degree. There is also a good chance that you will make some **30** _____ who may prove useful in the future.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-32

Choose the correct letter, A, B or C.

**31** The substance that makes up spider silk

- **A** ○ changes its form when it leaves the spider's body.
- **B** ○ consists of five different proteins.
- **C** ○ is commonly found in garden plants.

**32** Spider silk

- **A** ○ is similar in strength to steel.
- **B** ○ can stretch 30 times its length.
- **C** ○ is not affected by freezing temperatures.

### Questions 33-36

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- The **33** _____ used spider silk to treat people who were bleeding.
- Spider silk was used by Indigenous Australians as **34** _____.
- Scientists have used spider silk to grow human skin to treat **35** _____.
- There is interest in using spider silk in airbags in cars to reduce the **36** _____ on the body.

### Questions 37-40

Which method of producing silk matches the information in the sentences?

Choose your answers from the box and write the correct letter, A-D.

A. cows' cells

B. goats' milk

C. silkworms

D. synthetic silk

**37** It could be used to help wounds heal. _____

**38** It is stronger than a particular man-made material. _____

**39** It requires no further work after the silk is spun. _____

**40** It could produce large quantities of silk protein. _____

# Transcripts

## Part 1

Matthew: Good morning, Tessa. Welcome to Jamieson's. I'm Matthew Reed. Thanks for your interest in working with us. Please take a seat.

Tessa: Thank you.

Matthew: So, we advertised three jobs on our website and I can see from your cv that you might be a suitable candidate for all of them. Would you be interested in telephone helpline work? Or we're still looking for a delivery person.

Tessa: Well, I've had experience of telephone sales but I'd prefer to have face-to-face contact with customers.

I'm afraid I don't have a driving licence so the position of delivery person isn't possible. But I'd be keen to apply for the retail assistant post that was advertised

Matthew: OK, that's fine. I see from your CV you're currently at university.

Tessa: Yes. I'm in my second year at the moment. It's a four-year degree course and I spend the third year abroad. I'm planning on going to France.

Matthew: Yes, I see you did French, English and Maths for your A levels, and now you're studying French. Is that right?

Tessa: Yes. I love learning languages and Welworth offers a joint degree in English and French so I decided to do that. I didn't fancy the idea of Maths at university.

Matthew: No, I can understand that. Now, you've had some work experience. That's excellent. A couple of jobs last year? Tell me about them.

Tessa: Yes, I worked as a sales assistant in Stacey's - that's a small boutique in town - at the weekend from January to May, Saturdays and Sundays. I was responsible for serving customers and occasionally helping the person who ran the shop with window displays. I really enjoyed that job. I got plenty of practice in dealing with money, customer service skills, that kind of thing.

Matthew: That must have been a busy time for you, what with your studies as well. You clearly aren't put off by a bit of hard work!

Tessa: No, I like to keep myself occupied and, as I said, I enjoyed the job and it made a change from studying.

Then from June to August last year, I took a job at a summer school. I was offered the role of social organiser for students from abroad who were studying English. I planned trips and evening events like quizzes.

Matthew: Did you enjoy that?

Tessa: Yes, it was great fun. I really appreciated the opportunity to work in a team and to practise my language skills as there were several French students on the course.

Matthew: And what do you like to do in your spare time? Have you got any hobbies or interests?

Tessa: I'm a big reader, especially science fiction. I've recently started dance classes – I think that's a more enjoyable way of keeping fit than going to the gym.

Matthew: OK. So, tell me about your availability. You're mainly interested in work over the summer period, is that right?

Tessa: Yes. I'd certainly be keen to join you when I finish my studies in May. I start my third year in September so I'd be free in June, July and August. I finish on the 25th of May. I have one week holiday booked but I'm back on the 6th of June and I'd be ready to start on the 7th of June.

Matthew: That would fit in nicely with our busy summer schedule. What about hours? We actually need someone who's available for five days a week and some of the days are likely to be weekends. Are you pretty flexible in terms of when you can work?

Tessa: I think so. Saturdays and Sundays are no problem. I'm taking driving lessons at the moment and they tend to be on a Wednesday but I could always re-arrange them. I'd like to keep Tuesdays free, though, as I volunteer at my local community centre then.

Matthew: OK, Tessa. That all seems great. Let me just confirm your contact details and we'll be in touch with you later in the week with our decision.

## Part 2

Hello everyone, and welcome to Marston Country Farm. We always look forward to group visits from local schools and I'm sure you'll all have a fantastic time while you're here. I'd just like to take a couple of minutes to explain what we have here at the farm and point out a few health and safety issues you need to be aware of.

Let's start with a tour of the farm. I can see you all have a copy of the plan we sent out so let me just go through it with you. You'll see we're here in the Visitors Centre, just by the entrance. This is a useful place to head for if you get lost or want to meet up with friends later. The farm covers quite a large area so we've made sure there are toilets nearby should you need them, wherever you are. There are toilets on the left of the entrance as you come in, just behind the Visitors Centre. There are also some in the cafe. You'll find this if you walk round the duck pond, go over the bridge and turn to your right, past the picnic area. You'll see the cafe in front of you. In front of us we have the duck pond. It's very tempting to feed the ducks and other water birds with bread from your sandwich box but actually, bread isn't very good for them so please can we ask you not to feed them. Now, to our left, next to the toilets, you'll see a long building. This is the goat shed, and just past that there's a pair of double gates. This is the entrance to the donkey rides. I'm afraid these are only suitable for younger children than yourselves and you won't be allowed to ride one. But you're welcome to stroke the donkeys that nobody's riding

and we've even supplied a large sack full of apples so that you can feed them if you think they look hungry. Now, directly opposite us, on the other side of the pond, is the rabbit house. This is always extremely popular and very busy. You might have to queue for a while to get in. But if this is the case, pop over the bridge and pay the insect house a visit – it's immediately on your left. For some strange reason, this doesn't tend to be quite as popular as the rabbits. And just over here, closer to us, on the right side of the entrance, you'll find our gift shop if you want to buy something to remember your visit or a gift for someone special.

So, that's the farm. Now before you go, there are a few things I'd like to point out to ensure you remain safe and healthy during and after your visit. Please take care walking around the duck pond. Don't worry, it's not deep. If you did fall in, the water would only come up to your knees. But the bank around it is very muddy after all the rain we've had and visitors are likely to spoil their footwear. There are hand wash stations dotted around the site. Don't forget to use these to wash your hands after touching or handling any of our animals, and especially before eating. Oh yes, can we ask you please to help us keep these stations tidy and dispose of the paper towels in the bins provided? Last but not least, do remember that this is a working farm. At certain times of the day, there will be vehicles entering the farm from the main gate here. Please remain alert and pay attention when you're in this area. We have fully trained first aiders on a nearby site, and in the unlikely event you have an accident or feel ill, simply come into the Visitors Centre and the receptionist will call them. Your teachers have been given our health and safety leaflets and they'll be able to answer some of your questions during your visit.

## Part 3

Lecturer: Good morning, everyone. As promised, I've invited Kelly from the university Careers Service to come along and talk to you about your work experience year. Thanks for coming, Kelly.

Kelly: Thanks for inviting me. Hello everyone. As you'll all be aware, the third year of your degree course is spent working in industry. This is an extremely valuable part of your education. You'll gain a deeper understanding of the area of work you're interested in, apply some of the things you've learned in the workplace, and perhaps even get a full-time job at the end of your degree. You'll be on what we term a "work experience year', not to be confused with an internship.

Lecturer: What's the difference between the two?

Kelly: Internships are placements students tend to organise themselves, during the summer holidays or after they've graduated. We're happy to offer some advice but we don't organise them on your behalf. Your work experience programme is a compulsory part of your degree and as a result, you're supported by the university in finding a suitable placement.

Student 1: I've been told we'll get paid for the work experience. Is this true?

Kelly: Short-term placements, like summer internships, may or may not be paid. Again, that's something you'd need to discuss with the employer. But the year-long work experience placements we organise for you will be paid posts. The salary varies but will reflect the responsibilities you'll have.

Student 2: Can we choose the company we want to work with?

Kelly: We've got a database of companies we've worked with in the past and in most cases, we'll be able to offer you two or three options for placements. However, it's a very competitive process and students all want to work for the more well-known companies so you may not get your first choice.

Lecturer: I understand students will often be asked to attend interviews. Is this the case?

Kelly: Yes, students will be required to attend an interview of some kind. Companies don't want to take on someone they haven't had the chance to meet and have a chat with. How formal the interview is will depend on the company. If there is an interview, I'd strongly recommend putting in some work beforehand to make sure you're ready for it.

Lecturer: You offer support for that kind of thing, don't you?

Kelly: Yes, it's a whole package of support, really. We'll start by helping you identify a company that's a good fit for both you and them. We want to keep the employers happy in order to maintain a good relationship. At one time we used to offer interview practice with members of staff but we now direct you to our training videos online to help you with this.

Student 1: What if we have problems working with the company? Who do we speak to?

Kelly: It's rare that we have problems like this. If you're lucky, you'll find yourself doing the perfect job, but bearing in mind how difficult it is to find a place, we always advise students to stick with it. We do have a contact in each company who we can talk with on your behalf if there are any serious issues, but as I said, that's not often the case.

Student 2: I've heard students will be assessed on their work placement. Is that true?

Kelly: There'll be some kind of assessment, yes, but you'll be told about that by your tutor and they'll be the one to talk to you about any specific issues. If the assessment involves anything to do with work-based skills, you'll also usually be supported by someone at the company. We can help you with things like keeping a reflective journal. This is a really useful exercise even if you're not required to keep one as it will provide you with a record of what you did each day at work, the things you learned on the job as well as any difficulties you've had. It will help you keep track of issues or topics that you need to read up on and act as one of the resources you can use when you come to write your end-of-year report – if that's something the course tutor needs. Again, you'll have to discuss that with the course tutor. We don't get involved with academic work as this is something your tutors will help you with.

Lecturer: Thanks for that, Kelly. That was really useful.

Kelly: My pleasure. Some students get a little stressed at the thought of joining the workforce but you'll look back on it as a really useful exercise. You might discover that it is indeed the perfect career choice and love what you do. Alternatively, it might be that it helps you to reconsider the area of work you want to get into. If you make a good impression during the year, you may find yourself being offered a job at the end of your degree, and at the very least, you'll develop skills and experience that will stand you in good stead when you start job hunting. You may also make a few contacts with people in the industry who might be able to help you with your career.

## Part 4

Lecturer: If you dread being taken by surprise by a spider when you're relaxing in front of the TV, you'll no doubt be one of the millions of people who find spiders terrifying. But hopefully, this morning I can change your perception of these creatures. You might continue to find them scary but you might also see them in a slightly different light.

I'd like to focus specifically on the silk that spiders make. The substance they use to make their intricate webs is stored in the form of a liquid protein inside their body and it only turns solid when it's exposed to the air. The common garden spider of the UK can create up to five different types of silk. Some of these silks are responsible for allowing the web to stretch while others make the web less brittle.

It's often claimed that spider silk is stronger than steel but this is misleading. A material can be strong in different ways: for example, it can be stiff, which means it resists bending, and silk is much less stiff than steel. But spider silk does have some incredible characteristics. It can stretch by up to 30 per cent without breaking before returning to its original size. It can even withstand sub-zero temperatures without becoming brittle.

People have used spider silk in many practical applications for centuries. The ancient Greeks used cobwebs to dress wounds and to help stop the flow of blood. Spider silk was used by Indigenous Australians to make fishing lines, and in the Solomon Islands people use spider webs to catch fish. In the 1900s it was used in optical devices, such as in the crosswires in a rifle sight.

If spider silk could be produced on an industrial scale, it could have a wide range of applications. In a recent experiment, scientists used it to help grow human skin in order to treat burn victims. Some companies have even shown an interest in using spider silk to make airbags in cars. They believe it could absorb more of the impact and so limit the impact of the airbag on the body itself. Spider silk has even been considered as an ideal material to use in biodegradable bottles.

However, there's one significant problem. It isn't possible to obtain the amount of silk needed for applications like these from spiders. It would take ages to collect the material from their natural habitat, and farming spiders isn't possible as they are aggressive, territorial creatures who will attack and eat each other. Furthermore, because the silk goes hard when it's exposed to air, it's difficult to work with.

Scientists have tried to overcome some of these problems by taking the spider itself out of the equation. One team of scientists extracted the silk genes from two species of spiders and inserted them into cells from a cow. The cells were grown in the laboratory and produced the silk proteins that the scientists were able to harvest. The proteins were then spun into silky strands and the fibres produced were stronger than Kevlar, a material used to make bulletproof vests, but they were lighter than Kevlar and nearly as elastic as nylon. Scientists have also genetically engineered living goats that carry spider silk genes. The first two goat kids produced in this manner were called Webster and Pete. The hope is that milk from goats like these will contain significant amounts of usable spider silk proteins.

Another approach is to use silkworms. The silk from silkworms can be farmed in ways that spider silk can't and so researchers have looked at making genetic changes to the silkworm. The silk that's produced in this way is a mixture of silkworm silk and spider silk. Initial attempts created silk that was stretchy but not as strong as spider silk. However, researchers subsequently managed to increase the amount of spider silk by a factor of seven. One of the advantages of obtaining spider silk in this way is that the silk is ready for use as soon as it's spun by the insect.

A group of researchers at the University of Nottingham have developed artificial spider silk made of proteins that are similar to those in naturally produced spider silk. This man-made silk can be used in a variety of medical applications. It was shown to act as a scaffold or support for the growth of new tissue. The researchers were also able to coat it with an antibiotic, and their experiments showed that the antibacterial properties of the silk lasted for several days. So, thanks to its ability to release antibiotics in a controlled way, the silk could be used in the manufacture of dressings to treat wounds that take a while to heal.

We may only be a few years away from being able to see some of those applications in use. If the outcome of this research is that we'll be able to create materials with properties similar to those of spider silk, we might also be one step towards eradicating the production of synthetic materials that can have negative effects on the environment.

I hope this has given you an insight into the amazing spider. Next time you see one scuttling across the floor, stop to marvel at what it can achieve rather than jump on the sofa to escape.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **website** | So, we advertised three jobs on our website and I can see from your cv that you might be a suitable candidate for all of them |
| 2 | **retail assistant** | But I'd be keen to apply for the retail assistant post that was advertised |
| 3 | **English and French** | Yes. I love learning languages and Welworth offers a joint degree in English and French so I decided to do that |
| 4 | **sales assistant** | I worked as a sales assistant in Stacey's – that's a small boutique in town – at the weekend from January to May, Saturdays and Sundays |
| 5 | **window displays** | I was responsible for serving customers and occasionally helping the person who ran the shop with window displays |
| 6 | **June to August/June-August** | Then from June to August last year, I took a job at a summer school |
| 7 | **planned trips** | I planned trips and evening events like quizzes |
| 8 | **dance classes** | I'm a big reader, especially science fiction. I've recently started dance classes – I think that's a more enjoyable way of keeping fit than going to the gym |
| 9 | **7th June / 7 June / June 7th / June 7 / 7th of June** | I finish on the 25th of May. I have one week holiday booked but I'm back on the 6th of June and I'd be ready to start on the 7th of June |
| 10 | **Tuesdays** | I'd like to keep Tuesdays free, though, as I volunteer at my local community centre then |
| 11 | **toilets** | There are toilets on the left of the entrance as you come in, just behind the Visitors Centre |
| 12 | **goat shed** | Now, to our left, next to the toilets, you'll see a long building. This is the goat shed, and just past that there's a pair of double gates |
| 13 | **donkey rides** | Now, to our left, next to the toilets, you'll see a long building. This is the goat shed, and just past that there's a pair of double gates. This is the entrance to the donkey rides |
| 14 | **rabbit house** | Now, directly opposite us, on the other side of the pond, is the rabbit house |
| 15 | **insect house** | But if this is the case, pop over the bridge and pay the insect house a visit – it's immediately on your left |
| 16 | **picnic area** | You'll find this if you walk round the duck pond, go over the bridge and turn to your right, past the picnic area |
| 17 | **gift shop** | And just over here, closer to us, on the right side of the entrance, you'll find our gift shop if you want to buy something to remember your visit or a gift for someone special |
| 18 | **A** | Don't worry, it's not deep. If you did fall in, the water would only come up to your knees |
| 19 | **C** | Oh yes, can we ask you please to help us keep these stations tidy and dispose of the paper towels in the bins provided |
| 20 | **B** | We have fully trained first aiders on a nearby site, and in the unlikely event you have an accident or feel ill, simply come into the Visitors Centre and the receptionist will call them |
| 21 | **B** | Your work experience programme is a compulsory part of your degree and as a result, you're supported by the university in finding a suitable placement |
| 22 | **B** | But the year-long work experience placements we organise for you will be paid posts |
| 23 | **C** | However, it's a very competitive process and students all want to work for the more well-known companies so you may not get your first choice |
| 24 | **B** | If there is an interview, I'd strongly recommend putting in some work beforehand to make sure you're ready for it |
| 25 | **B / D** | We do have a contact in each company who we can talk with on your behalf if there are any serious issues, but as I said, that's not often the case We can help you with things like keeping a reflective journal. This is a really useful exercise even if you're not required to keep one as it will provide you with a record of what you did each day at work, the things you learned on the job as well as any difficulties you've had |
| 26 | **B / D** | We do have a contact in each company who we can talk with on your behalf if there are any serious issues, but as I said, that's not often the case We can help you with things like keeping a reflective journal. This is a really useful exercise even if you're not required to keep one as it will provide you with a record of what you did each day at work, the things you learned on the job as well as any difficulties you've had |
| 27 | **career** | You might discover that it is indeed the perfect career choice and love what you do |
| 28 | **reconsider** | Alternatively, it might be that it helps you to reconsider the area of work you want to get into |

| # | Answer | Explanation |
|---|---|---|
| **29** | **impression** | If you make a good impression during the year, you may find yourself being offered a job at the end of your degree, and at the very least, you'll develop skills and experience that will stand you in good stead when you start job hunting |
| **30** | **contacts** | You may also make a few contacts with people in the industry who might be able to help you with your career |
| **31** | **A** | The substance they use to make their intricate webs is stored in the form of a liquid protein inside their body and it only turns solid when it's exposed to the air |
| **32** | **C** | It can even withstand sub-zero temperatures without becoming brittle |
| **33** | **ancient Greeks** | The ancient Greeks used cobwebs to dress wounds and to help stop the flow of blood |
| **34** | **fishing lines** | Spider silk was used by Indigenous Australians to make fishing lines, and in the Solomon Islands people use spider webs to catch fish |
| **35** | **burn victims** | In a recent experiment, scientists used it to help grow human skin in order to treat burn victims |
| **36** | **impact** | Some companies have even shown an interest in using spider silk to make airbags in cars. They believe it could absorb more of the impact and so limit the impact of the airbag on the body itself |
| **37** | **D** | A group of researchers at the University of Nottingham have developed artificial spider silk made of proteins that are similar to those in naturally produced spider silk. This man-made silk can be used in a variety of medical applications. It was shown to act as a scaffold or support for the growth of new tissue. The researchers were also able to coat it with an antibiotic, and their experiments showed that the antibacterial properties of the silk lasted for several days. So, thanks to its ability to release antibiotics in a controlled way, the silk could be used in the manufacture of dressings to treat wounds that take a while to heal |
| **38** | **A** | One team of scientists extracted the silk genes from two species of spiders and inserted them into cells from a cow. The cells were grown in the laboratory and produced the silk proteins that the scientists were able to harvest. The proteins were then spun into silky strands and the fibres produced were stronger than Kevlar, a material used to make bulletproof vests |
| **39** | **C** | One of the advantages of obtaining spider silk in this way is that the silk is ready for use as soon as it's spun by the insect |
| **40** | **B** | The hope is that milk from goats like these will contain significant amounts of usable spider silk proteins |

# Test 46

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Choose the correct letter, A, B or C.

**1** The food will be placed

- **A** ○ in the office.
- **B** ○ in the training room.
- **C** ○ outside the training room.

**2** The company is only providing food at lunchtime because

- **A** ○ attendees will already have had breakfast.
- **B** ○ breakfast is more expensive than lunch.
- **C** ○ there is only enough money to provide lunch.

**3** Which of the following people will be at the lunch?

- **A** ○ the manager
- **B** ○ the secretary
- **C** ○ the trainer

### Questions 4-10

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Corporate Catering Order Form**

Date of event: **4** _____

Delivery time: **5** _____

Number of people: **6** _____

| **Standard Buffet** | **Premium Buffet** |
|---|---|
| Sandwiches | Sandwiches |
| Crisps | Crisps |
| Hot and cold drinks | Salad bowl |
| Cost: £ **7** _____ | Fruit |
| | Cakes |
| | Hot and cold drinks |
| | Cost: £5.50 |

Dietary requirements: 1 person requires **8** _____ food.

Contact person: Carol **9** _____

Telephone number: 455 2298, Extension **10** _____

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-20

Complete the leaflet below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**Stay Safe During a Heatwave**

- In the daytime try to limit the amount of **11** _____ in rooms.
- At night, when the temperature is cooler, keep windows open.
- Are you using air conditioning? Pay attention to your **12** _____
- Spray cold water on your face or take a **13** _____
- Your wrists and the back of your neck are your body's **14** _____ Place a cold cloth on these areas.
- Eat a healthy diet to replace the nutrients you lose through **15** _____
- Drink plenty of water!
- Try to stay at home between 11 a.m. and **16** _____ as this is the hottest part of the day.
- If you go out in the sun, wear a hat or use an **17** _____
- Wear loose-fitting clothes made from **18** _____
- Take it easy when doing any **19** _____
- Remember your neighbours, especially if they are elderly or have **20** _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Choose the correct letter, A, B or C.

**21** The student did not speak with Professor Collins because

- **A** ○ she did not have the time.
- **B** ○ she could not get an appointment with him.
- **C** ○ he is not around at the moment.

**22** When doing assignments, many students

- **A** ○ are surprised to find how difficult they are to write.
- **B** ○ often fail to get the required grades.
- **C** ○ do not provide a full answer.

**23** The tutor says that words like 'analyse', 'discuss' and 'evaluate'

- **A** ○ each require a completely different response.
- **B** ○ will often have the same meaning.
- **C** ○ can be difficult to understand.

**24** The danger of using certain sources on the internet is that

- **A** ○ the assignment may receive a lower grade.
- **B** ○ they are full of promotions and adverts.
- **C** ○ they are sometimes written by politicians.

**25** The books on a reading list

- **A** ○ express fewer opinions than the internet.
- **B** ○ are more critical of other authors.
- **C** ○ have been assessed by other experts.

### Questions 26-30

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

**Proofreading checklist**

- Make sure you express yourself clearly.
- Your paragraphs must be **26** _____ and in an order that makes sense to the reader.
- Check you have given a full answer to the question.
- The points you have made should be **27** _____ Don't write just anything to get to the required word count.
- Avoid the use of informal language.
- Pay attention to any **28** _____ and spelling.
- Check your **29** _____ are grammatically correct.
- Check your **30** _____ to make sure you have expressed yourself effectively.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-32

Choose TWO letters, A-E.

**31** **32** Which TWO things can result from a lack of strength training?

- **A** ☐ A person will not get the benefit of natural activities.
- **B** ☐ A person will not do as well in their sport as they could.
- **C** ☐ An athlete can no longer practise their sport.
- **D** ☐ A person will not be able to visit the gym.
- **E** ☐ A person's injuries will get worse.

### Questions 33-37

Choose the correct letter, A, B or C.

**33** An injury caused by a fall

- **A** ○ tends to be unexpected.
- **B** ○ needs to be dealt with urgently.
- **C** ○ is often caused by weak muscles.

**34** Athletes who do more than one sport

- **A** ○ place too much pressure on their bodies.
- **B** ○ are in particular need of strength training.
- **C** ○ avoid overworking one part of the body.

**35** Injuries can be avoided

- **A** ○ if an athlete makes fewer repetitive movements.
- **B** ○ if muscles that are not used as much are exercised.
- **C** ○ if an athlete can learn to keep their balance.

**36** A strength training programme

- **A** ○ should also help you move more freely.
- **B** ○ will reduce daily aches and pains.
- **C** ○ is only suitable for particular sports.

**37** What problem do older athletes face?

- **A** ○ They eat a poorer diet than younger athletes.
- **B** ○ They are unable to continue doing their chosen sport.
- **C** ○ They lose muscle mass.

## Questions 38-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- Athletes are often less able to practise their sport during the **38** _____.
- Seeing improvements brought about by strength training can help athletes develop **39** _____.
- If athletes are prevented from doing their sport for a long time, strength training can help them remain **40** _____.

# Transcripts

## Part 1

Natalie: Thanks for agreeing to help out, Matti. It'll be much quicker with two of us. These training days take such a lot of organising. There are so many things to think about and you know how stressed I get when things don't go according to plan. If we can sort out the catering now, it'll be one less thing to think about.

Matti: No problem. I'm happy to help. I know what a nightmare these events can be. Where will everybody be eating?

Natalie: At first, I thought about having the food in the training room itself. That would be the least amount of trouble for everyone. Trouble is, it'd have to be hidden from them or they'll start snacking as soon as they arrive. We could use the main meeting room, I suppose. That would give them the chance to get outside the training room for a little while. As long as they don't go back to the office during lunch. I'd like them to mix and chat about the training. And there's more room for a large table there. Yes, let's do that.

Matti: Yes, I think that'll work. When do you want the food for: breakfast, lunch or both?

Natalie: I thought if d be nice to start the day with breakfast so they can eat before they start and it would give people a chance to chat before the training gets underway. We haven't got the budget for two lots of food, though, so Finance agreed to settle for lunch. We can supply teas and coffees ourselves in the morning when they arrive and again at about half past ten.

Matti: Yes, that's a good idea. Maybe we could serve some biscuits too. So, who's attending the event? Who do we need to include?

Natalie: It'll be all the sales team, of course. Then there's the office staff, three of them. Oh, and we need to feed the trainer as well.

Matti: What about the manager? Is he going to be there?

Natalie: I know he wanted to come but I don't think he'll be able to join us. His secretary just told me he has an important meeting that morning.

Matti: OK. I've printed the order form off. Let's fill it in now and I can transfer the information online later. What's the date of the event?

Natalie: We usually run training days during the first week of October but this year that proved difficult to timetable so we had to move it to the 13th of November. That's two weeks from today.

Matti: And what time do we want the food delivered?

Natalie: As early as possible, really. I don't want it arriving after we've started. The first session begins at nine so let's ask for eight. That'll give me time to sort it out before the trainer arrives at half past eight.

Matti: So, how many people will we need the buffet for? The caterers will only deliver for a minimum of 10 people.

Natalie: There'll be 15 altogether.

Matti: Right. Now we have some options here, depending on how much we have to spend. There's the Standard Buffet package. That's £3.25 per person. All you get for that are sandwiches, crisps, hot and cold drinks. If I remember correctly, there were complaints from staff the last time we had a training event. Do you remember? They weren't happy with the sandwiches on offer – or something like that.

Natalie: Yes, I vaguely remember. Well, what else do they offer?

Matti: There's the Premium package. That's £5.50 per person and you get some additional snacks. There's a salad bowl and something for dessert, like fruit and cakes. I reckon it'll be more appreciated by staff than the first option, don't you?

Natalie: Well, that's an easy one. We've got a budget of £6 per person so let's go for the Premium package.

Matti: Do we know if there's anything anyone can't eat? Any vegetarians or vegans, for example? Or people with allergies?

Natalie: I've emailed everyone who's attending. You'd think there'd be one or two vegetarians, but no. They're all meat eaters. There's one person who has to have dairy free food, though, and no one's said anything about allergies.

Matti: Right. That's about it. The caterers need a contact person. I'll put you down, shall I?

Natalie: No, not me. Put down Carol in Finance. She asked to be the contact person as she'll be sorting out payment. It's Carol Beecham. B-E-E-C-H-A-M.

Matti: And what's her telephone number in Finance?

Natalie: It's our number, 455 2298, Extension 523.

Matti: That's done. One less job for you to worry about. I'll get back on their website and fill in these details.

Natalie: Thanks, Matti! I owe you one!

## Part 2

Speaker: Thanks for giving me the chance to come along today to talk to you about the steps you can take to alleviate the ill effects of living through a heatwave. We certainly seem to have experienced a lot more of these recently, and with climate change an ongoing issue, things aren't likely to change in

the near future. Extreme heat can be very uncomfortable for the fit and healthy and it can be quite dangerous for the more vulnerable. So, I'd like to give you some tips on how to remain as comfortable as possible during these challenging periods.

OK, let's start by looking at what you can do inside the house. During the day, do what you can to keep direct sunlight out of rooms. If you have curtains or blinds, pull them shut. Having dark heavy curtains doesn't really help much in a heatwave as the material will trap the heat and transmit it into the room, so consider investing in lighter colours that don't absorb as much heat. And on the subject of windows, if it's safe to do so, keep windows open at night as this will allow the cooler air to circulate around the rooms. If you're one of the lucky people to have air conditioning in your home, you'll certainly appreciate being able to sit in a cool room but it's important to keep an eye on your energy usage. A simple alternative for those without air conditioning is to use a fan and place a bowl of ice in front of it. Buy yourself a little spray bottle, you know, one of those cheap plastic bottles we use to spray water on plants in the garden, and spray cold water on your face. And treat yourself to a cool shower every so often. A packet of face wipes can also serve a similar purpose and help you cool down. Remember where your body's cooling points are, namely your wrists and the back of your neck. Put some cloths in the freezer and place them on these areas when you're feeling particularly hot.

Even if you do all of these things, you're still likely to be affected by the very high temperatures, and there are other things you should bear in mind. Pay close attention to your diet as this will help you to deal with the heat. It's really important to eat healthily in order to replace the vitamins and minerals you'll lose through sweating. Remember to drink lots of water, at least two litres a day. It's easy to forget to do this so keep a bottle of water by your side. But avoid drinking too much coffee as this can have the opposite effect and dehydrate you.

It's sometimes very tempting to pop outside and enjoy the sunny weather but during a heatwave it's best to leave the house only when necessary. Avoid going out between 11 a.m. and 3 p.m., when temperatures are at their highest. Try to stay in the shade when you're walking around and wear a hat with a wide brim to keep the sun off your face. You could even take an umbrella with you to give you some protection. Wear loose-fitting, light-coloured clothes. Anything made with cotton or linen is particularly suitable for hot weather. Of course, it's essential that you put lots of sun cream on whenever you go out. If you like to get some physical exercise on a daily basis and insist on going out for your daily run or whatever your favourite activity is, you should be prepared to reduce the effort you'd normally put into it. And remember to stay hydrated.

Finally, it's really important to consider how others might be affected by extreme heat. Certainly, don't leave your pets in a car with the windows closed. And remember to check on your neighbour if they happen to be old or have health issues. The elderly are particularly affected during a heatwave and will definitely benefit from you keeping an eye on their well-being. Just knock on their door each day to see if they're all right. And if they can't get out, why not help them out with some shopping?

## Part 3

Student: Thanks for making time to see me, Mr Gregson. I really appreciate it. I've got an assignment due in for Professor Collins next Monday and I'm having a few problems with it. I was hoping you could help me with a few questions.

Tutor: Well, not with the topic itself, of course. It's not my area.

Student: No, I understand that. It's more about the writing process.

Tutor: OK, how far have you got?

Student: I haven't actually started yet. Professor Collins is away until next week and I thought I'd speak to you in the meantime. It took me a few days to get an appointment. The deadline's the end of next week so I need to get started as soon as possible.

Tutor: I hope you aren't going to use me as an excuse if you don't finish in time. Tutors usually set essays some time in advance of the deadline to give you the chance to read the required literature. If you leave it till the last minute, the books are often all out on loan. I presume you've got the reading list?

Student: Yes, there are lots of sources on there and I've managed to get hold of some of the main ones. I wanted to speak with you to get some more advice on essay writing. You know, just some general tips on what makes a good essay. I don't feel confident writing an academic piece of work but that lesson you gave everyone on planning essays was really useful.

Tutor: Pleased to hear it. You should always start by focusing on the question. Do you remember my advice? It's really important to underline any key words and make sure you check whether there's more than one part to the question. You'd be surprised how many students fail to do this and only provide a partial answer.

Student: Yes, I remember you telling us that. What confuses me are all the different words you see in a question, like 'analyse', 'discuss', 'evaluate', and so on. I'm never quite sure what the difference is between them.

Tutor: Well, that often depends on the context of the question. In your subject area, History, you're expected to be able to show you understand why certain events took place and to be able to evaluate various points of view. One historian will have a different opinion from that of another, and a good response to the question will show an understanding of the arguments put forward by different people. When you're asked to analyse or discuss or evaluate different views, it's often a similar exercise.

Student: Yes, I think I see what you mean. The essay for Professor Collins is on whether there would have been a revolution in Russia without Lenin, and yes, it's basically all about presenting different points of view.

Tutor: That's it. Now, I'm planning on holding a session on research and referencing with your year soon. You say you've managed to get some of the sources on the reading list?

Student: Yes, there were a couple of books in the library that I managed to get. And there are journals we can use on the online portal.

Tutor: Yes, that's very useful. The information in the journals will be up to date and a great addition to the books.

Student: Is it best to avoid using blogs, wikis, that kind of thing?

Tutor: Yes, definitely. Students who rely on internet sources like those tend to be marked down by assessors. You just can't trust the accuracy of the information and it's likely to be politically biased and often promotes a particular point of view

Student: But isn't that the case with the books we're recommended as well? The authors all have a particular opinion.

Tutor: That's true. The books on the reading list will often have a wide range of opinions but they'll have been critically reviewed by other academics and will be respected by the academic community. The authors will have researched their subject thoroughly and basically met certain academic standards.

Student: OK, I'll remember that. Thanks for your help.

Tutor: No problem. The other thing to remember is to proofread your work carefully before you submit it.

Student: Yes, I do tend to make some basic spelling mistakes.

Tutor: Well, it's partly about that, yes, but you need to do a bit more than just check for spelling mistakes. Read your work through first to make sure your arguments are clear. Are the paragraphs well constructed and in a logical order?

Student: Yes, that's where planning comes in, doesn't it?

Tutor: Yes, and remember what I said earlier. Check you've answered the question fully and make sure everything you've written is relevant. Some students think it's all about hitting the word count and fill their essay with information that doesn't answer the question.

Student: Yes, I think I might have been guilty of that in the past.

Tutor: Once you've read through the main content, check your use of language. Make sure you haven't used any informal language. This is an academic piece of work so you don't want to be using slang words or idiomatic language. Watch out for any typing mistakes as well as incorrect spelling. And don't forget to check your grammar: your sentence structures need to be correct. Finally, punctuation can make a huge difference to how effective a piece of work is so give that some attention as well.

Student: OK, I will do. Many thanks for all your help.

## Part 4

Lecturer: Good morning, everyone, and welcome to week five in our sports coaching module. In this lecture we're going to look at the importance of strength training for amateur and professional athletes. One thing you'll often hear from people participating in a sport like running, cycling or swimming, and especially those who do it for fun rather than competitively, is how little, if any, strength training they do. They'll all tell you that they know it's good for them and worth doing but it's not their 'thing'. They like running, cycling or swimming, not lifting weights or doing pull-ups and press-ups.

Unfortunately for those with this attitude, without regular strength training, it's unlikely they'll achieve their full potential. They may also suffer long periods of inactivity through injury, and professional athletes may even find they have to retire from their sport too early. It may be something that doesn't come naturally but encouraging people to look outside of their chosen sport will benefit them in various ways. And it doesn't have to require a visit to their local gym or the use of special equipment.

It's unfortunately the case that people who do a sport are more likely to injure themselves than people who don't. Virtually all athletes will have an accident at some point or other. The accident could be something as minor as falling during a run and result in nothing more than grazed knees, but accidents can also lead to pulled muscles, torn ligaments or broken bones. These injuries are unpredictable and need to be dealt with as and when they occur. Sadly, there's not much a strength training regime can do to avoid injuries sustained this way.

However, much of the time an athlete spends injured is probably due to those accidents that could have been avoided with correct strength training. Each sport involves repetitive movements that over time put excessive pressure on joints and muscles, or that can lead to the body becoming out of balance. Think how much stronger a tennis player's dominant arm must be over the non-dominant one. This kind of imbalance can be avoided to some extent by cross-training, that is by doing more than one sport, such as running and cycling, which spreads the pressure on the body more evenly. However, nothing beats following a tailor-made strength training routine. Doing exercises that counteract repetitive movements and imbalances helps to create more all-round body strength. You'll become more flexible and you'll strengthen those muscles that are under-used, all of which will help avoid injury.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **C** | We could use the main meeting room, I suppose. That would give them the chance to get outside the training room for a little while. As long as they don't go back to the office during lunch. I'd like them to mix and chat about the training. And there's more room for a large table there. Yes, let's do that |
| 2 | **C** | We haven't got the budget for two lots of food, though, so Finance agreed to settle for lunch |
| 3 | **C** | Oh, and we need to feed the trainer as well I know he wanted to come but I don't think he'll be able to join us. His secretary just told me he has an important meeting that morning |
| 4 | **13th November / 13 November / November 13th / November 13 / 13th of November** | We usually run training days during the first week of October but this year that proved difficult to timetable so we had to move it to the 13th of November |
| 5 | **8 / 8 a.m. / 8 am / eight** | The first session begins at nine so let's ask for eight. That'll give me time to sort it out before the trainer arrives at half past eight |
| 6 | **15/fifteen** | Natalie: There'll be 15 altogether |
| 7 | **3.25** | There's the Standard Buffet package. That's £3.25 per person |
| 8 | **dairy-free/ dairy free** | There's one person who has to have dairy free food, though, and no one's said anything about allergies |
| 9 | **Beecham** | It's Carol Beecham. B-E-E-C-H-A-M |
| 10 | **523** | Natalie: It's our number, 455 2298, Extension 523 |
| 11 | **direct sunlight** | During the day, do what you can to keep direct sunlight out of rooms |
| 12 | **energy usage** | If you're one of the lucky people to have air conditioning in your home, you'll certainly appreciate being able to sit in a cool room but it's important to keep an eye on your energy usage |
| 13 | **cool shower** | And treat yourself to a cool shower every so often |
| 14 | **cooling points** | Remember where your body's cooling points are, namely your wrists and the back of your neck |
| 15 | **sweating** | It's really important to eat healthily in order to replace the vitamins and minerals you'll lose through sweating |
| 16 | **3 p.m. / 3 pm** | Avoid going out between 11 a.m. and 3 p.m., when temperatures are at their highest |
| 17 | **umbrella** | You could even take an umbrella with you to give you some protection |
| 18 | **cotton or linen** | Wear loose-fitting, light-coloured clothes. Anything made with cotton or linen is particularly suitable for hot weather |
| 19 | **physical exercise** | If you like to get some physical exercise on a daily basis and insist on going out for your daily run or whatever your favourite activity is, you should be prepared to reduce the effort you'd normally put into it |
| 20 | **health issues** | And remember to check on your neighbour if they happen to be old or have health issues |
| 21 | **C** | Professor Collins is away until next week and I thought I'd speak to you in the meantime |
| 22 | **C** | You'd be surprised how many students fail to do this and only provide a partial answer |
| 23 | **B** | When you're asked to analyse or discuss or evaluate different views, it's often a similar exercise |
| 24 | **A** | Students who rely on internet sources like those tend to be marked down by assessors. You just can't trust the accuracy of the information and it's likely to be politically biased and often promotes a particular point of view |
| 25 | **C** | The books on the reading list will often have a wide range of opinions but they'll have been critically reviewed by other academics and will be respected by the academic community |
| 26 | **well constructed / well-constructed** | Are the paragraphs well constructed and in a logical order |
| 27 | **relevant** | Check you've answered the question fully and make sure everything you've written is relevant. Some students think it's all about hitting the word count and fill their essay with information that doesn't answer the question |
| 28 | **typing mistakes** | Watch out for any typing mistakes as well as incorrect spelling |
| 29 | **sentence structures** | And don't forget to check your grammar: your sentence structures need to be correct |
| 30 | **punctuation** | Finally, punctuation can make a huge difference to how effective a piece of work is so give that some attention as well |

| # | Answer | Explanation |
|---|---|---|
| **31** | **B / C** | Unfortunately for those with this attitude, without regular strength training, it’s unlikely they’ll achieve their full potential. They may also suffer long periods of inactivity through injury, and professional athletes may even find they have to retire from their sport too early |
| **32** | **B / C** | Unfortunately for those with this attitude, without regular strength training, it’s unlikely they’ll achieve their full potential. They may also suffer long periods of inactivity through injury, and professional athletes may even find they have to retire from their sport too early |
| **33** | **A** | The accident could be something as minor as falling during a run and result in nothing more than grazed knees, but accidents can also lead to pulled muscles, torn ligaments or broken bones. These injuries are unpredictable and need to be dealt with as and when they occur |
| **34** | **C** | This kind of imbalance can be avoided to some extent by cross-training, that is by doing more than one sport, such as running and cycling, which spreads the pressure on the body more evenly |
| **35** | **B** | Doing exercises that counteract repetitive movements and imbalances helps to create more all-round body strength. You’ll become more flexible and you’ll strengthen those muscles that are under-used, all of which will help avoid injury |
| **36** | **A** | Doing exercises that counteract repetitive movements and imbalances helps to create more all-round body strength. You’ll become more flexible and you’ll strengthen those muscles that are under-used, all of which will help avoid injury |
| **37** | **C** | Each sport involves repetitive movements that over time put excessive pressure on joints and muscles, or that can lead to the body becoming out of balance You’ll become more flexible and you’ll strengthen those muscles that are under-used, all of which will help avoid injury |
| **38** | **winter months** | They may also suffer long periods of inactivity through injury, and professional athletes may even find they have to retire from their sport too early |
| **39** | **positive attitude** | Unfortunately for those with this attitude, without regular strength training, it’s unlikely they’ll achieve their full potential |
| **40** | **motivated** | They may also suffer long periods of inactivity through injury, and professional athletes may even find they have to retire from their sport too early |

# Test 47

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Listen to the telephone conversation between a student and the owner of a paragliding school and answer the questions below.

Circle the correct letters A-D.

**1** How much is the beginner's course?

- **A** $190
- **B** $320
- **C** $330
- **D** $430

**2** What does the club insurance cover?

- **A** injury to yourself
- **B** injury to your equipment
- **C** damage to other people's property
- **D** loss of personal belongings

**3** How do the girls want to travel?

- **A** public transport
- **B** private bus
- **C** car
- **D** bicycle

### Questions 4-7

Complete the form below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

TELEPHONE MEMO

Name: Maria Gentle

Address: C/o Mr & Mrs **4** _____

**5** _____ Newcastle

Fax no: 0249 **6** _____

Type of Card : **7** _____

### Questions 8-9

Circle TWO letters A-G.

**8** **9** Which TWO of the following items must people take with them?

- **A** ☐ sandals
- **B** ☐ old clothes
- **C** ☐ pullover
- **D** ☐ shirt with long sleeves
- **E** ☐ soft drinks
- **F** ☐ hat
- **G** ☐ sunglasses

## Questions 10-11

Circle TWO letters A-G.

**10** **11** Which TWO accommodation options mentioned are near the paragliding school?

- **A** ☐ camping
- **B** ☐ youth hostel
- **C** ☐ family
- **D** ☐ backpackers' inn
- **E** ☐ caravan park
- **F** ☐ bed and breakfast
- **G** ☐ cheap hotel

## Questions 12-12

Write NO MORE THAN THREE WORDS for your answer.

**12** Which weekend do the girls decide to go? _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 13-22

Complete the notes below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**GOODWOOD CAR SHOW**

Type of car: Duesenberg J-type

Number made: **13** _____

Type of body: **14** _____

Engines contained capsules of mercury to ensure a **15** _____ trip.

Top speed: **16** _____ per hour.

Sold as a **17** _____

Main attraction: **18** _____

Type of car: Leyat Helica

Number built: **19** _____

Car looks like a **20** _____ without **21** _____

Steering used the **22** _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 23-24

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

Research details:

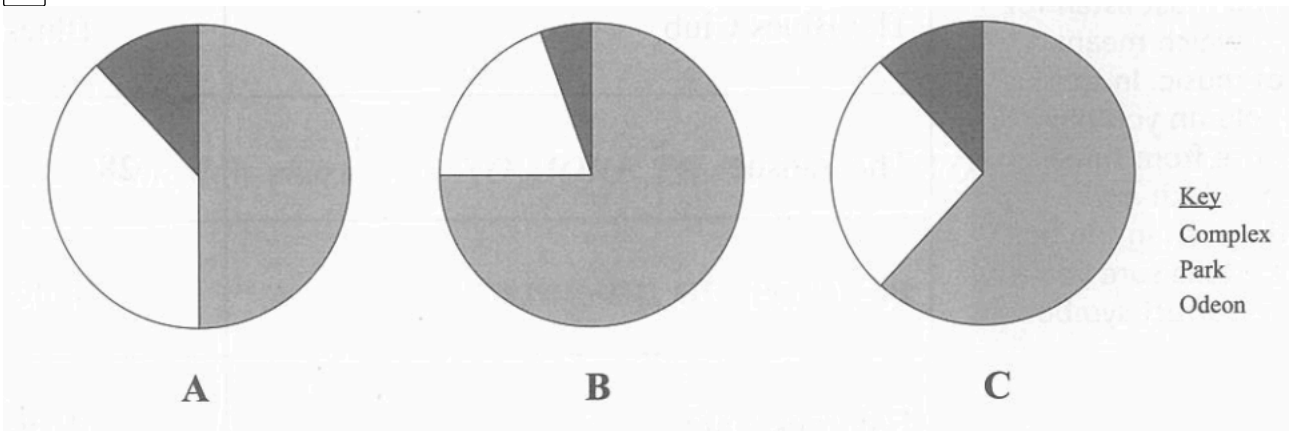
Title of project: **23** _____

Focus of project: entertainment away from **24** _____

### Questions 25-28

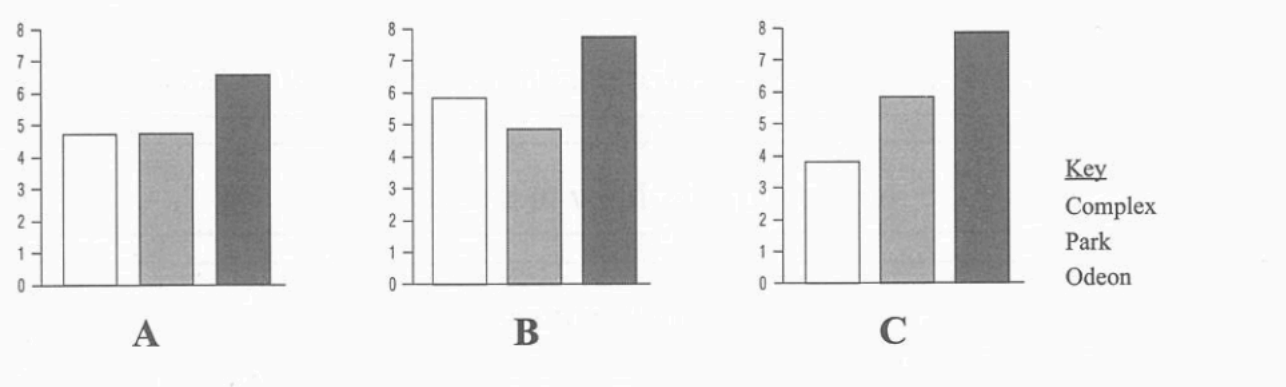
Circle the correct letters A-C.

**25** Which chart shows the percentage of cinema seats provided by the different cinema houses?




- **A** ○ Chart A
- **B** ○ Chart B
- **C** ○ Chart C

**26** Which graph shows the relative popularity of different cinemas?

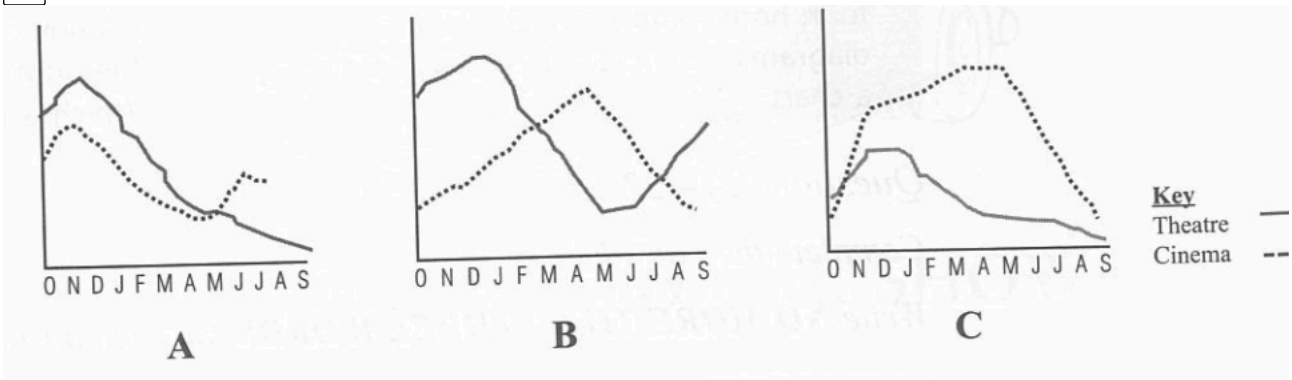



- **A** ○ Graph A
- **B** ○ Graph B
- **C** ○ Graph C

**27** What did Rosie and Mike realise about the two theatres?

- **A** ◯ The prices were very similar.
- **B** ◯ They were equally popular.
- **C** ◯ They offered the same facilities.

**28** Which graph shows comparative attendance for cinema and theatre?




- **A** ◯ Graph A
- **B** ◯ Graph B
- **C** ◯ Graph C

## Questions 29-32

Complete the chart about the different music clubs below.

Write NO MORE THAN TWO WORDS or use ONE of the labels for each answer.

A poor  B OK  C excellent

| Club | Type of music | Quality of venue |
|---|---|---|
| The Blues Club | Blues | **29** _____ |
| The Sansue | **30** _____ | C |
| Pier Hotel | Folk | **31** _____ |
| Baldrock Café | Rock | **32** _____ |

## PART 4 — QUESTIONS

Part 4 audio

## Questions 33-34

Complete the notes using NO MORE THAN THREE WORDS for each answer.

Main focus of lecture: the impact of **33** _____ on the occurrence of dust storms.

Two main types of impact:

A) break up ground surface, e.g. off-road vehicle use

B) remove protective plants, e.g. **34** _____

## Questions 35-38

Complete the table using NO MORE THAN THREE WORDS for each answer.

| Name of area | Details |
|---|---|
| USA 'dust bowl' | Caused by mismanagement of farmland<br>Decade renamed the **35** _____ |
| West Africa | Steady rise in dust storms over 20-year period |
| Arizona | Worst dust clouds arise from **36** _____<br>Dust deposits are hazardous to **37** _____ |
| Sahara | Increased wind erosion has occurred along with long-term **38** _____ |

## Questions 39-42

Complete the flow chart using NO MORE THAN THREE WORDS for each answer.

**Drying-up of Aral Sea**

Intensive **39** _____ in Central Asian Republics

↓

Drop in water in major tributaries

↓

Total volume of water in lake reduced by **40** _____

↓

Increase in wind-blown material

↓

Lake has become more **41** _____

↓

Serious effects on **42** _____ nearby

# Transcripts

## Part 1

Man: Hello 'Paragliders' Paradise'. How can I help you?

Maria: Oh hi. I'm interested in doing a course in paragliding.

Man: Which course are you interested in?

Maria: Well, I'm not sure. What's available?

Man: Well ... we've got the introductory course which lasts for two days.

Maria: OK.

Man: Or there's the 4-day beginners' course which is what most people do first. I'd tend to recommend that one. And there's also the elementary pilot course which takes five to six days depending on conditions.

Maria: We might try the beginner's course. What sort of prices are we looking at?

Man: The introductory is $190; the beginner's course, which is what you'd probably be looking at, is $320 - no, sorry 330 - it's just gone up - and the pilot course is $430.

Maria: Right.

Man: And you also have to become a member of our club so that you're insured. That'll cost you $12 a day. Everyone has to take out insurance, you see.

Maria: Does that cover me if I break a leg?

Man: No, I'm afraid not - it's only 3rd party and covers you against damage to other people or their belongings, but not theft or injury. You would need to take out your own personal accident insurance.

Maria: I see! And what's the best way to get to your place? By public transport or could we come by bike? We're pretty keen cyclists.

Man: It's difficult by public transport although there is a bus from Newcastle; most people get here by car, though, 'cos we're a little off the beaten track. But you could ride here OK. I'll send you a map. Just let me take down a few details. What's your name?

Maria: Maria Gentle.

Man: And your address, Maria?

Maria: Well, I'm a student staying with a family in Newcastle.

Man: So it's care of ...

Maria: Care of Mr and Mrs. McDonald.

Man: Like the hamburgers!

Maria: Yes, exactly.

Man: McDonald ...

Maria: The post office box address is probably best. It's PO Box 676, Newcastle.

Man: Is there a fax number there, because I could fax you the information?

Maria: Yes, actually, there is. It's 0249 that's for Newcastle and then double seven five four three one.

Man: OK. Now if you decide to do one of our courses, you'll need to book in advance and to pay when you book. How would you be paying?

Maria: By credit card, if that's OK. Do you take Visa?

Man: Yes, fine. We take all major cards, including Visa.

Maria: OK then. Thanks very much.

Maria: Hi, Pauline.

Pauline: Hi, Maria! What's that you're reading?

Maria: Just some information from a paragliding school - it looks really good fun. Do you fancy a go at paragliding?

Pauline: Sure! Do you have to buy lots of equipment and stuff?

Maria: Not really. The school provides the equipment but we'd have to take a few things along.

Pauline: Such as?

Maria: Well it says here. Clothes: wear stout boots, so no sneakers or sandals I suppose, and clothes suitable for an active day in the hills, preferably a long-sleeved t-shirt. That's probably in case you land in the stinging nettles! It also says we should bring a packed lunch. We do not recommend soft drinks or flasks of coffee. Water is really the best thing to drink. We'd also need to bring suntan lotion and something to protect your head from the sun!

Pauline: OK that sounds reasonable. And where would we stay?

Maria: Well look! They seem to operate a campsite too, because it says here that it's only $10 a day to pitch a tent. That'd be fine, wouldn't it? And that way we'd save quite a bit because even a cheap hotel would cost money.

Pauline: Um..or perhaps we could stay in a bed-and-breakfast nearby. It gives a couple of names here we could ring. I think I might prefer that. Hotels and youth hostels would all be miles away from the farm and I don't fancy a caravan.

Maria: No, I agree. But let's take a tent and pray for good weather.

Pauline: OK - let's do it. What about next weekend?

Maria: No, I can't - I'm going on a geography field trip.

Pauline: .....and then it's the weekend before the exams and I really need to study.

Maria: OK, then. Let's make it the one after the exams.

Pauline: Fine - we'll need a break by then. Can you ring and ...

## Part 2

Announcer: The Goodwood Museum is currently celebrating some of the most extravagant types of car design in its festival of speed. Here's our reporter Vincent Freed, who's on site, to tell us about some of the cars on display.

Reporter: Well, here I am, standing in front of one of the most prestigious cars ever built, the Duesenberg, a fantastically expensive, luxurious car built in the early part of the 20th century and bearing all the glamorous qualities of the jazz age. How many were there? Well, only 473 Duesenberg J-types were ever built and the model here is one of the rarest. Each had a short 125-inch chassis or framework and the body was always in the form of an open two-seater. The technology behind the car's 6.9-litre engine was extraordinary. It featured capsules of mercury in the engines to absorb vibration and provide an incredibly smooth ride. In fact, these cars offered unparalleled performance ... in an age when 160 kilometres per hour was considered very fast, the Duesenberg promised a top speed of 180 kilometres per hour and could do 140 kilometres per hour in second gear.

Duesenberg, who designed the car, sold it as a frame and engine ... this was typical of the age again and many prestige manufacturers such as Rolls-Royce did exactly the same. Owners able to afford the hefty $9,000 price tag for the basic car would then commission a coachwork company to build a body tailored to their own individual requirements.

The Duesenberg's great attraction for the driver, was its instrument panel which offered all the usual features but also several others including a stop-watch. It was the Duesenberg's technology that lay behind its success as a racing car and they dominated the American racing scene in the 1920s winning the Indianapolis Grand Prix in 1924, '25 and '27.

On to another celebrity, the 1922 Leyat Helica. Only 30 of these French propellor cars were built and the model here at Goodwood, which was the fourth to be made, is thought to be the only surviving example still capable of running. The brains behind this car was Marcel Leyat who was an aviation pioneer first and foremost, and the influence of flying is quite apparent in the car. The Leyat very strongly resembles a light aircraft with its front propellor but in this case it's minus any wings of course! It's quite odd to think that this car was whirring through France, just as the Duesenberg was blasting down roads at 160 kilometres per hour across the Atlantic. The Leyats were used regularly in France in the 1920s and were even produced in saloon and van form, as well as two-seater.

The Leyat matched its propellor drive with its equally bizarre steering which used the rear rather than the front wheels! But despite looking rather frail, it was a tough machine. In fact, when troops tried to steal it during the Second World War, the car's baffling design was clearly beyond the would-be thieves and it ended up being driven into a tree, breaking the propellor.

And now for the Firebird ...

## Part 3

Tutor: Good morning everyone. Well I think we can start straightaway by getting Rosie and Mike to do their presentation. Would you like to start, Rosie?

Rosie: Yes, well, um, we've done a survey on local entertainment. Basically, we tried to find out how students feel about the entertainment in the town and how much they use it.

Mike: Yes, so we've called our project 'Out and About' ...

Tutor: Yes, that's a good title! 'Out and About'.

Rosie: We wanted to find out how well students use the entertainment facilities in town ... whether they get to see the latest plays, films ... that kind of thing.

Tutor: Now, we have our own facilities on campus of course ...

Rosie: Yes, we deliberately omitted those as we really wanted to examine outside entertainment in the town as opposed to on the university campus.

Mike: Actually there were a lot of areas to choose from but in the end we limited ourselves to looking at three general categories: cinema, theatre and music.

Tutor: Right.

Rosie: OK. Well, first of all cinema. In the town, there are three main places where you can see films. There's the new multi-screen cinema complex, the old Park cinema, and a late-night Odeon.

Mike: So if you look at this chart ... in terms of audience size, the multi-screen complex accounts for 75% of all cinema seats, the Park Cinema, accounts for 20% of seats and the late-night Odeon has just 5% of seats.

Rosie: As you probably know, the complex and the Park show all the latest films, while the late-night cinema tends to show cult films. So, when we interviewed the students, we thought the complex would be the most popular choice of cinema ... but surprisingly it was the late-night Odeon.

Mike: Yeah, and most students said that if they wanted to see a new film, they waited for it to show at the Park because the complex is more expensive and further out of town so you have to pay more to get there as well.

Tutor: Yes, and that adds to the cost, of course, and detracts from the popularity, evidently.

Rosie: Well, next, we looked at theatres. The results here were interesting because, as you know, there's a theatre on campus, which is popular. But there's also the Stage Theatre in town, which is very old and architecturally quite beautiful. And there's the large, modern theatre, the Ashtop, that has recently been built.

Tutor: So you just looked at the two theatres in town?

Mike: Yes. But the thing about the theatres is that there's a whole variety of seat prices. Also, the types of performance vary ... so students tend to buy seats at both and like using both for different reasons and if they want cheap seats at the Ashtop, they can just sit further from the front.

Rosie: What we did find that was very interesting is that there are periods during the year when students seem to go to the theatre and periods when they go to the cinema and we really think that's to do with budget. If you look at this graph, you can see that there's a peak around November/December when they go to the theatre more and then a period in April/May when neither is particularly popular and then theatre viewing seems to trail off virtually while the cinema becomes quite popular in June/July.

Tutor: Mmm. I think you're probably right about your conclusions ...

Mike: Well, lastly we looked at music. And this time we were really investigating the sort of small music clubs that offer things like folk or specialise in local bands.

Tutor: So not musicals as such ...

Mike: That's right.

Rosie: We looked at three small music venues and we examined the quality of the entertainment and venue and gave a ranking for these: a cross meaning that the quality was poor, a tick meaning it was OK and two ticks for excellent. First of all, The Blues Club, which obviously specialises in blues music. This was a pretty small place and the seating was minimal so we didn't give that a very good rating.

Mike: No! We don't recommend that one really.

Rosie: Then The Sansue which plays a lot of South American music was a big place, very lively, good performers so two ticks for that one. The Pier Hotel is a folk venue ... a good place for local and up-and-coming folk artists to play. Not the best of venues as it's in a basement and a bit dark but the quality of the entertainment was reasonable and the lighting was very warm so we felt it deserved an average rating. Finally, there's the Baldrock Café which features big rock bands and is pretty popular with students and we enjoyed ourselves there as well, so top marks for that one.

Tutor: And then did you get any information from the students as to which of the clubs they preferred?

## Part 4

Lecturer: In the last lecture, we looked at the adverse effects of desert dust on global climate. Today we're going to examine more closely what causes dust storms and what other effects they can have. As you know, dust storms have always been a feature of desert climates, but what we want to focus on today is the extent to which human activity is causing them. And it is this trend that I want to look at, because it has wide-ranging implications.

So - what are these human activities? Well, there are two main types that affect the wind erosion process, and thus the frequency of dust storms. There are activities that break up naturally wind-resistant surfaces such as off-road vehicle use and construction and there are those that remove protective vegetation cover from soils, for example, mainly farming and drainage. In many cases the two effects occur simultaneously which adds to the problem.

Let's look at some real examples and see what I'm talking about. Perhaps the best-known example of agricultural impact on desert dust is the creation of the USA's 'dust bowl' in the 1930s. The dramatic rise in the number of dust storms during the latter part of that decade was the result of farmers mismanaging their land. In fact, choking dust storms became so commonplace that the decade became known as the 'Dirty Thirties'.

Researchers observed a similar, but more prolonged, increase in dustiness in West Africa between the 1960s and the 1980s when the frequency of the storms rose to 80 a year and the dust was so thick that visibility was reduced to 1,000 metres. This was a hazard to pilots and road users.

In places like Arizona, the most dangerous dust clouds are those generated by dry thunderstorms. Here, this type of storm is so common that the problem inspired officials to develop an alert system to warn people of oncoming thunderstorms. When this dust is deposited it causes all sorts of problems for machine operators. It can penetrate the smallest nooks and crannies and play havoc with the way things operate because most of the dust is made up of quartz which is very hard.

Another example - the concentration of dust originating from the Sahara has risen steadily since the mid-1960s. This increase in wind erosion has coincided with a prolonged drought, which has gripped the Sahara's southern fringe. Drought is commonly associated with an increase in dust-raising activity but it's actually caused by low rainfall which results in vegetation dying off.

One of the foremost examples of modern human-induced environmental degradation is the drying up of the Aral Sea in Central Asia. Its ecological demise dates from the 1950s when intensive irrigation began in the then Central Asian republics of the USSR. This produced a dramatic decline in the volume of water entering the sea from its two major tributaries. In 1960, the Aral Sea was the fourth-largest lake in the world, but since that time it has lost two-thirds of its volume, its surface area has halved and its water level has dropped by more than 216 metres. A knock-on effect of this ecological disaster has been the release of significant new sources of wind-blown material, as the water level has dropped.

And the problems don't stop there. The salinity of the lake has increased so that it is now virtually the same as sea water. This means that the material that is blown from the dry bed of the Aral Sea is highly saline. Scientists believe it is adversely affecting crops around the sea because salts are toxic to plants.

This shows that dust storms have numerous consequences beyond their effects on climate, both for the workings of environmental systems and for people living in drylands ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **C** | the beginner's course, which is what you'd probably be looking at, is $320 – no, sorry 330 – it's just gone up |
| 2 | **C** | it's only 3rd party and covers you against damage to other people or their belongings, but not theft or injury |
| 3 | **D** | And what's the best way to get to your place? By public transport or could we come by bike? We're pretty keen cyclists |
| 4 | **McDonald/Macdonald/MacDonald** | Maria: Care of Mr and Mrs. McDonald |
| 5 | **Post Office Box/PO Box 676** | The post office box address is probably best. It's PO Box 676, Newcastle |
| 6 | **775431** | Yes, actually, there is. It's 0249 that's for Newcastle and then double seven five four three one |
| 7 | **credit card/Visa** | How would you be paying?Maria: By credit card, if that's OK. Do you take Visa?Man: Yes, fine. We take all major cards, including Visa |
| 8 | **D / F** | preferably a long-sleeved t-shirt. That's probably in case you land in the stinging nettles! It also says we should bring a packed lunch. We do not recommend soft drinks or flasks of coffee. Water is really the best thing to drink. We'd also need to bring suntan lotion and something to protect your head from the sun |
| 9 | **D / F** | preferably a long-sleeved t-shirt. That's probably in case you land in the stinging nettles! It also says we should bring a packed lunch. We do not recommend soft drinks or flasks of coffee. Water is really the best thing to drink. We'd also need to bring suntan lotion and something to protect your head from the sun |
| 10 | **A / F** | They seem to operate a campsite too, because it says here that it's only $10 a day to pitch a tent. That'd be fine, wouldn't it? And that way we'd save quite a bit because even a cheap hotel would cost money.Pauline: Um or perhaps we could stay in a bed-and-breakfast nearby. It gives a couple of names here we could ring. I think I might prefer that. Hotels and youth hostels would all be miles away from the farm and I don't fancy a caravan |
| 11 | **A / F** | They seem to operate a campsite too, because it says here that it's only $10 a day to pitch a tent. That'd be fine, wouldn't it? And that way we'd save quite a bit because even a cheap hotel would cost money.Pauline: Um or perhaps we could stay in a bed-and-breakfast nearby. It gives a couple of names here we could ring. I think I might prefer that. Hotels and youth hostels would all be miles away from the farm and I don't fancy a caravan |
| 12 | **after (the) exams** | Maria: OK, then. Let's make it the one after the exams |
| 13 | **473** | Well, only 473 Duesenberg J-types were ever built and the model here is one of the rarest |
| 14 | **(open) two-seater / (open) 2-seater / (open) two seater / (open) 2 seater** | Each had a short 125-inch chassis or framework and the body was always in the form of an open two-seater |
| 15 | **smooth** | It featured capsules of mercury in the engines to absorb vibration and provide an incredibly smooth ride |
| 16 | **180 kilometres / 180 kilometers** | the Duesenberg promised a top speed of 180 kilometres per hour |
| 17 | **frame and engine** | Duesenberg, who designed the car, sold it as a frame and engine this was typical of the age again and many prestige manufacturers such as Rolls-Royce did exactly the same |
| 18 | **instrument panel/instruments/stop-watch/stopwatch** | The Duesenberg's great attraction for the driver, was its instrument panel which offered all the usual features but also several others including a stop-watch |
| 19 | **30 / thirty** | Only 30 of these French propellor cars were built |
| 20 | **light aircraft/plane** | The Leyat very strongly resembles a light aircraft with its front propellor but in this case it's minus any wings of course |
| 21 | **wings** | The Leyat very strongly resembles a light aircraft with its front propellor but in this case it's minus any wings of course |
| 22 | **rear wheels** | The Leyat matched its propellor drive with its equally bizarre steering which used the rear rather than the front wheels |
| 23 | **Out and About** | Mike: Yes, so we've called our project 'Out and About' |
| 24 | **(the) university/campus** | Yes, we deliberately omitted those as we really wanted to examine outside entertainment in the town as opposed to on the university campus |

| # | Answer | Explanation |
|---|---|---|
| **25** | **B** | Mike: So if you look at this chart in terms of audience size, the multi-screen complex accounts for 75% of all cinema seats, the Park Cinema, accounts for 20% of seats and the late-night Odeon has just 5% of seats |
| **26** | **C** | So, when we interviewed the students, we thought the complex would be the most popular choice of cinema but surprisingly it was the late-night Odeon |
| **27** | **B** | so students tend to buy seats at both and like using both for different reasons |
| **28** | **A** | If you look at this graph, you can see that there's a peak around November/December when they go to the theatre more and then a period in April/May when neither is particularly popular and then theatre viewing seems to trail off virtually while the cinema becomes quite popular in June/July |
| **29** | **A** | First of all, The Blues Club, which obviously specialises in blues music. This was a pretty small place and the seating was minimal so we didn't give that a very good rating |
| **30** | **South American** | Then The Sansue which plays a lot of South American music was a big place, very lively, good performers so two ticks for that one |
| **31** | **B** | The Pier Hotel is a folk venue a good place for local and up-and-coming folk artists to play. Not the best of venues as it's in a basement and a bit dark but the quality of the entertainment was reasonable and the lighting was very warm so we felt it deserved an average rating |
| **32** | **C** | Finally, there's the Baldrock Café which features big rock bands and is pretty popular with students and we enjoyed ourselves there as well, so top marks for that one |
| **33** | **human activity/activities** | As you know, dust storms have always been a feature of desert climates, but what we want to focus on today is the extent to which human activity is causing them |
| **34** | **farming and drainage** | and there are those that remove protective vegetation cover from soils, for example, mainly farming and drainage |
| **35** | **Dirty Thirties/Dirty 30s** | In fact, choking dust storms became so commonplace that the decade became known as the 'Dirty Thirties' |
| **36** | **dry thunderstorms** | In places like Arizona, the most dangerous dust clouds are those generated by dry thunderstorms |
| **37** | **machine operators** | When this dust is deposited it causes all sorts of problems for machine operators |
| **38** | **drought** | This increase in wind erosion has coincided with a prolonged drought, which has gripped the Sahara's southern fringe |
| **39** | **irrigation** | intensive irrigation began in the then Central Asian republics of the USSR |
| **40** | **two-thirds** | In 1960, the Aral Sea was the fourth-largest lake in the world, but since that time it has lost two-thirds of its volume, its surface area has halved and its water level has dropped by more than 216 metres |
| **41** | **salty/saline/toxic** | The salinity of the lake has increased so that it is now virtually the same as sea water. This means that the material that is blown from the dry bed of the Aral Sea is highly saline |
| **42** | **crops/plants/agriculture** | Scientists believe it is adversely affecting crops around the sea because salts are toxic to plants |

# Test 48

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-4

Circle the correct letters A-C.

**1** What kind of course is the man seeking?

- **A** ○ Daytime
- **B** ○ Evenings
- **C** ○ Weekends

**2** How long does the man want to study?

- **A** ○ 12 weeks
- **B** ○ 6 months
- **C** ○ 8 months

**3** What proficiency level is the student?

- **A** ○ Beginner
- **B** ○ Intermediate
- **C** ○ Advanced

**4** When does the man want to start the course?

- **A** ○ March
- **B** ○ June
- **C** ○ September

### Questions 5-10

Complete the form.

Write NO MORE THAN THREE WORDS for each answer.

#### Language Centre

#### Client Information Card

Name: Richard **5** _____

E-mail address: **6** _____ @hotmail.com

Date of birth: **7** _____ 1980

Reason for studying Japanese: **8** _____

Specific learning needs: **9** _____

Place of previous study (if any): **10** _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- The story illustrates that dogs are **11** _____ animals.
- The people of the town built a **12** _____ of a dog.

### Questions 13-20

Complete the table below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

| TYPE OF WORKING DOG | ESSENTIAL CHARACTERISTICS FOR THE JOB | ADDITIONAL INFORMATION |
|---|---|---|
| Sheep dogs | Smart, obedient | Herd sheep and **13** _____ them |
| Guide dogs | Confident and **14** _____ | Training paid for by **15** _____ |
| Guard dogs and **16** _____ dogs | Tough and courageous | Dogs and trainers available through **17** _____ |
| Detector dogs | Need to really **18** _____ | In Sydney they catch **19** _____ a month |
| Transport dogs | Happy working **20** _____ | International treaty bans huskies from Antarctica |

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-23

Complete the notes below.

Write NO MORE THAN THREE WORDS or A NUMBER for each answer.

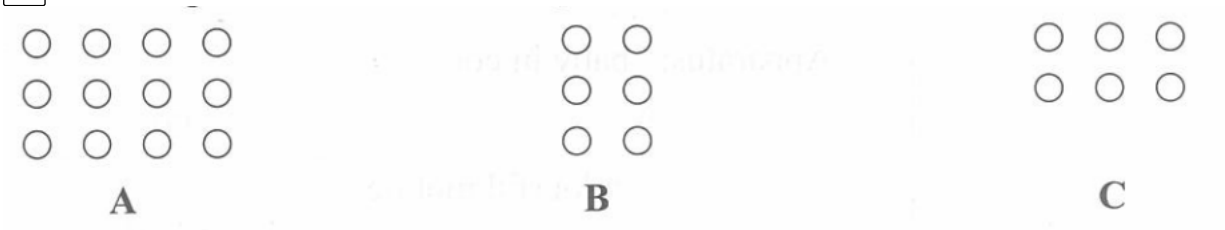
### Braille – a system of writing for the blind

- Louis Braille was blinded as a child in his **21** _____
- Braille invented the writing system in the year **22** _____
- An early writing system for the blind used embossed letters.
- A military system using dots was called **23** _____

## Questions 24-27

Circle the correct letters A-C.

**24** Which diagram shows the Braille positions?




- **A** ○ Diagram A
- **B** ○ Diagram B
- **C** ○ Diagram C

**25** What can the combined dots represent?

- **A** ○ both letters and words
- **B** ○ only individual words
- **C** ○ only letters of the alphabet

**26** When was the Braille system officially adopted?

- **A** ○ as soon as it was invented
- **B** ○ two years after it was invented
- **C** ○ after Louis Braille had died

**27** What is unusual about the way Braille is written?

- **A** ○ It can only be written using a machine.
- **B** ○ The texts have to be read backwards.
- **C** ○ Handwritten Braille is created in reverse.

## Questions 28-30

List THREE subjects that also use a Braille code.

Write NO MORE THAN ONE WORD for each answer.

**28** Subject 1 _____

**29** Subject 2 _____

**30** Subject 3 _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-35

Complete the notes below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Question: Can babies remember any **31** _____ ?

### Experiment with babies:

Apparatus: baby in cot

colourful mobile

some **32** _____

Re-introduce mobile between one and **33** _____ later.

### Table showing memory test results

| Baby's age | Maximum memory span |
|---|---|
| 2 months | 2 days |
| 3 months | **34** _____ |
| 21 months | several weeks |
| 2 years | **35** _____ |

## Questions 36-40

Complete the notes below.

Write NO MORE THAN THREE WORDS or A NUMBER for each answer.

### Research questions:

Is memory linked to **36** _____ development?

Can babies **37** _____ their memories?

### Experiment with older children:

Stages in incident:

a) lecture taking place

b) object falls over

c) **38** _____

### Table showing memory test results

| Age | % remembered next day | % remembered after 5 months |
|---|---|---|
| Adults | 70% | **39** _____% |
| 9-year-olds | 70% | Less than 60% |
| 6-year-olds | Just under 70% | **40** _____% |

# Transcripts

## Part 1

Woman: Good morning! University Language Centre. How can I help you?

Man: I'm interested in doing a language course. I did Mandarin last year and now I'd like to do Japanese. Can you give me some information about what courses are available at your centre and when they start. That sort of thing?

Woman: Yes, certainly. Well, we actually offer a number of courses in Japanese at different levels. Are you looking for full time or part time?

Man: Oh! I couldn't manage full time as I work every day but evenings would be fine and certainly preferable to weekends.

Woman: Well, we don't offer courses at the weekend anyway, but let me run through your options. We have a 12-week intensive course three hours three nights a week – that's our crash course! Or an eight month course two nights a week.

Man: I think the crash course would suit me best as I'll be leaving for Japan in six months time.

Woman: Are you a beginner?

Man: Not a complete beginner, no!

Woman: Well ... we offer the courses at three levels, beginners, lower intermediate and upper intermediate, though we don't always run them all. It depends very much on demand.

Man: I'd probably be at the lower intermediate level – as I did some Japanese at school but that was ages ago.

Woman: Right, well the next Level Two course begins on Monday 12th September – there are still some places on that one – otherwise you'd have to wait until January or March.

Man: No – I'd prefer the next course.

Woman: Right! Can I get some details from you then so I can send you some information?

Man: Sure!

Woman: What's your name? Family name first.

Man: Hagerty. Richard.

Woman: H A G A R T Y?

Man: No, H A G E R T Y

Woman: Oh, OK! And your address, Richard?

Man: Well perhaps you could email it to me.

Woman: Right. What's your email address?

Man: It's ricky45 – that's one word R I C K Y 4 5, at hotmail dot com.

Woman: And I just need some other information for our statistics. This helps us offer the best possible courses and draw up a profile of our students.

Man: Fine!

Woman: What's your date of birth?

Man: I was born on 29th February 1980.

Woman: ... 1980! So you're a leap year baby! That's unusual.

Man: Yes – it is!

Woman: ... and just one or two other questions for our market research, if you don't mind.

Man: No, that's fine.

Woman: What are your main reasons for studying Japanese? Business, travel or general interest.

Man: My company's sending me to Japan for two years.

Woman: Alright – I'll put down 'Business'. And do you have any specific needs? Will there be an emphasis on written language? For instance, will you need to know how to write business letters, that sort of thing?

Man: No. But I will need to be able to communicate with people on a day-to-day basis.

Woman: OK so I'll put down 'conversation'.

Man: Yes, because I already know something about the writing system at an elementary level and I don't anticipate having to read too much.

Woman: You said you'd studied some Japanese. Where did you study?

Man: Three years at school. Then I gave it up so I've forgotten a fair bit. You know how it is with languages if you don't have the chance to use them.

Woman: Yes, but I'm sure it will all come back to you once you get going again. Now once we receive your enrolment form we'll ...

## Part 2

Announcer: Welcome to this week's edition of Country Wide. And today we're taking a look at a number of different breeds of working dogs. And here to report on the dogs with jobs is Kevin Thornhill.

Kevin: Thanks, Joanne. Well yes, dogs with jobs is the subject of today's programme. Dogs have earned themselves a reputation over the centuries for being extremely loyal. And here's a little story which illustrates just how loyal they are. Just outside the country town of Gundagai, is a statue built to commemorate a dog – a dog which sat waiting for his owner to return to the spot where he'd left him. Well ... the story, which was immortalised in a song, has it that the poor dog died waiting for his master 'five miles from Gundegai!', which is where they built the statue. Now that's what I call loyalty!

Well, because of their loyalty and also their ability to learn practical skills dogs can be trained to do a number of very valuable jobs. Perhaps the most well known of working dogs is the border collie sheep dog. Sheep dogs which work in unison with their masters need to be smart and obedient with a natural ability to herd sheep. Some farmers say that their dogs are so smart that they not only herd sheep, they can count them, too!

Another much-loved working dog is the guide dog, trained to work with the blind. Guide dogs, usually Labradors, need to be confident enough to lead their owner through traffic and crowds but they must also be of a gentle nature. It costs a great deal of money to train a dog for this very valuable work but the Guide Dog Associations in the UK, America and Australia receive no government assistance so all the money comes from donations.

Another common breed of work dog is the German shepherd. German shepherds make excellent guard dogs and are also very appropriate as search and rescue dogs working in disaster zones after earthquakes and avalanches. These dogs must be tough and courageous to cope with the arduous conditions of their work. And so that they can be sent anywhere in the world to assist in disaster relief operations, effective dogs and their trainers are now listed on an international database.

When you arrive at an airport here in Australia, you may be greeted in the baggage hall by a detector dog, wearing a little red coat bearing the words 'Quarantine'. These dogs are trained to sniff out fresh fruit as well as meat and even live animals hidden in people's bags. In order to be effective, a good detector dog must have an enormous food drive – in other words they must really love their food. At Sydney airport where there are ten detector dogs working full time, they stop about 80 people a month trying to bring illegal goods into the country. And according to their trainers, they very rarely get it wrong!

Another famous working dog is the husky. Huskies, which originally came from Siberia, have been used for decades as a means of transport on snow, particularly in Antarctica where they have played an important role. Huskies are well adapted to harsh conditions and they enjoy working in a team. But the huskies have all left Antarctica now because the International Treaty prohibits their use in the territory as they are not native animals. Many people were sad to see the dogs leave Antarctica as they had been vital to the early expeditions and earned their place in history along with the explorers.

## Part 3

Chairman: We're very pleased to welcome to our special interest group today, Dr. Linda Graycar who is from the City Institute for the Blind. Linda is going to talk to us about the system of writing for the blind known as Braille. Linda, welcome.

Dr. Graycar: Thank you.

Chairman: Now we'd like to keep this session pretty informal, and I know Linda won't mind if members of the group want to ask questions as we go along. Let's start with an obvious one. What is Braille and where does it get its name from?

Dr. Graycar: Well, as you said, Braille is a system of writing used by and for people who cannot see. It gets its name from the man who invented it, the Frenchman Louis Braille who lived in the early 19th century.

Chairman: Was Louis Braille actually blind himself?

Dr. Graycar: Well ... he wasn't born blind, but he lost his sight at the age of three as the result of an accident in his father's workshop. Louis Braille then went to Paris to the National Institute for Blind Children and that's where he invented his writing system at the age of only 15 in 1824 while he was at the Institute.

Chairman: But he wasn't the first person to invent a system of touch reading for the blind, was he?

Dr. Graycar: No – another Frenchman had already come up with the idea of printing embossed letters that stood out from the paper but this was very cumbersome and inefficient.

Chairman: Did Louis Braille base his system on this first one?

Dr. Graycar: No, not really. When he first went to Paris he heard about a military system of writing using twelve dots. This was a system invented by an enterprising French army officer and it was known as 'night writing'. It wasn't meant for the blind, but rather ... for battle communications at night.

Chairman: That must've been fun!

Dr. Graycar: Anyway, Braille took this system as a starting point but instead of using the twelve dots which 'night writing' used, he cut the number of dots in half and developed a six-dot system.

Chairman: Can you give us a little more information about how it works?

Dr. Graycar: Well, it's a system of touch reading which uses an arrangement of raised dots called a cell. Braille numbered the dot positions 1–2–3 downward on the left and 4–5–6 downward on the right. The letters of the alphabet are then formed by using different combinations of these dots.

Student: So is the writing system based on the alphabet with each word being individually spelt out?

Dr. Graycar: Well ... it's not quite that simple, I'm afraid! For instance, the first 10 letters of the alphabet are formed using dots 1, 2, 4 and 5. But Braille also has its own short forms for common words. For example, 'b' for the word 'but' and 'h' for 'have' – there are many other contractions like this.

Chairman: So you spell out most words letter by letter, but you use short forms for common words.

Dr. Graycar: Yes. Though, I think that makes it sound a little easier than it actually is!

Chairman: And was it immediately accepted? I mean, did it catch on straight away?

Dr. Graycar: Well, yes and no! It was immediately accepted and used by Braille's fellow students at the school but the system was not officially adopted until 1854, two years after Braille's death. So, official acceptance was slow in coming!

Student: I suppose it works for all languages which use the roman alphabet?

Dr. Graycar: Yes, it does, with adaptations, of course.

Student: Can it be written by hand or do you need a machine to produce Braille?

Dr. Graycar: Well, you can write it by hand on to paper with a device called a slate and stylus but the trick is that you have to write backwards ... e.g. from right to left so that then when you turn your sheet over, the dots face upwards and can be read like English from left to right.

Student: Oh, I see.

Dr. Graycar: But these days you'd probably use a Braille-writing machine, which is a lot easier!

Chairman: And, tell us, Linda. Is Braille used in other ways? Other than for reading text?

Dr. Graycar: Yes, indeed. In addition to the literary Braille code, as it's known, which of course includes English and French, there are other codes. For instance, in 1965 they created a form of Braille for Mathematics.

Student: I can't, imagine trying to do maths in Braille!

Dr. Graycar: Yes, that does sound difficult, I agree. And there's also a version for scientific notation. Oh and yes, I almost forgot, there is now a version for music notation as well.

Chairman: Well, thanks, Linda.

## Part 4

Lecturer: We're going to look today at some experiments that have been done on memory in babies and young children.

Our memories, it's true to say, work very differently depending upon whether we are very old, very young or somewhere in the middle. But when exactly do we start to remember things and how much can we recall?

One of the first questions that we might ask is – do babies have any kind of episodic memory ... can they remember particular events? Obviously, we can't ask them, so how do we find out?

Well, one experiment that's been used has produced some interesting results. It's quite simple and involves a baby, in its cot, a colourful mobile and a piece of string. It works like this. If you suspend the mobile above the cot and connect the baby's foot to it with the string the mobile will move every time the baby kicks. Now you can allow time for the baby to learn what happens and enjoy the activity. Then you remove the mobile for a time and re-introduce it some time from one to fourteen days later.

If you look at this table of results ... at the top two rows ... you can see that what is observed shows that two-month-old babies can remember the trick for up to two days and three-month-old babies for up to a fortnight. And although babies trained on one mobile will respond only if you use the familiar mobile, if you train them on a variety of colours and designs, they will happily respond to each one in turn.

Now, looking at the third row on the table, you will see that when they learn to speak, babies as young as 21 months demonstrate an ability to remember events which happened several weeks earlier. And by the time they are two, some children's memories will stretch back over six months, though their recall will be random, with little distinction between key events and trivial ones and very few of these memories, if any, will survive into later life. So we can conclude from this that even very tiny babies are capable of grasping and remembering a concept.

So how is it that young infants can suddenly remember for a considerably longer period of time? Well, one theory accounting for all of this – and this relates to the next question we might ask – is that memory develops with language. Very young children with limited vocabularies are not good at organising their thoughts. Though they may be capable of storing memories, do they have the ability to retrieve them? One expert has suggested an analogy with books on a library shelf. With infants, he says, 'it is as if early books are hard to find because they were acquired before the cataloguing system was developed'.

But even older children forget far more quickly than adults do. In another experiment, several six-year-olds, nine-year-olds and adults were shown a staged incident. In other words, they all watched what they thought was a natural sequence of events. The incident went like this ... a lecture which they were listening to was suddenly interrupted by something accidentally overturning, in this case it was a slide projector. To add a third stage and make the recall more demanding, this 'accident' was then followed by an argument. In a memory test the following day, the adults and the nine-year-olds scored an average 70% and the six-year-olds did only slightly worse. In a retest five months later, the pattern was very different. The adults' memory recall hadn't changed but the nine-year-olds' had slipped to less than 60% and the six-year-olds could manage little better than 40%.

In similar experiments with numbers, digit span is shown to...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | B | Man: Oh! I couldn't manage full time as I work every day but evenings would be fine and certainly preferable to weekends |
| 2 | A | We have a 12-week intensive course three hours three nights a week – that's our crash course! Or an eight month course two nights a week.Man: I think the crash course would suit me best as I'll be leaving for Japan in six months time |
| 3 | B | Man: I'd probably be at the lower intermediate level – as I did some Japanese at school but that was ages ago |
| 4 | C | Right, well the next Level Two course begins on Monday 12th September – there are still some places on that one – otherwise you'd have to wait until January or March. Man: No – I'd prefer the next course |
| 5 | Hagerty | Man: Hagerty. Richard. Woman: H A G A R T Y? Man: No, H A G E R T Y |
| 6 | ricky45 | It's ricky45 – that's one word R I C K Y 4 5, at hotmail dot com |
| 7 | 29 February/29th February | Man: I was born on 29th February 1980 |
| 8 | business | Man: My company's sending me to Japan for two years. Woman: Alright – I'll put down 'Business' |
| 9 | conversation/to communicate | No. But I will need to be able to communicate with people on a day-to-day basis. Woman: OK so I'll put down 'conversation'. Man: Yes |
| 10 | (at) school | Three years at school. Then I gave it up so I've forgotten a fair bit |
| 11 | loyal | Dogs have earned themselves a reputation over the centuries for being extremely loyal. And here's a little story which illustrates just how loyal they are |
| 12 | statue | Just outside the country town of Gundagai, is a statue built to commemorate a dog – a dog which sat waiting for his owner to return to the spot where he'd left him |
| 13 | (possibly) count | Some farmers say that their dogs are so smart that they not only herd sheep, they can count them, too |
| 14 | gentle (nature) | Guide dogs, usually Labradors, need to be confident enough to lead their owner through traffic and crowds but they must also be of a gentle nature |
| 15 | donations/donors | It costs a great deal of money to train a dog for this very valuable work but the Guide Dog Associations in the UK, America and Australia receive no government assistance so all the money comes from donations |
| 16 | search and rescue | German shepherds make excellent guard dogs and are also very appropriate as search and rescue dogs working in disaster zones after earthquakes and avalanches |
| 17 | (international) database | And so that they can be sent anywhere in the world to assist in disaster relief operations, effective dogs and their trainers are now listed on an international database |
| 18 | love their food/love food/love eating | In order to be effective, a good detector dog must have an enormous food drive – in other words they must really love their food |
| 19 | 80 people/eighty people | At Sydney airport where there are ten detector dogs working full time, they stop about 80 people a month trying to bring illegal goods into the country |
| 20 | in a team | Huskies are well adapted to harsh conditions and they enjoy working in a team |
| 21 | father's workshop | but he lost his sight at the age of three as the result of an accident in his father's workshop |
| 22 | 1824 | Louis Braille then went to Paris to the National Institute for Blind Children and that's where he invented his writing system at the age of only 15 in 1824 while he was at the Institute |
| 23 | night writing | When he first went to Paris he heard about a military system of writing using twelve dots. This was a system invented by an enterprising French army officer and it was known as 'night writing' |
| 24 | B | Braille numbered the dot positions 1–2–3 downward on the left and 4–5–6 downward on the right |
| 25 | A | The letters of the alphabet are then formed by using different combinations of these dots But Braille also has its own short forms for common words. For example, 'b' for the word 'but' and 'h' for 'have' – there are many other contractions like this |
| 26 | C | It was immediately accepted and used by Braille's fellow students at the school but the system was not officially adopted until 1854, two years after Braille's death |
| 27 | C | Dr. Graycar: Well, you can write it by hand on to paper with a device called a slate and stylus but the trick is that you have to write backwards e.g. from right to left so that then when you turn your sheet over, the dots face upwards and can be read like English from left to right |

| # | Answer | Explanation |
|---|---|---|
| **28** | **mathematics/maths** | For instance, in 1965 they created a form of Braille for Mathematics |
| **29** | **science** | And there's also a version for scientific notation |
| **30** | **music** | Oh and yes, I almost forgot, there is now a version for music notation as well |
| **31** | **(particular) events** | One of the first questions that we might ask is – do babies have any kind of episodic memory can they remember particular events |
| **32** | **string** | It's quite simple and involves a baby, in its cot, a colourful mobile and a piece of string |
| **33** | **14 days/fourteen days** | Then you remove the mobile for a time and re-introduce it some time from one to fourteen days later |
| **34** | **(a) fortnight / 2 weeks/two weeks** | If you look at this table of results at the top two rows you can see that what is observed shows that two-month-old babies can remember the trick for up to two days and three-month-old babies for up to a fortnight |
| **35** | **six months/6 months** | And by the time they are two, some children's memories will stretch back over six months, though their recall will be random, with little distinction between key events and trivial ones and very few of these memories, if any, will survive into later life |
| **36** | **language** | is that memory develops with language |
| **37** | **retrieve/recall/recover** | Though they may be capable of storing memories, do they have the ability to retrieve them |
| **38** | **(an) argument** | To add a third stage and make the recall more demanding, this 'accident' was then followed by an argument |
| **39** | **70** | In a memory test the following day, the adults and the nine-year-olds scored an average 70% and the six-year-olds did only slightly worse. In a retest five months later, the pattern was very different. The adults' memory recall hadn't changed |
| **40** | **40** | In a retest five months later, the pattern was very different. The adults' memory recall hadn't changed but the nine-year-olds' had slipped to less than 60% and the six-year-olds could manage little better than 40% |

# Test 49

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-4

Complete the form below.

Write NO MORE THAN THREE WORDS and/or A NUMBER for each answer.

**Conference Registration Form**

*Example*

Name of Conference: Beyond 2000

Name: Melanie **1** _____

Address: Room **2** _____ at Newtown

Faculty: **3** _____

Student No: **4** _____

### Questions 5-10

Circle the correct letters A-C.

**5** Registration for:

- **A** ○ Half day
- **B** ○ Full day
- **C** ○ Full conference

**6** Accommodation required:

- **A** ○ Share room/share bathroom
- **B** ○ Own room/share bathroom
- **C** ○ Own room with bathroom

**7** Meals required:

- **A** ○ Breakfast
- **B** ○ Lunch
- **C** ○ Dinner

**8** Friday SIGs:

- **A** ○ Computers in Education
- **B** ○ Teaching Reading
- **C** ○ The Gifted Child

**9** Saturday SIGs:

- **A** ◯ Cultural Differences
- **B** ◯ Music in the Curriculum
- **C** ◯ Gender Issues

**10** Method of payment:

- **A** ◯ Credit Card
- **B** ◯ Cheque
- **C** ◯ Cash

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-20

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

| Name of Beach | Location | Geographical Features | Other information |
|---|---|---|---|
| Bandela | 1km from Bandela **11** _____ | surrounded by **12** _____ | safe for children/non-swimmers |
| Da Porlata | east corner of island | area around beach is **13** _____ | can hire **14** _____ |
| San Gett | just past 'Tip of Caln' | **15** _____ beach on island | check **16** _____ on beach in rough weather |
| Blanaka | **17** _____ corner | surrounded by **18** _____ | can go caving and diving |
| Dissidor | close to Blanaka | need to walk over **19** _____ | need to take some **20** _____ |

## PART 3 — QUESTIONS

Part 3 audio

# Questions 21-30

Complete the notes below.

Write NO MORE THAN THREE WORDS or A NUMBER for each answer.

**Procedure for Bookshops**

- Keep database of course/college details.
- In May, request **21** _____ from lecturers.
- Categorise books as

  – essential reading

  – **22** _____ reading

  – background reading

When ordering, refer to last year's **23** _____ .

- type of course
- students' **24** _____
- own judgement

**Procedure for Publishers**

- Send **25** _____ to course providers
- Use websites
- Compose personal **26** _____ to academic staff
- Send **27** _____ to bookstores

**Students**

Main objective is to find books that are good **28** _____ .

Also look for books that are **29** _____ and **30** _____ .

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-31

Circle the correct letters A-C.

**31** At the start of her talk Rebecca points out that new graduates can find it hard to

- **A** ○ get the right work.
- **B** ○ take sufficient breaks.
- **C** ○ motivate themselves.

### Questions 32-33

Circle TWO letters A-E.

**32** **33** Which TWO of the following does Rebecca say worry new artists?

- **A** ☐ earning enough money
- **B** ☐ moving to a new environment
- **C** ☐ competing with other artists
- **D** ☐ having their work criticised
- **E** ☐ getting their portfolios ready

### Questions 34-35

Circle the correct letters A-C.

**34** Rebecca decided to become an illustrator because it

- **A** ○ afforded her greater objectivity as an artist.
- **B** ○ offered her greater freedom of expression.
- **C** ○ allowed her to get her work published.

**35** When she had developed a portfolio of illustrations, Rebecca found publishers

- **A** ○ more receptive to her work.
- **B** ○ equally cautious about her work.
- **C** ○ uninterested in her work.

### Questions 36-40

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

**Suggestions for Developing a Portfolio**

Get some artwork printed in magazines by entering **36** _____ .

Also you can **37** _____ mock up book pages.

Make an effort to broaden your artistic **38** _____ .

Aim for recognition by dividing work into distinct **39** _____ .

Possibly use **40** _____ .

# Transcripts

## Part 1

Student: Good morning!

Woman: Good morning – can I help you?

Student: Yes, is this where we register for the Beyond 2000 Conference?

Woman: Yes? What's your name and I'll get your conference bag.

Student: Well ... I haven't actually registered yet. I was told I'd be able to register today, so I hope that's OK ... I've just arrived in Melbourne.

Woman: That should be fine, if you're a student. I'll need to take your details though. So can I have your full name?

Student: Yes, sure. It's Melanie Mitchell.

Woman: Is that M I T C H E double L?

Student: Yes, that's right and that's Ms not Miss.

Woman: OK, fair enough! And what's your address, Melanie?

Student: I live in student accommodation at Sydney University. So my address there is Room 66, Women's College, Newtown.

Woman: OK. And which Faculty are you studying in?

Student: I'm in the Faculty of Education – I'm doing a Master's in Primary School Teaching.

Woman: Right, and may I see your student card because I need to verify that you're a current student?

Student: Yes, sure. Here it is. My number is ... 9 9 4 5 7 8 E D.

Woman: OK – now do you want to attend all three days? The conference runs from Thursday to Saturday.

Student: Yes, I think so – if I can afford it. What does it cost?

Woman: Well, you're eligible for a student discount – which makes it $15 for a day registration or $40 for the three days, though it is possible to register for half a day only.

Student: I'll register for all three days, please.

Woman: Good ... now will you be requiring accommodation while you're here in Melbourne?

Student: Yes, I suppose I will. What's available?

Woman: Well... we have several levels of accommodation. You can share a room with another student for $25 a night.

Student: Um.

Woman: Or you can have your own room but share the bathroom – I believe it's just down the corridor – that's $45.

Student: Right.

Woman: Or you can have a single room with your own bathroom.

Student: I don't mind sharing a room ... On second thoughts, yes I do – I'll have my own room, but I'll share the bathroom.

Woman: Right ... Now the conference fee does not include meals though you do get tea and coffee in the breaks. Shall I put you down for lunch – that's an extra $10 a day and there's the conference dinner on Friday night which is $25 ... oh, and what about breakfast?

Student: Hang on a minute ... it's all starting to sound rather expensive! I'll have the lunch but not the dinner or breakfast – if that's OK?

Woman: Perfectly OK. Now ... a couple of other things – there are a number of special interest groups organised – they're known as SIG's and you're asked to nominate your preference. They'll take place on the Friday afternoon and Saturday morning but they're filling up quickly which is why you need to nominate now.

Student: Right. What are the SIG's?

Woman: Well, there are six altogether. Let's see, on Friday you have a choice between Computers in Education or Teaching Reading Skills...

Student: Um...

Woman: ... or a session on Catering for the Gifted Child.

Student: Oh they all sound interesting but technology in the classroom is really my area of interest rather than reading, so I'll go for that. I can probably read up on the gifted child topic myself.

Woman: Right ... And then the Saturday options are: a session on Cultural Differences; or there's Music in the Primary Curriculum or you could go to the one on Gender Issues in the Classroom.

Student: Wow! Can I go to them all? They all sound fascinating.

Woman: 'Fraid not.

Student: Well, I am really interested in how boys and girls behave differently, even when they are very young, so I'd better opt for the third session even though the Cultural Differences SIG is probably really interesting, too.

Woman: Right!

Student: ... and the Music option would be ...

Woman: And how would you like to pay? We accept most credit cards – or bank cheques but not personal cheques, I'm afraid. Been caught out too often before – and cash, of course. We never say 'No' to cash.

Student: I'll have to put it on my card 'cos I don't have enough cash on me, right now.

Woman: That's fine. Enjoy your time here with us in Melbourne...

## Part 2

Woman: Right, let's move on to the beaches here which are absolutely beautiful. You do have over a hundred to choose from, they're mostly sandy beaches and they vary from the largest which is two and a half kilometres long, to tiny sandy coves. But there are a few that I'd really recommend you to visit.

So looking at this pamphlet, first of all there's Bandela beach. This beach is one kilometre away from the old fishing village of Bandela ... which is a beautiful spot. If you park in the car park behind it, there's a small path which leads down to the bay. It's very pretty because the whole beach is backed by pine trees so its very sheltered. The beach itself is very clean and the water is shallow and safe. That together with the soft sand make it an ideal beach for children and non-swimmers.

A little further round the coast, again to the east ... in the eastern corner of the island, is the spectacular Da Porlata beach which is basically a long inlet. The land around this beach is marshland ... it's all marsh ... and there's a stream which winds through it and the stream goes into the sea ... and the beach has lovely pale gold sand. Access to this beach is quite tricky and not for the less energetic! You have to go down a long flight of steps – 190 to be exact. But you'll be relieved to know that there's also a road which winds down to a car parking area. When you're level with the sea, there is a handful of shops and bars and you can hire sunbeds and umbrellas.

Continuing round the island, just past the Tip of Caln is the next beach I'd suggest you visit and this is San Gett. Why? Because there isn't a beach longer than this on the island. If you want to know, it's exactly two and a half kilometres long and that's a bonus because it means it never gets overcrowded. It has golden sand and clear, blue water shelving into the sea. There are several beach restaurants to choose from and watersports are available when the water is calm. But check first. This beach operates a flag system as the sea can get rough and you should always swim between the flags. There's a large car park which gives you easy access to the eastern end of the beach but the western end is much quieter and more wild as it is harder to reach.

Blanaka is another popular beach – just in the north-west corner of the island. It has incredibly white sand and sparkling water. There is ample car parking here and plenty of bars and restaurants. Blanaka has white cliffs all around it and for those of you who'd like a little more to do than just lazing on the beach, there are caves here which you can explore in the cliffs and you can also dive into the water from rock platforms along the side of the cove.

Well, my final recommendation for today is Dissidor. Now this beach isn't quite as easy to get to as the others I've talked about. It's quite a remote little beach tucked away here next to Blanaka. You can reach Dissidor by a steep slope which goes over some sandbanks. The beach itself is small and pretty, with reddish-coloured sand and some stony areas on its eastern side. Despite being quite small the bathing is good and you can also go fishing here from the rocks at either side. It's a good idea to take some food and drink with you if you decide to go here as there's only one little bar which isn't always open.

So that should give you plenty of ideas to choose from over the next two weeks ...

## Part 3

Announcer: The start of a new academic year is a challenge for booksellers. Lee Rogers talks to one major book store manager.

Lee: Jenny Farrow, you're the manager of Dalton Books – and you sell an awful lot of books to students, don't you?

Jenny: Yes! We do.

Lee: How do you manage to make sure that you're going to have the books students need when all the new courses begin?

Jenny: Basically, we make preparations long before they arrive. Like all other major book retailers, we have a database of information, and using that, we contact course convenors in May and ask them to send us their booklists.

Lee: How many books are we talking about?

Jenny: For one course?

Lee: Yes, as an example.

Jenny: An average course requires about 30 books. We ask lecturers to indicate whether a book is what we call 'essential' reading ... you know, the students simply have to get it ... or whether it's what they would term 'recommended' reading or whether it's just a supplementary text that they tend to refer to as 'background' reading.

Lee: What about predicted buyers?

Jenny: It's not a perfect system unfortunately. If a lecturer tells us that he expects us to sell 100 copies of a book, we know that we could actually sell anything from 50 to 150. That's why in practice, when it comes to ordering, it's a lot safer to go by the previous year's sales figures – if that's possible of course ... if we've sold the book before. We also build other factors into the equation including the type of course that the books are for, the students' year group and a measure of our own judgement.

Lee: And these criteria make a fairly accurate guide?

Jenny: As accurate as we can be, yes.

Lee: What about the publishers? Do they take an active role in promoting new books?

Jenny: Certainly. The academic and professional publishing market is worth about £700 million a year, so publishers go to some lengths to make sure their books are known. The standard procedure they use is to mail out catalogues to lecturers or colleges and universities, that's been the main form of promotion for years. Now, of course, they can also post details of new or revised works on websites. Some even go so far as writing individual letters to the appropriate lecturers in order to let them know what's coming up.

Lee: The lecturers then contact you if they're interested ...

Jenny: That's right. The publishers send us – the book sellers – 'inspection copies'. Lecturers can then get a free copy and decide whether it's going to be suitable for their course.

Lee: And how does it work with the students? What are they looking for and who helps them most?

Jenny: I think lecturers are best placed to understand the students' needs. Often the critical issue is what represents value for money for students. This is more important than price per se.

Lee: Do students actually buy books before they start the course?

Jenny: Apparently a large proportion of students wait to see what they need. Students have a firm idea of what constitutes a good book so they tend to give themselves time to look at all the options before making a choice. They tend to go for books that are clear and easy to use. Often the texts that their lecturers recommend turn out to be too academic and remain here on our shelves.

Lee: Well that was Jenny ...

## Part 4

Lecturer: I'd like to introduce Rebecca Bramwell, an artist and illustrator, who has come along today to talk to you all about getting your first job or commission as an artist ... Over to you Rebecca.

Rebecca: Thank you for inviting me. I remember when I graduated back in 1983, I was very excited about getting my first commission. My degree was in Fine Art and I'd worked long and hard to get it. I was an enthusiastic student and I never found it difficult to find the incentive to paint. I think as a student you're pushed along by fellow students and tutors and the driving force is there. However, when you leave college you find yourself saying things like 'I'll have one more cup of coffee and then I'll sit down to work'. I hate to admit it but I say it myself. Suddenly it isn't finding the inspiration or getting the right paper that's a problem, it's you.

In my view, there are a number of reasons why this happens. It's a real challenge making a decent living as a new artist ... you have to find a market for your work, often you work freelance and need to take samples or portfolios of your work from place to place ... these experiences are common to a lot of professional people ... but artists also have to bare their souls to the world in a way ... more than anything they want praise ... if people don't like what they create then it can be a very emotional and upsetting experience hearing them say this.

I began to realise that these problems were preventing me from having a career in art and so I decided to experiment. I was a painter but I started to dabble in illustration ... drawing pictures for books, cards ... and this offered me the opportunity to become more emotionally detached from my work. I was no longer producing images from the heart but developing images for a specified subject ... taking a more practical approach.

I began to develop a collection of my illustrations which I put into a portfolio and started to carry around with me to show prospective clients and employers. But it was still tricky because publishers, for example, want to know that your drawings will reproduce well in a book, but without having had any work published, it's hard to prove this. Having a wonderful portfolio or collection of original artwork is, of course, a first step but what most potential clients would like to see is printed artwork and without this 'evidence' they tend to hold back still when it comes to offering a contract.

Well, I overcame this problem in two ways. And I suppose this is my advice to you on preparing your portfolio of your best work. The first way was by submitting my work for a competition, and the one I chose was for a horoscope design and was sponsored by a top women's magazine. There are a few of these competitions each year and they offer new illustrators an opportunity to showcase their work. The other approach I took was to design and print some mock-up pages of a book. In other words, I placed some of my illustrations next to some text in order to demonstrate how my work would look when it was printed.

Perhaps I was lucky in that I had taken a degree that provided me with all-round creative skills so that I could vary my style and wasn't limited to a certain technique. I think that is important. The art world, and many other creative fields, do try to pigeon-hole people into snug boxes with an accompanying label. I think you should try to resist this if you feel it happening to you. If you don't, you'll find it difficult to have new work accepted if you try to develop your style at a later stage in your career.

Nevertheless, when you start out and particularly when you're going for an interview, it's important not to confuse people by having a lot of different examples in your portfolio. One remedy for this is to separate your work into distinct categories. In my case, I did this by dividing my design-inspired illustrations from my paintings. It is then easier to analyse the market suited to each portfolio; such as magazines, book jackets, CD covers etc. Working under two names is also useful as it clarifies the different approaches and offers a distinction between them.

I think it's been hard for artists to be recognised in anything other than the pigeon-holes that they have been placed in. Luckily these barriers are slowly being demolished ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Mitchell** | Student: Yes, sure. It's Melanie Mitchell |
| 2 | **66 Women's College/66 Womens College** | So my address there is Room 66, Women's College, Newtown |
| 3 | **Education** | Student: I'm in the Faculty of Education – I'm doing a Master's in Primary School Teaching |
| 4 | **994578ED** | My number is 9 9 4 5 7 8 E D |
| 5 | **C** | I'll register for all three days, please |
| 6 | **B** | I'll have my own room, but I'll share the bathroom |
| 7 | **B** | Hang on a minute it's all starting to sound rather expensive! I'll have the lunch but not the dinner or breakfast – if that's OK |
| 8 | **A** | Well, there are six altogether. Let's see, on Friday you have a choice between Computers in Education or Teaching Reading Skills or a session on Catering for the Gifted Child. Student: Oh they all sound interesting but technology in the classroom is really my area of interest rather than reading, so I'll go for that. I can probably read up on the gifted child topic myself |
| 9 | **C** | And then the Saturday options are: a session on Cultural Differences; or there's Music in the Primary Curriculum or you could go to the one on Gender Issues in the Classroom. Student: Wow! Can I go to them all? They all sound fascinating. Woman: 'Fraid not. Student: Well, I am really interested in how boys and girls behave differently, even when they are very young, so I'd better opt for the third session even though the Cultural Differences SIG is probably really interesting, too |
| 10 | **A** | I'll have to put it on my card 'cos I don't have enough cash on me, right now |
| 11 | **fishing village** | This beach is one kilometre away from the old fishing village of Bandela which is a beautiful spot |
| 12 | **pine trees** | It's very pretty because the whole beach is backed by pine trees so its very sheltered |
| 13 | **marshland/marsh(es)** | The land around this beach is marshland it's all marsh and there's a stream which winds through it |
| 14 | **sunbeds and umbrellas** | When you're level with the sea, there is a handful of shops and bars and you can hire sunbeds and umbrellas |
| 15 | **longest** | Why? Because there isn't a beach longer than this on the island. If you want to know, it's exactly two and a half kilometres long |
| 16 | **flag system/flags** | This beach operates a flag system as the sea can get rough and you should always swim between the flags |
| 17 | **north(-)west** | Blanaka is another popular beach – just in the north-west corner of the island |
| 18 | **white cliffs** | Blanaka has white cliffs all around it |
| 19 | **sand(-)banks** | You can reach Dissidor by a steep slope which goes over some sandbanks |
| 20 | **food and drink** | It's a good idea to take some food and drink with you if you decide to go here as there's only one little bar which isn't always open |
| 21 | **(course) booklists/reading list(s)** | we contact course convenors in May and ask them to send us their booklists |
| 22 | **recommended** | We ask lecturers to indicate whether a book is what we call 'essential' reading you know, the students simply have to get it or whether it's what they would term 'recommended' reading or whether it's just a supplementary text that they tend to refer to as 'background' reading |
| 23 | **sales figures** | That's why in practice, when it comes to ordering, it's a lot safer to go by the previous year's sales figures – if that's possible of course if we've sold the book before |
| 24 | **year (group)** | We also build other factors into the equation including the type of course that the books are for, the students' year group and a measure of our own judgement |
| 25 | **catalogues** | The standard procedure they use is to mail out catalogues to lecturers or colleges and universities, that's been the main form of promotion for years |
| 26 | **letters/correspondence** | Some even go so far as writing individual letters to the appropriate lecturers in order to let them know what's coming up |
| 27 | **inspection/free copies** | The publishers send us – the book sellers – 'inspection copies'. Lecturers can then get a free copy |
| 28 | **value (for money)** | Often the critical issue is what represents value for money for students. This is more important than price per se |

| # | Answer | Explanation |
|---|---|---|
| **29** | **clear/easy to use** | They tend to go for books that are clear and easy to use |
| **30** | **easy to use/clear** | They tend to go for books that are clear and easy to use |
| **31** | **C** | I was an enthusiastic student and I never found it difficult to find the incentive to paint. I think as a student you're pushed along by fellow students and tutors and the driving force is there. However, when you leave college you find yourself saying things like 'I'll have one more cup of coffee and then I'll sit down to work'. I hate to admit it but I say it myself. Suddenly it isn't finding the inspiration or getting the right paper that's a problem, it's you |
| **32** | **A / D** | It's a real challenge making a decent living as a new artist you have to find a market for your work, often you work freelance and need to take samples or portfolios of your work from place to place these experiences are common to a lot of professional people but artists also have to bare their souls to the world in a way more than anything they want praise if people don't like what they create then it can be a very emotional and upsetting experience hearing them say this |
| **33** | **A / D** | It's a real challenge making a decent living as a new artist you have to find a market for your work, often you work freelance and need to take samples or portfolios of your work from place to place these experiences are common to a lot of professional people but artists also have to bare their souls to the world in a way more than anything they want praise if people don't like what they create then it can be a very emotional and upsetting experience hearing them say this |
| **34** | **A** | I was a painter but I started to dabble in illustration drawing pictures for books, cards and this offered me the opportunity to become more emotionally detached from my work. I was no longer producing images from the heart but developing images for a specified subject taking a more practical approach |
| **35** | **B** | I began to develop a collection of my illustrations which I put into a portfolio and started to carry around with me to show prospective clients and employers. But it was still tricky because publishers, for example, want to know that your drawings will reproduce well in a book, but without having had any work published, it's hard to prove this. Having a wonderful portfolio or collection of original artwork is, of course, a first step but what most potential clients would like to see is printed artwork and without this 'evidence' they tend to hold back still when it comes to offering a contract |
| **36** | **a competition / competition(s)** | The first way was by submitting my work for a competition, and the one I chose was for a horoscope design and was sponsored by a top women's magazine |
| **37** | **design and print** | The other approach I took was to design and print some mock-up pages of a book |
| **38** | **style/technique** | Perhaps I was lucky in that I had taken a degree that provided me with all-round creative skills so that I could vary my style and wasn't limited to a certain technique |
| **39** | **categories** | One remedy for this is to separate your work into distinct categories |
| **40** | **two names** | Working under two names is also useful as it clarifies the different approaches and offers a distinction between them |

# Test 50

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write NO MORE THAN THREE WORDS and/or A NUMBER for each answer.

**Event Details**

Type of event: *Example* **Dragon Boat Race**

**Race details**

Day & date: **1** _____

Place: Brighton **2** _____

Registration time: **3** _____

**Sponsorship**

- aim to raise over £ **4** _____ as a team and get a free t-shirt

- free Prize Draw for trip to **5** _____

**Team details**

- must have crew of 20 and elect a **6** _____

- under 18s need to have **7** _____ to enter

- need to hire **8** _____

- advised to bring extra **9** _____

- must choose a **10** _____ for the team

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Complete the notes below.

Use NO MORE THAN THREE WORDS for each answer.

**KIWI FACT SHEET**

Pictures of kiwis are found on **11** _____ .

The name 'kiwi' comes from its **12** _____ .

The kiwi has poor sight but a good **13** _____ .

Kiwis cannot **14** _____ .

Kiwis are endangered by **15** _____ .

### Questions 16-17

Complete the notes below.

Use NO MORE THAN THREE WORDS for each answer.

**Kiwi Recovery Program**

| Stage of program | Program involves |
|---|---|
| **16** _____ | Looking at kiwi survival needs |
| Action | Putting science into practice |
| **17** _____ | Schools and the website |

### Questions 18-20

Complete the flow chart below.

Use NO MORE THAN THREE WORDS or A NUMBER for each answer.

**OPERATION NEST EGG**

**18** _____ are collected

↓

chicks are **19** _____

↓

Chicks returned to wild

↓

**RESULT**

Survival rate increased from

5% to **20** _____%

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Circle the correct letters A-C.

**21** The professor says that super highways

- **A** ◯ lead to better lifestyles.
- **B** ◯ are a feature of wealthy cities.
- **C** ◯ result in more city suburbs.

**22** The student thinks people

- **A** ◯ like the advantages of the suburbs.
- **B** ◯ rarely go into the city for entertainment.
- **C** ◯ enjoy living in the city.

**23** The professor suggests that in five years' time

- **A** ◯ a City Link will be choked by traffic.
- **B** ◯ public transport will be more popular.
- **C** ◯ roads will cost ten times more to build.

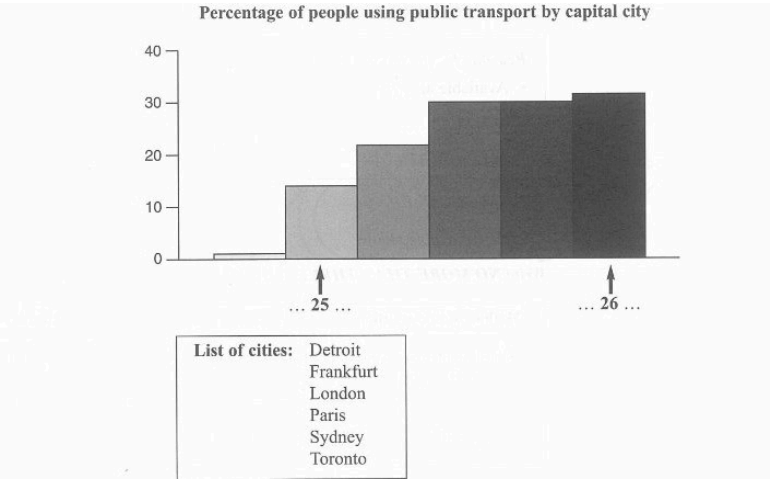
**24** The student believes that highways

- **A** ◯ encourage a higher standard of driving.
- **B** ◯ result in lower levels of pollution.
- **C** ◯ discourage the use of old cars.

## Questions 25-26

Label the two bars identified on the graph below.

Choose your answers from the box and write them next to Questions 25-26.




25 _____

26 _____

Detroit Frankfurt London

Paris Sydney Toronto

## Questions 27-28

Circle TWO letters A-F.

27 28 Which TWO facts are mentioned about Copenhagen?

- A ☐ live street theatre encouraged
- B ☐ 30% of citizens walk to work
- C ☐ introduction of parking metres
- D ☐ annual reduction of parking spots
- E ☐ free city bicycles
- F ☐ free public transport

## Questions 29-30

Circle TWO letters A-F.

29 30 Which TWO reasons are given for the low popularity of public transport?

- A ☐ buses slower than cars
- B ☐ low use means reduced service
- C ☐ private cars safer
- D ☐ public transport expensive
- E ☐ frequent stopping inconvenient
- F ☐ making connections takes time

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-32

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

*Reasons for preserving food*

- Available all year
- For **31** _____
- In case of **32** _____

### Questions 33-37

Complete the table below.

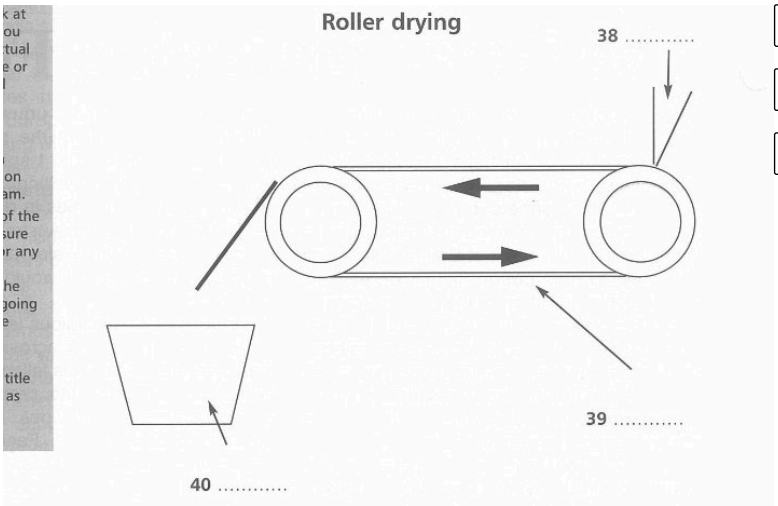
Write NO MORE THAN THREE WORDS for each answer.

| Method of preservation | Advantage | Disadvantage |
|---|---|---|
| Ultra-high temperature (UHT milk) | **33** _____ | spoils the taste |
| canning | inexpensive | risk of **34** _____ |
| refrigeration | stays fresh without processing | requires **35** _____ |
| **36** _____ | effective | time-consuming. |
| drying | long-lasting, light and **37** _____ | loses nutritional value |

### Questions 38-40

Label the diagram.

Write NO MORE THAN THREE WORDS for each answer.




**38** _____

**39** _____

**40** _____

# Transcripts

## Part 1

Female: Scope charity office, how can I help you?

Male: Oh hello. I'm ringing about the Dragon Boat Race that you're asking people to take part in.

Female: Oh yes, we still need a few more teams. Are you interested in joining the race?

Male: Yes, we want to enter a team but we don't know anything about it? Could I ask you for some more information first?

Female: Of course.

Male: I don't even know when it's being held.

Female: It's taking place on the 2nd July ...

Male: Is that a Saturday?

Female: No, it's a Sunday. It's a much more popular day and more people can take part then.

Male: Right. And where's it being held?

Female: ... at the Brighton Marina.

Male: Oh, I'm an overseas student ... Could you spell that for me?

Female: Yes, it's Brighton Marina, that's MARINA. Do you know where it is?

Male: I'm not sure.

Female: It's a couple of miles past the Palace Pier.

Male: Oh yes, I know it.

Female: You take a right turning off the coast road or you can cycle along the seafront.

Male: That's good. What time does the race start?

Female: Well, the first heats begin at 10.00am - but you need to register half an hour before that - at 9.30 and we really recommend that you aim to be there by 9. It's a good idea to arrange a meeting place for your team.

Male: Right ... And the race is to help raise money for charity?

Female: It is. We're asking every team member to try and raise £35 by getting friends and/or relatives to sponsor them. Every crew member will receive a free tournament t-shirt if your team manages to raise £1,000 or more.

Male: Oh that's quite good.

Female: Also we're holding a raffle ... every crew member who takes part in the race this season will be entered into a free Prize Draw.

Male: Oh, what's the prize?

Female: It's a holiday in Hong Kong.

Male: Sounds great.

Female: Is there anything else you need to know?

Male: Could you just tell me a little bit more about the teams?

Female: Well, you need to have a crew of 20 people for your dragon boat ... and you then need to agree on who's going to be the team captain ... That would probably be you ...

Male: Fine. Um, I've got a group of 20 people who are interested ... do all the team members have to be a certain age?

Female: Well there's no age limit as such but if you have a team member who's under 18 then they have to get their parents' permission to take part.

Male: Yes, that makes sense.

Female: It isn't dangerous but we do have boats that turn over in the water and for that reason we insist that everyone wears a life jacket as well and you can hire life jackets from us when your team arrives.

Male: What do you advise people to wear?

Female: Well, most people wear a t-shirt, shorts and trainers. I certainly wouldn't recommend that you wear jeans or boots. In fact, it's a very good idea to bring some spare clothes.

Male: OK.

Female: It can get quite cold and wet if the weather's bad. And there's quite a bit of hanging around especially if you qualify for the semi-finals or the final ...

Male: I see what you mean.

Female: Have you got a name for your team?

Male: Oh, not yet, no.

Female: Well you need to decide on one and then put it on the entrance form which I'll send you ...

Male: Oh OK.

Female: So if you'd like to give me your address ...

## Part 2

Female: Ladies and Gentlemen - welcome to Auckland Zoo on this sunny Sunday afternoon and to our special kiwi fund raising event. My job is to tell you all about the amazing little kiwi - and your job, hopefully, is to dig deep in your pockets.

Now for the benefit of our overseas visitors here today, I should explain first of all that the kiwi is the national bird of New Zealand - and sometimes New Zealanders themselves are known as 'Kiwis'. Now, while kiwis in the wild are a rare sight, the kiwi as a symbol is far more visible. Apart from being in toy stores and airport shops all over the world, you'll find them on our stamps and coins. The kiwi is the smallest member of the genus Apteryx which also includes ostriches and emu. It gets its name from its shrill call which sounds very much like this - kee-wee kee-wee. Kiwis live in forests or swamps and feed on insects, worms, snails and berries. It's a nocturnal bird with limited sight and therefore it has to rely on its very keen sense of smell to find food and to sense danger. Its nostrils are actually right on the end of its long beak which is one third of the body length. Now here's an interesting fact. Although kiwis have wings, they serve little purpose because the kiwi is a flightless bird.

Since white settlement of the islands, kiwi numbers have dropped from 12 million to less than 70,000 and our national bird is rapidly becoming an endangered species. This is because they're being threatened by what we call introduced animals animals which were brought to New Zealand such as cats and ferrets which eat kiwi eggs and their chicks.

And so we have launched the Kiwi Recovery Programme; in an all-out effort to save our national bird from extinction. There are three stages to this Programme: Firstly, we have the scientific research stage - this involves research to find out more about what kiwis need to survive in the wild. Then secondly we have the action stage. This is where we go into the field and actually put our knowledge to work - we call this putting science into practice. and then we come to the third stage - the global education stage. By working with schools and groups like yourself, as well as through our award winning kiwi website we are hoping to educate people about the plight of the kiwi.

As part of the action stage, which I just mentioned, we have introduced 'Operation Nest Egg' and this is where your money will be going. It works like this: It's a three-stage process. First of all, we go out to the kiwi's natural habitat and we collect kiwi eggs. This is the tricky part because it can be very difficult to find the eggs. Then, in safe surroundings, away from predators ... the chicks are reared. Now this can be done on predator-free islands or in captivity - they're reared until they are about nine months old at which stage the chicks are returned to the wild. So far it's proving successful and since we started the programme some 34 chicks have been successfully raised this year and their chances of survival have increased from 5 to 85%. However, it's not time to celebrate kiwi survival just yet. About 95% of kiwi chicks still don't make it to six months of age without protection. Which is why Operation Nest Egg is so important and we ask you to give generously today.

## Part 3

Tutor: We're very pleased to welcome Professor Isaac Nebworth to our tutorial group today and he's come to share one of his pet passions with us - City traffic and our western dependence on the motor car. I believe questions are quite welcome throughout.

Professor: Thank you. Well, I know you're all very familiar with the super highway here in Melbourne. But do super highways automatically lead to super wealth, as our politicians would have us believe? I think not.

Tutor: Can you give us an example of what you mean exactly?

Professor: Sure ... well, by continuing to encourage this dependence on the motor car, we simply create more congestion and more urban sprawl. And you can see that here in Melbourne right under your nose.

Student: Excuse me. I would just like to say that I feel the sprawl is part of the city. The freeways mean people can enjoy the benefits of living away from the centre ... on larger blocks with gardens ... but still be able to drive back into the city centre for work or entertainment.

Professor: Well I'm not convinced that people want to do that. And is our money being well spent? It may be OK for you now but come back to me in five years' time! Let's take City Link, for example, the new freeway here in Melbourne.

Student: Well ... I use the freeway all the time. I think it's great.

Professor: Ah yes, but it cost $2billion to build, and you could have gotten ten times the value by putting the money into public transport. If you give the automobile road space, it will fill that space ... and you'll soon find you'll be crawling along your City Link.

Tutor: But surely, you cannot simply blame the car. Some of the blame must rest with governments and city planners?

Student: Well there is an argument, surely, that building good roads is actually beneficial because most new cars these days are highly efficient - they use far less petrol than in the past and emissions of dangerous gases are low. Old congested roads, on the other hand, encourage traffic to move slowly and it's the stationary cars that cause the pollution and smog ... whereas good roads increase traffic speeds and thus the amount of time cars are actually on the roads.

Professor: Well ... this is the old argument put forward by the road lobby but, for me it's clear cut. Roads equal cars which equal smog. Public transport is the way to go.

Tutor: Now ... on that topic of public transport, I read somewhere recently that Australia isn't doing too badly in the challenge to increase the use of public transport.

Professor: Better than America, granted, but by comparison with Canada, it's not so good. For instance, if you compare Toronto with the US metropolis of Detroit only 160 kilometres away ... in Detroit only 1% of passenger travel is by public transport whereas in Toronto it's 24% which is considerably better than Sydney which can only boast 16%.

Tutor: Well I think it's encouraging that our least car-dependent city is actually our largest city. 16% of trips being taken on public transport in Sydney, isn't too bad.

Professor: But it's a long way behind Europe. Take both London and Paris for instance ... where 30% of all trips are taken on public transport.

Tutor: Well, they do both have an excellent underground system.

Professor: ... and Frankfurt comes in higher still at 32%.

Tutor: I understand that they've been very successful in Copenhagen at ridding the city of the car. Can you tell us anything about that experiment?

Professor: Yes indeed. Copenhagen is a wonderful example of a city that has learnt to live without the motor car. Back in the 1960s they adopted a number of policies designed to draw people back into the city. For instance they paid musicians and artists to perform in the streets. They also built cycle lanes and now 30% of the inhabitants of Copenhagen use a bicycle to go to work. Sydney by comparison can only boast 1% of the population cycling to work.

Student: It could have something to do with all the hills!

Professor: Then they banned cars from many parts of the city and every year 3% of the city parking is removed and by constantly reducing parking they've created public spaces and clean air.

Student: Really!!

Professor: There are also freely available bicycles which you can hire for practically nothing. And of course, they have an excellent public transport system.

Student: Well, that's all very well for Copenhagen. But I'd just like to say that some cities are just too large for a decent public transport system to work well. Particularly in areas with low population, because if there aren't many people using the service then they don't schedule enough buses or trains for that route.

Professor: I accept that there is a vicious circle here but people do need to support the system.

Student: And secondly the whole process takes so long because usually you have to change ... you know, from bus to train - that sort of thing, and that can be quite difficult. Ultimately it's much easier to jump in your car. And often it turns out to be cheaper.

Professor: Sure ... but cheaper for whom, you or society? We have to work towards the ideal and not give in all the time because things are too difficult ... Anyway lets move on to some of the results of the survey ... [fade]

## Part 4

Lecturer: In today's lecture I'd like to look at the topic of food preservation and start by asking the obvious question 'Why do we need to preserve food?' Well, apart from keeping it fresh for our daily needs, many foods, such as fruit and vegetables are only available at certain times of the year so if we want to be able to eat these foods all year round, we need to preserve them. We also need to preserve food for export overseas to make sure that it doesn't perish in transit, and lastly we need to be able to preserve food for when there are food shortages. There are a number of methods of preserving food which involve both high and low temperatures, chemicals, irradiation and drying. Let's have a look at these in turn.

In the 1870s the French scientist, Louis Pasteur, showed that micro-organisms in food could be destroyed by raising the temperature of the food - a process now known as pasteurisation. This involves heating milk to just 65°C for 30 minutes. A new method, the ultra-high temperature or UHT process, involves heating milk to 150°C for three seconds. The advantage of treating milk in this way is that it lasts much longer though I tend to feel, and I'm sure many of you would agree, that taste is somewhat sacrificed in the UHT process.

Tin cans were first used in the early 1800s to store and preserve food. Just as they are now, the cans were tin-plated, steel containers and the process had the advantage of being cost effective. Unfortunately, however, there were many early cases of food-poisoning because the canning process was not fully understood at that stage. We now know the exact temperature and length of time each food needs for proper preservation which has greatly reduced the risk of food-poisoning.

People living in cold climates often preserved food by burying it in the snow and the Romans knew all about the advantages of packing food in ice but for most people this was not an option until the invention of the refrigerator in 1834. Today, however, refrigeration is the most important means of preserving food because the food stays fresh without needing to be treated. However, refrigeration requires an electricity supply and unfortunately if the power goes off, so does the food!!

A variety of chemicals can be added to food and you'll find their names listed on the labels of cans and bottles. Salt is probably the oldest of all the chemical preservatives and was used by many ancient civilisations for many years. Sugar also acts as a preservative and is used to preserve jams in much the same way that vinegar is used to pickle foods. Chemical preservatives are effective but they do not suit all foods and the processes involved are time-consuming.

Another method of preserving food is by drying it. Most foods are 75% to 90% water so if you remove the water the micro-organisms simply can't survive. When food is dried it not only lasts a long time but it also becomes much lighter which is a big advantage as this makes it cheap to store, though some people argue that valuable nutrients are lost in the process. Early methods for drying food involved cutting it into strips and hanging it in the sun or over

fires. But there are now a number of more modern methods which involve the use of recent technology. One of these is known as roller drying and it's a highly effective way of making dried foods from liquids, such as soup.

Have a look at this diagram to see how it works. Well, first of all the hot soup is poured in at one end - here. The liquid spreads to form a thin layer on a heated belt. The liquid dries as it moves along. By the time it reaches the end of the belt, all the water has evaporated leaving only dry powder. A blade then scrapes the dried material off the roller and captures it in powder form. All you have to do is add boiling water and you have your hot soup back again, ready to drink! Another method is called freeze drying ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Sun(day) 2nd July** | It's taking place on the 2nd July Male: Is that a Saturday? Female: No, it's a Sunday |
| 2 | **MARINA** | Female: Yes, it's Brighton Marina, that's MARINA. Do you know where it is |
| 3 | **9.30(am) / 9:30(am)** | Well, the first heats begin at 10.00am – but you need to register half an hour before that – at 9.30 and we really recommend that you aim to be there by 9 |
| 4 | **1,000/1000 / one thousand/a thousand** | Every crew member will receive a free tournament t-shirt if your team manages to raise £1,000 or more |
| 5 | **Hong Kong** | It's a holiday in Hong Kong |
| 6 | **(team) captain** | Well, you need to have a crew of 20 people for your dragon boat and you then need to agree on who's going to be the team captain That would probably be you |
| 7 | **parents' permission** | Well there's no age limit as such but if you have a team member who's under 18 then they have to get their parents' permission to take part |
| 8 | **(20/twenty) life jackets** | Well, you need to have a crew of 20 people for your dragon boat It isn't dangerous but we do have boats that turn over in the water and for that reason we insist that everyone wears a life jacket as well and you can hire life jackets from us when your team arrives |
| 9 | **clothes/clothing/set of clothes** | In fact, it's a very good idea to bring some spare clothes |
| 10 | **name** | Have you got a name for your team? Male: Oh, not yet, no. Female: Well you need to decide on one and then put it on the entrance form which I'll send you |
| 11 | **stamps and coins** | Apart from being in toy stores and airport shops all over the world, you'll find them on our stamps and coins |
| 12 | **(shrill) call** | It gets its name from its shrill call which sounds very much like this – kee-wee kee-wee |
| 13 | **sense of smell** | It's a nocturnal bird with limited sight and therefore it has to rely on its very keen sense of smell to find food and to sense danger |
| 14 | **fly** | Although kiwis have wings, they serve little purpose because the kiwi is a flightless bird |
| 15 | **introduced animals** | Since white settlement of the islands, kiwi numbers have dropped from 12 million to less than 70,000 and our national bird is rapidly becoming an endangered species. This is because they're being threatened by what we call introduced animals animals which were brought to New Zealand such as cats and ferrets which eat kiwi eggs and their chicks |
| 16 | **(scientific) research** | Firstly, we have the scientific research stage – this involves research to find out more about what kiwis need to survive in the wild |
| 17 | **global education** | and then we come to the third stage – the global education stage. By working with schools and groups like yourself, as well as through our award winning kiwi website we are hoping to educate people about the plight of the kiwi |
| 18 | **eggs/kiwi eggs** | First of all, we go out to the kiwi's natural habitat and we collect kiwi eggs |
| 19 | **reared** | Then, in safe surroundings, away from predators the chicks are reared |
| 20 | **85** | So far it's proving successful and since we started the programme some 34 chicks have been successfully raised this year and their chances of survival have increased from 5 to 85% |
| 21 | **C** | well, by continuing to encourage this dependence on the motor car, we simply create more congestion and more urban sprawl |
| 22 | **A** | The freeways mean people can enjoy the benefits of living away from the centre on larger blocks with gardens but still be able to drive back into the city centre for work or entertainment |
| 23 | **A** | It may be OK for you now but come back to me in five years' time! Let's take City Link, for example, the new freeway here in Melbourne If you give the automobile road space, it will fill that space and you'll soon find you'll be crawling along your City Link |
| 24 | **B** | Well there is an argument, surely, that building good roads is actually beneficial because most new cars these days are highly efficient – they use far less petrol than in the past and emissions of dangerous gases are low. Old congested roads, on the other hand, encourage traffic to move slowly and it's the stationary cars that cause the pollution and smog whereas good roads increase traffic speeds and thus the amount of time cars are actually on the roads |
| 25 | **Sydney** | in Detroit only 1% of passenger travel is by public transport whereas in Toronto it's 24% which is considerably better than Sydney which can only boast 16% |
| 26 | **Frankfurt** | and Frankfurt comes in higher still at 32% |

| # | Answer | Explanation |
|---|---|---|
| **27** | **A / D** | For instance they paid musicians and artists to perform in the streets Then they banned cars from many parts of the city and every year 3% of the city parking is removed and by constantly reducing parking they've created public spaces and clean air |
| **28** | **A / D** | For instance they paid musicians and artists to perform in the streets Then they banned cars from many parts of the city and every year 3% of the city parking is removed and by constantly reducing parking they've created public spaces and clean air |
| **29** | **B / F** | Particularly in areas with low population, because if there aren't many people using the service then they don't schedule enough buses or trains for that route And secondly the whole process takes so long because usually you have to change you know, from bus to train – that sort of thing, and that can be quite difficult |
| **30** | **B / F** | Particularly in areas with low population, because if there aren't many people using the service then they don't schedule enough buses or trains for that route And secondly the whole process takes so long because usually you have to change you know, from bus to train – that sort of thing, and that can be quite difficult |
| **31** | **export/transit (overseas)** | We also need to preserve food for export overseas to make sure that it doesn't perish in transit, and lastly we need to be able to preserve food for when there are food shortages |
| **32** | **food shortages** | lastly we need to be able to preserve food for when there are food shortages |
| **33** | **lasts longer/lasts much longer** | The advantage of treating milk in this way is that it lasts much longer |
| **34** | **food-poisoning/poisoning** | Unfortunately, however, there were many early cases of food-poisoning because the canning process was not fully understood at that stage. We now know the exact temperature and length of time each food needs for proper preservation which has greatly reduced the risk of food-poisoning |
| **35** | **electricity/electricity supply/supply of electricity/power** | However, refrigeration requires an electricity supply and unfortunately if the power goes off, so does the food |
| **36** | **Chemical preservatives / Chemical** | Chemical preservatives are effective but they do not suit all foods and the processes involved are time-consuming |
| **37** | **cheap to store** | When food is dried it not only lasts a long time but it also becomes much lighter which is a big advantage as this makes it cheap to store, though some people argue that valuable nutrients are lost in the process |
| **38** | **(hot) soup** | Well, first of all the hot soup is poured in at one end – here |
| **39** | **(heated) belt** | The liquid spreads to form a thin layer on a heated belt |
| **40** | **powdered soup/dried soup/dry soup** | By the time it reaches the end of the belt, all the water has evaporated leaving only dry powder. A blade then scrapes the dried material off the roller and captures it in powder form |

# Test 51

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-6

Complete the form below.

Write NO MORE THAN THREE WORDS and/or A NUMBER for each answer.

**Millennium Office Supplies**

**CUSTOMER ORDER FORM**

Example:

ORDER PLACED BY John Carter

**ACCOUNT NUMBER** 1 _____

**COMPANY NAME** 2 _____

**Envelopes**

Size A4 normal

Colour 3 _____

Quantity 4 _____

**Photocopy paper**

Colour 5 _____

Quantity 6 _____

### Questions 7-9

List THREE additional things that the man requests (in order).

Write NO MORE THAN THREE WORDS for each answer.

7 _____

8 _____

9 _____

### Questions 10-10

Complete the notes. Write NO MORE THAN THREE WORDS and/or A NUMBER for your answer.

Special instructions: Deliver goods 10 _____

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-20

Complete the notes below.

Write NO MORE THAN THREE WORDS and/or A NUMBER for each answer.

**Artist's Exhibition**

**General details:**

Place: **11** _____ No. 1 **12** _____

Dates: 6th October – **13** _____

**Display details:**

- jewellery
- furniture
- ceramics
- **14** _____
- sculpture

Expect to see:

crockery in the shape of **15** _____

silver jewellery, e.g. large rings containing **16** _____

a shoe sculpture made out of **17** _____

Go to demonstrations called: '**18** _____'

**Artist's Conservatory**

**Courses include:**

Chinese brush painting

**19** _____

silk painting

**Fees include:**

Studio use

Access to the shop

Supply of **20** _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Complete the sentences below.

Write NO MORE THAN THREE WORDS and/or A NUMBER for each answer.

According to Alison Sharp

- Bear ancestors date back **21** _____ years.
- Scientists think bears were originally in the same family as **22** _____ .
- The Cave Bear was not dangerous because it **23** _____ .

### Questions 24-28

Answers questions, using the list of words below.

Sloth Bear

Giant Panda

Polar Bear

Black Bear

Brown Bear

Sun Bear

**24** Which is the most recent species? _____

**25** Which is the largest looking bear? _____

**26** Which is the smallest bear? _____

**27** Which bear eats plants? _____

**28** Which bear eats insects? _____

### Questions 29-30

Circle TWO letters A-F.

**29** **30** Which TWO actions are mentioned to help bears survive?

- **A** ☐ breeding bears in captivity
- **B** ☐ encouraging a more humane attitude
- **C** ☐ keeping bears in national parks
- **D** ☐ enforcing international laws
- **E** ☐ buying the speaker's book
- **F** ☐ writing to the United Nations

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-36

Circle the correct letters A–C.

**31** The speaker compares a solar eclipse today to a

- **A** ◯ religious experience.
- **B** ◯ scientific event.
- **C** ◯ popular spectacle.

**32** The speaker says that the dark spot of an eclipse is

- **A** ◯ simple to predict.
- **B** ◯ easy to explain.
- **C** ◯ randomly occurring.

**33** Concerning an eclipse, the ancient Chinese were

- **A** ◯ fascinated.
- **B** ◯ rational.
- **C** ◯ terrified.

**34** For the speaker, the most impressive aspect of an eclipse is the

- **A** ◯ exceptional beauty of the sky.
- **B** ◯ chance for scientific study.
- **C** ◯ effect of the moon on the sun.

**35** Eclipses occur rarely because of the size of the

- **A** ◯ moon.
- **B** ◯ sun.
- **C** ◯ earth.

**36** In predicting eclipses, the Babylonians were restricted by their

- **A** ◯ religious attitudes.
- **B** ◯ inaccurate observations.
- **C** ◯ limited ability to calculate.

## Questions 37-40

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

| Date of eclipse | Scientists | Observation |
|---|---|---|
| 1715 | Halley | **37** _____ who accurately predicted an eclipse |
| 1868 | Janssen and Lockyer | discovered **38** _____ |

| Date of eclipse | Scientists | Observation |
| --- | --- | --- |
| 1878 | Watson | believed he had found<br>39 _____ |
| 1919 | Einstein | realised astronomers had misunderstood<br>40 _____ |

# Transcripts

## Part 1

Recorded voice: Thank you for calling Millenium Office Supplies. If you would like to place an order, please press one. Your call has been placed in a queue. A customer service operator will be with you shortly.

Woman: Gina speaking. How can I help you?

Man: Oh, hello – I'd like to order some stationery, please.

Woman: And who am I speaking to?

Man: John Carter.

Woman: Right – can I just confirm your account number and the name of your company, John?

Man: Sure! The account number is 6 9 2 4 double 1

Woman: Six nine two four one one. Right, and you're from 'Rainbow Computers?'

Man: No. The company is Rainbow Communications

Woman: Oh, OK, I'll just fix that on the system ... communications. And what would you like to order, John?

Man: Envelopes. We need a box of A4 – that is, normal size envelopes

Woman: White, yellow or manilla?

Man: We'll have the plain white please – but the ones with the little windows

Woman: OK ... One box – A4 – white – just the one box, was it?

Man: Um. on second thoughts make that two boxes. We go through heaps of envelopes. As a matter of interest. Are they made from recycled paper?

Woman: No. You can't get white recycled paper. The recycled ones are grey and they're more expensive actually.

Man: Right – we'll stick to white then.

Woman: Something else, John?

Man: Yes, we need some coloured photocopy paper. What colours do you have?

Woman: We've got purple, light blue, blue, light green – whatever you want, pretty much. There are 500 sheets to the pack.

Man: Let's see ... we're going to need a lot of blue paper for our new price lists so can you give us ten packs, please. Make sure it's the light blue though ...

Woman: Ten packs of the light blue. Anything else that we can help you with?

Man: Let me think ... what else do we need? I'm sure there was something else.

Woman: Pens, paper clips, fax paper, computer supplies, office furniture?

Man: Oh, yes! We need floppy disks – do you have those nice coloured ones?

Woman: Yes, but they're a bit more expensive than the black ones.

Man: That's alright. I'm not paying, anyway!

Woman: Right. Floppy disks. And what about diaries for next year? We've got them in stock already and it's a good idea to order early.

Man: No – I think we're alright for diaries but something we do need is one of those big wall calendars – you know, one that shows the whole year at a glance. Do you stock those?

Woman: We certainly do.

Man: OK – can you include a wall calendar then, with the other stuff. Just make sure it's got the whole year on the one side.

Woman: Sure – and do you have a copy of our new catalogue?

Man: No, I don't, but could you send one.

Woman: Yes! I'll pop one in with the order. You'll find it a lot easier to remember what you need if you have our catalogue in front of you next time.

Man: Yes, good idea. And when can you deliver this?

Woman: Should be with you tomorrow morning.

Man: Can you make sure that it's not after 11.30am because I have to go out at 12 there's only myself here on Fridays.

Woman: Fine – I'll make a note on the delivery docket that they should deliver before half past eleven. Thanks very much.

Man: Thanks.

## Part 2

Announcer: And now for some information on local events and activities. A couple of announcements for art-lovers and budding artists alike. First, a new collection of artwork is going on show to the public next month in the form of an artists' exhibition. The exhibition will include many different types of art ... over 100 different pieces, by 58 artists from the local area. It's being held at the Royal Museum which – for those of you who are unfamiliar with the area – is located opposite the library in West Street, right on the corner ... the actual address is number 1, Queen's Park Road – it isn't difficult to find. The exhibition will run for 9 weeks and will begin on the 6th of October and continue until the 10th December. So there's plenty of time for you to go along and have a look and I'm sure that will be worth doing.

What will you see there? Well, amongst the items on display will be some exciting pieces of modern jewellery, furniture, ceramics, metal work and sculpture. To give you some examples ... Local artist Kate Maine will be there to discuss her collection of pots and bowls that she has made to resemble garden vegetables. They're the sort of thing that would brighten up any dining table, and range from things like yellow cabbage-shaped bowls to round tomato-shaped teapots. Prize-winner Cynthia Course, will also be there to talk about her silver jewellery, all of which she produced using ideas from the rural setting of her country home. Some of her rings are quite extraordinary and have beautiful coloured stones in them. Or if you prefer sculpture, there's plenty of that too. Take, for example, Susan Cup's sculpture of 25 pairs of white paper shoes. It sounds easy, but believe me it looks incredible! All of these items along with many others will be on sale throughout the exhibition period.

As part of the exhibition, there will be a series of demonstrations called 'Face to Face' which will take place every Sunday afternoon during the exhibition and these will provide an opportunity for you to meet the artists.

The second set of activities are for those who would prefer to indulge in some artwork themselves ... the Artist's Conservatory are holding a series of courses over the autumn period. The courses cover all media and include subjects such as Chinese brush painting, pencil drawing and silk painting. All the tutors are experienced artists, course sizes are kept to a minimum of 15 and there will be plenty of individual assistance.

All the sessions offer excellent value for money and the opportunity to relax in a delightful rural setting. Fees are very reasonable and include the use of an excellent studio and access to the art shop which you will find sells everything from paper to CDs and they also include the provision of all materials. For more information on dates, cost and availability you should get in touch with the programme co-ordinator on 4592 839584 or go direct to the website ...

## Part 3

Interviewer: Alison Sharp has spent much of her life researching bears and in particular bears in danger of extinction. She is the author of a recent book on bears and we welcome her to the studio today.

Alison: Thank you. Delighted to be here.

Interviewer: First of all, can you give us a quick overview of the history of the bear family?

Alison: Well, the bears we know today actually have as their ancestors bears which have been evolving for some 40 million years. We have fossils of the earliest 'true bear' – and it's important to emphasise this because some creatures are called bears but are not ...

Interviewer: ... such as koalas for instance.

Alison: Yes exactly ... fossils of the true bear show a small dog-size animal with characteristics that show a blending of dog and bear traits.

Interviewer: So the general belief is that dogs and bears were of the same family?

Alison: Yes, that's the theory. And then we see the arrival of the early Cave Bear. We know from cave drawings that Neanderthal man used to worship this bear and at the same time fear it.

Interviewer: Understandable perhaps ...

Alison: Yes, but they need not have worried because the Cave Bear only ate plants. In fact the Cave Bear survived two Ice Ages but then became extinct.

Interviewer: So how many bears can we find today and are any of them in danger of extinction?

Alison: Well I'll answer your first question first. There are eight species of bear in all; among them the American Black Bear and the Brown Bear – from which evolved the newest species of bear – the Polar Bear.

Interviewer: So how old is the Polar Bear?

Alison: Oh, he's a relative newcomer – just 20,000 years old.

Interviewer: And could you tell us a little about them? Which is the largest bear, for instance?

Alison: Well, the largest bear existing today is either the Polar Bear or the Brown Bear.

Interviewer: Right ... Don't we know?

Alison: Well, it depends which criteria you use. The Polar Bear is the heaviest; the male weighs up to 1,500 pounds but his narrow body actually makes him look smaller than the much more robust Brown Bear.

Interviewer: So the Brown Bear appears the biggest.

Alison: Yes.

Interviewer: And the smallest?

Alison: Well, the Sun Bear is the smallest of the eight species. They only weigh between 60 and 145 pounds.

Interviewer: That makes him a comparative junior!

Alison: Yes. And then next we have the so-called Giant Panda ... but that's a small bear too, comparatively speaking.

Interviewer: And are all bears meat eaters?

Alison: No, not at all. In fact the Giant Panda is almost entirely herbivorous living on a diet of 30 types of bamboo.

Interviewer: Oh, yes of course. Panda's are famous for that.

Alison: And another interesting bear is the Sloth Bear which eats insects, particularly termites. He can turn his mouth into a tube and suck the insects out of their nests.

Interviewer: So going back to my second question ... Are bears really in danger of extinction?

Alison: Yes indeed ... they are ... the Sun Bear in particular as they've been hunted almost out of existence. And the habitat of the Panda is also being reduced on a daily basis.

Interviewer: Can anything be done to reduce the threat to these endangered species? I know for instance that it's very hard to breed bears in captivity.

Alison: Yes, well ... I think that by raising people's awareness generally we can reduce conflict between humans and animals ... to stop the slaughter in parts of the world where bears are still hunted – supposedly in self-defense or to protect livestock, but ... often quite unnecessarily. And we can also encourage governments to preserve the natural environment of the bear rather than allow the areas where they live to be systematically destroyed in the name of progress.

Interviewer: Yes, of course.

Alison: And in addition to these global efforts, all profits from the sale of my book will go towards the United Nations Bear Protection program.

Interviewer: That's wonderful ... and with the news coming up, thank you for your time, Alison, and best of luck with the book...

Alison: Thank you very much.

## Part 4

Male: Good evening and welcome to this month's Observatory Club lecture. I'm Donald Mackie and I'm here to talk to you about the solar eclipse in history.

A thousand years ago, a total eclipse of the sun was a terrifying religious experience – but these days an eclipse is more likely to be viewed as a tourist attraction than as a scientific or spiritual event. People will travel literally miles to be in the right place at the right time – to get the best view of their eclipse.

Well. What exactly causes a solar eclipse – when the world goes dark for a few minutes in the middle of the day? Scientifically speaking, the dark spot itself is easy to explain; it is the shadow of the moon streaking across the earth. This happens every year or two, each time along a different and, to all intents and purposes, a seemingly random piece of the globe.

In the past people often interpreted an eclipse as a danger signal heralding disaster and in fact, the Chinese were so disturbed by these events that they included among their gods one whose job it was to prevent eclipses. But whether or not you are superstitious or take a purely scientific view, our earthly eclipses are special in three ways.

Firstly, there can be no doubt that they are very beautiful. It's as if a deep blue curtain had fallen over the daytime sky as the sun becomes a black void surrounded by the glow of its outer atmosphere.

But beyond this, total eclipses possess a second more compelling beauty in the eyes of us scientists ... for they offer a unique opportunity for research. Only during an eclipse can we study the corona and other dim things that are normally lost in the sun's glare.

And thirdly, they are rare. Even though an eclipse of the sun occurs somewhere on earth every year or two, if you sit in your garden and wait, it will take 375 years on average for one to come to you. If the moon were any larger, eclipses would become a monthly bore; if it were smaller, they simply would not be possible.

The ancient Babylonian priests, who spent a fair bit of time staring at the sky, had already noted that there was an 18-year pattern in their recurrence but they didn't have the mathematics to predict an eclipse accurately. It was Edmund Halley, the English astronomer, who knew his maths well enough to predict the return of the comet which, incidentally bears his name, and in 1715 he became the first person to make an accurate eclipse prediction. This brought eclipses firmly into the scientific domain and they have since allowed a number of important scientific discoveries to be made. For instance, in the eclipse of 1868 two scientists, Janssen and Lockyer, were observing the sun's atmosphere and it was these observations that ultimately led to the discovery of a new element. They named the element helium after the Greek god of the sun. This was a major find, because helium turned out to be the most common element in the universe after hydrogen.

Another great triumph involved Mercury ... I'll just put that up on the board for you now. See – there's Mercury – the planet closest to the Sun – then Venus, Earth, etc. For centuries, scientists had been unable to understand why Mercury appeared to rotate faster than it should. Some astronomers suggested that there might be an undiscovered planet causing this unusual orbit and even gave it the name 'Vulcan'. During the eclipse of 1878, an American astronomer, James Watson, thought he had spotted this so-called 'lost' planet. But, alas for him, he was later obliged to admit that he had been wrong about Vulcan and withdrew his claim.

Then Albert Einstein came on the scene. Einstein suggested that rather than being wrong about the number of planets, astronomers were actually wrong about gravity. Einstein's theory of relativity – for which he is so famous – disagreed with Newton's law of gravity in just the right way to explain Mercury's

odd orbit. He also realised that a definitive test would be possible during the total eclipse of 1919 and this is indeed when his theory was finally proved correct.

So there you have several examples of how eclipses have helped to increase our understanding of the universe, and now let's move on to the social ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **692411** | Man: Sure! The account number is 6 9 2 4 double 1 |
| 2 | **Rainbow Communications** | Woman: Six nine two four one one. Right, and you're from 'Rainbow Computers?' Man: No. The company is Rainbow Communications |
| 3 | **white** | Man: We'll have the plain white please – but the ones with the little windows |
| 4 | **two boxes/2 boxes** | Um. on second thoughts make that two boxes |
| 5 | **light blue** | Let's see we're going to need a lot of blue paper for our new price lists so can you give us ten packs, please. Make sure it's the light blue though |
| 6 | **10 packs/10 packets/ten packs/ten packets** | Man: Let's see we're going to need a lot of blue paper for our new price lists so can you give us ten packs, please. Make sure it's the light blue though Woman: Ten packs of the light blue |
| 7 | **(coloured/colored) floppy disks/computer disks/discs/disks** | Man: Oh, yes! We need floppy disks – do you have those nice coloured ones? Woman: Yes, but they're a bit more expensive than the black ones. Man: That's alright. I'm not paying, anyway! Woman: Right. Floppy disks. And what about diaries for next year? We've got them in stock already and it's a good idea to order early |
| 8 | **(a/one) wall calendar** | No – I think we're alright for diaries but something we do need is one of those big wall calendars – you know, one that shows the whole year at a glance. Do you stock those? Woman: We certainly do. Man: OK – can you include a wall calendar then, with the other stuff. Just make sure it's got the whole year on the one side |
| 9 | **(a/one/new) catalogue** | Woman: Sure – and do you have a copy of our new catalogue? Man: No, I don't, but could you send one |
| 10 | **before 11.30/not after 11.30/by 11.30 / before 11:30/not after 11:30/by 11:30** | Can you make sure that it's not after 11.30am because I have to go out at 12 there's only myself here on Fridays |
| 11 | **Royal Museum** | It's being held at the Royal Museum which – for those of you who are unfamiliar with the area – is located opposite the library in West Street, right on the corner the actual address is number 1, Queen's Park Road – it isn't difficult to find |
| 12 | **Queen's Park Road/ Queen's Park Rd / Queens Park Road/ Queens Park Rd** | the actual address is number 1, Queen's Park Road – it isn't difficult to find |
| 13 | **10th Dec(ember)** | The exhibition will run for 9 weeks and will begin on the 6th of October and continue until the 10th December |
| 14 | **metal work** | Well, amongst the items on display will be some exciting pieces of modern jewellery, furniture, ceramics, metal work and sculpture |
| 15 | **(garden) vegetables** | Local artist Kate Maine will be there to discuss her collection of pots and bowls that she has made to resemble garden vegetables |
| 16 | **(coloured/colored) stones** | Some of her rings are quite extraordinary and have beautiful coloured stones in them |
| 17 | **(white) paper** | Take, for example, Susan Cup's sculpture of 25 pairs of white paper shoes |
| 18 | **Face to Face / Face-to-Face** | As part of the exhibition, there will be a series of demonstrations called 'Face to Face' which will take place every Sunday afternoon during the exhibition and these will provide an opportunity for you to meet the artists |
| 19 | **pencil drawing** | The courses cover all media and include subjects such as Chinese brush painting, pencil drawing and silk painting |
| 20 | **all materials** | Fees are very reasonable and include the use of an excellent studio and access to the art shop which you will find sells everything from paper to CDs and they also include the provision of all materials |
| 21 | **40 million/forty million** | Well, the bears we know today actually have as their ancestors bears which have been evolving for some 40 million years |
| 22 | **dogs** | Interviewer: So the general belief is that dogs and bears were of the same family?Alison: Yes, that's the theory |
| 23 | **only ate plants/ate plants** | Yes, but they need not have worried because the Cave Bear only ate plants |
| 24 | **Polar Bear** | There are eight species of bear in all; among them the American Black Bear and the Brown Bear – from which evolved the newest species of bear – the Polar Bear |
| 25 | **Brown Bear** | The Polar Bear is the heaviest; the male weighs up to 1,500 pounds but his narrow body actually makes him look smaller than the much more robust Brown Bear |

| # | Answer | Explanation |
|---|---|---|
| **26** | **Sun Bear** | Well, the Sun Bear is the smallest of the eight species. They only weigh between 60 and 145 pounds |
| **27** | **Giant Panda** | In fact the Giant Panda is almost entirely herbivorous living on a diet of 30 types of bamboo |
| **28** | **Sloth Bear** | And another interesting bear is the Sloth Bear which eats insects, particularly termites. He can turn his mouth into a tube and suck the insects out of their nests |
| **29** | **B / E** | I think that by raising people's awareness generally we can reduce conflict between humans and animals to stop the slaughter in parts of the world where bears are still hunted – supposedly in self-defense or to protect livestock, but often quite unnecessarily And in addition to these global efforts, all profits from the sale of my book will go towards the United Nations Bear Protection program |
| **30** | **B / E** | I think that by raising people's awareness generally we can reduce conflict between humans and animals to stop the slaughter in parts of the world where bears are still hunted – supposedly in self-defense or to protect livestock, but often quite unnecessarily And in addition to these global efforts, all profits from the sale of my book will go towards the United Nations Bear Protection program |
| **31** | **C** | A thousand years ago, a total eclipse of the sun was a terrifying religious experience – but these days an eclipse is more likely to be viewed as a tourist attraction than as a scientific or spiritual event |
| **32** | **B** | Scientifically speaking, the dark spot itself is easy to explain; it is the shadow of the moon streaking across the earth |
| **33** | **C** | the Chinese were so disturbed by these events that they included among their gods one whose job it was to prevent eclipses |
| **34** | **B** | But beyond this, total eclipses possess a second more compelling beauty in the eyes of us scientists for they offer a unique opportunity for research |
| **35** | **A** | If the moon were any larger, eclipses would become a monthly bore; if it were smaller, they simply would not be possible |
| **36** | **C** | The ancient Babylonian priests, who spent a fair bit of time staring at the sky, had already noted that there was an 18-year pattern in their recurrence but they didn't have the mathematics to predict an eclipse accurately |
| **37** | **first person** | It was Edmund Halley, the English astronomer, who knew his maths well enough to predict the return of the comet which, incidentally bears his name, and in 1715 he became the first person to make an accurate eclipse prediction |
| **38** | **(a)new element / helium / the element helium** | For instance, in the eclipse of 1868 two scientists, Janssen and Lockyer, were observing the sun's atmosphere and it was these observations that ultimately led to the discovery of a new element. They named the element helium after the Greek god of the sun |
| **39** | **(the) lost planet / (the) new planet / Vulcan** | During the eclipse of 1878, an American astronomer, James Watson, thought he had spotted this so-called 'lost' planet. But, alas for him, he was later obliged to admit that he had been wrong about Vulcan and withdrew his claim |
| **40** | **gravity** | Einstein suggested that rather than being wrong about the number of planets, astronomers were actually wrong about gravity He also realised that a definitive test would be possible during the total eclipse of 1919 and this is indeed when his theory was finally proved correct |

# Test 52

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-9

Complete the notes below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**ENQUIRY ABOUT BOOKCASES**

Number of bookcases available: two

**Both bookcases**

Width: **1** _____

Made of: **2** _____

**First bookcase**

Cost: £ **3** _____

Colour: **4** _____

Number of shelves: six (four are **5** _____)

**Second bookcase**

Colour: dark brown

Other features:

- almost 80 years old
- has a **6** _____ at the bottom
- has glass **7** _____

Cost: £ **8** _____

**Details of seller**

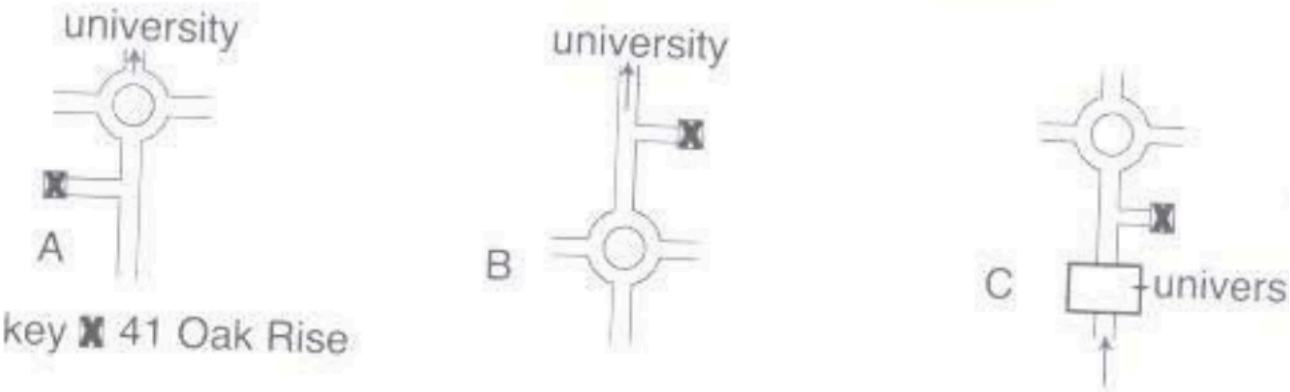
Name: Mrs **9** _____

Address: 41 Oak Rise, Stanton.

## Questions 10-10

Choose the correct letter, A, B or C.

**10** Which map shows the correct location of the seller's house?




**A** ○ A

**B** ○ B

**C** ○ C

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-13

Complete the summary below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**Charity Art Sale**

The paintings will be displayed in the Star Gallery and in a nearby **11** _____. The sale of pictures will begin at **12** _____ on Thursday, and there will be refreshments beforehand. The money raised will all be used to help **13** _____ children in New Zealand and other countries.

### Questions 14-20

Complete the table below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

| Artist | Personal information | Type of painting |
|---|---|---|
| Don Studley | • daughter is recovering from a problem with her back<br>• self-taught artist | • pictures of the **14** _____ of New Zealand |
| James Chang | • originally from Taiwan<br>• had a number of **15** _____ there | • **16** _____ paintings<br>• strong colours |
| Natalie Stevens | • has shown pictures in many countries<br>• is an artist and a website **17** _____ | • soft colours, various media<br>• mainly does **18** _____ |
| Christine Shin | • lived in New Zealand for **19** _____<br>• Korean | • paintings are based on **20** _____<br>• watercolours of New Zealand landscapes |

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-25

What instructions were the students given about their project?

Write the correct letter, A, B or C next to Questions 21-25.

A. they must do this

B. they can do this if they want to

C. they can't do this

**21** Choose a writer from a list provided. _____

**22** Get biographical information from the Internet. _____

**23** Study a collection of poems. _____

**24** Make a one-hour video. _____

**25** Refer to key facts in the writer's life. _____

## Questions 26-30

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

**Other requirements for the project**

- extract chosen from the author's work must reflect the **26** _____ of the author.
- students must find sound effects and **27** _____ to match the texts they choose.
- students must use a **28** _____ of computer software programs to make the video.
- students must include information about the **29** _____ of all material

**Criteria for assessment**

- completion of all components - 25%
- **30** _____ (must represent essence of author's work) - 50%
- artistic and technical design of video - 25%

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-33

Choose the correct answer, A, B or C.

**31** 'Extremophiles' are life forms that can live in

- **A** ○ isolated areas.
- **B** ○ hostile conditions.
- **C** ○ new habitats.

**32** The researchers think that some of the organisms they found in Antarctica are

- **A** ○ new species.
- **B** ○ ancient colonies.
- **C** ○ types of insects.

**33** The researchers were the first people to find life forms in Antarctica

- **A** ○ in the soil.
- **B** ○ under the rock surface.
- **C** ○ on the rocks.

## Questions 34-40

Complete the sentences below.

Write ONE WORD for each answer.

- Access to the sun's heat can create a **34** _____ for some organisms.
- The deeper the soil, the higher the **35** _____ of salt.
- Salt can protect organisms against the effects of **36** _____, even at very low temperatures.
- All living things must have access to **37** _____ water.
- Salt plays a part in the process of **38** _____, which prevents freezing.
- The environment of **39** _____ is similar to the dry valleys of Antarctica.
- This research may provide evidence of the existence of extraterrestrial life forms and their possible **40** _____ on other planets.

# Transcripts

## Part 1

Mrs Blake: Hello?

Conor: Oh, hello. I'm ringing about the advertisement in yesterday's newspaper... the one for the bookcases... can you tell me if they're still available?

Mrs Blake: We've sold one, but we still have two available.

Conor: Right. Er... can you tell me a bit about them?

Mrs Blake: Sure, er... what do you want to know?

Conor: Well, I'm looking for something to fit in my study, so, well, I'm not too worried about the height, but the width's quite important. Can you tell me how wide each of them is?

Mrs Blake: They're both exactly the same size... let me see, I've got the details written down somewhere. Yes, so they're both 75 cm wide and 180 cm high.

Conor: OK, fine, that should fit in OK. And I don't want anything that looks too severe... not made of metal, for example. I was really looking for something made of wood?

Mrs Blake: That's all right, they are, both of them.

Conor: So, are they both the same price as well?

Mrs Blake: No, the first bookcase is quite a bit cheaper. It's just £15.00. We paid £60.00 for it just five years ago, so it's very good value. It's in perfectly good condition, they're both in very good condition in fact, but the first one isn't the same quality as the other one. It's a good sturdy bookcase, it used to be in my son's room, but it could do with a fresh coat of paint...

Conor: Oh, it's painted?

Mrs Blake: Yes, it's cream at present, but as I say you could easily change that if you wanted... to fit in with your colour scheme.

Conor: Yes, I'd probably paint it white if I got it. Let's see, what else... how many shelves has it got?

Mrs Blake: Six - two of them are fixed, and the other four are adjustable so you can shift them up and down according to the sizes of your books.

Conor: Right, fine. Well that certainly sounds like a possibility.

Mrs Blake: But the second one's a lovely bookcase too. That's not painted, it's just the natural wood colour, a dark brown. It was my grandmother's, and I think she bought it sometime in the 1930s so I'd say it must be getting on for eighty years old, it's very good quality, they don't make them like that nowadays.

Conor: And you said it's the same dimensions as the first one?

Mrs Blake: Yes, and it's got the six shelves, but it also has a cupboard at the bottom that's really useful for keeping odds and ends in.

Conor: Right.

Mrs Blake: Oh, and I nearly forgot to say, the other thing about it is it's got glass doors, so the books are all kept out of the dust. So it's really good value for the money. I'm really sorry to be selling it but we just don't have the room for it.

Conor: Mmm. So what are you asking for that one?

Mrs Blake: £95.00. It's quite a bit more, but it's a lovely piece of furniture - a real heirloom.

Conor: Yes... all the same, it's a lot more than I wanted to pay... I didn't really want to go above thirty or forty. Anyway, the first one sounds fine for what I need.

Mrs Blake: Just as you like.

Conor: So is it all right if I come round and have a look this evening, then if it's OK I can take it away with me?

Mrs Blake: Of course. So you'll be coming by car, will you?

Conor: I've got a friend with a van, so I'll get him to bring me round, if you can just give me the details of where you live.

Mrs Blake: Sure. I'm Mrs Blake,...

Conor: B-L-A-K-E?

Mrs Blake: That's right, and the address is 41 Oak Rise, that's in Stanton.

Conor: OK... so I'll be coming from the town centre, can you give me an idea of where you are?

Mrs Blake: Yes, you know the road that goes out towards the university?

Conor: Yes.

Mrs Blake: Well you take that road, and you go on till you get to a roundabout, go straight on, then Oak Rise is the first road to the right.

Conor: Out towards the university, past the roundabout, first left?

Mrs Blake: First right. And we're at the end of the road.

Conor: Got it. So I'll be round at about 7.00, if that's all right. Oh, and my name's Conor... Conor Field.

Mrs Blake: Fine. I'll see you then, Conor. Goodbye.

Conor: Goodbye.

## Part 2

Announcer: One of the most anticipated art events in Christchurch is the Charity Art Sale, organised this year by Neil Curtis. Neil, tell us all about it.

Neil: Well, Diane, this looks like being the biggest art sale yet, and the best thing about it is that the money raised will all go to charity. So what you probably want to know first is where it is. Well, the pictures will be on view all this week, most of them at the Star Gallery in the shopping mall, but we have so many pictures this year that we're also showing some in the cafe next door, so do drop in and see them any day between 9.00 and 5.00. Now if you're interested in buying rather than just looking - and we hope a lot of you will be - the actual sale will take place on Thursday evening, with sales starting at 7.30 - refreshments will be available before the sale, starting at 6.30. We've got about 50 works by local artists showing a huge range of styles and media, and in a minute I'll tell you about some of them. You're probably also interested in what's going to happen to your money once you've handed it over - well, all proceeds will go to support children who are disabled, both here in New Zealand and also in other countries, so you can find an original painting, support local talent, and help these children all at the same time.

Now let me tell you a bit about some of the artists who have kindly agreed to donate their pictures to the Charity Art Sale.

One of them is Don Studley, who has a special interest in the art sale because his five-year-old daughter was born with a serious back problem. After an operation earlier this year, she's now doing fine, but Don says he wants to offer something to help other less fortunate children. Don is totally self taught, and says he's passionate about painting. His paintings depict some of our New Zealand birds in their natural habitats.

One relative newcomer to New Zealand is James Chang, who came here from Taiwan nine years ago, at the age of 56. Mr Chang had 13 exhibitions in Taiwan before he came to live here in Christchurch so he's a well-established artist and art has been a lifelong passion for him. His paintings are certainly worth looking at - if you like abstract pictures with strong colour schemes, you'll love them.

Natalie Stevens was born in New Zealand, but has exhibited in China, Australia and Spain. As well as being an artist, she's a website designer. She believes art should be universal, and her paintings use soft colours and a mixture of media. Most of her pictures are portraits so watch out - some of them may even be friends of yours.

And then we have Christine Shin, from Korea. Christine only started to learn English two years ago, when she arrived in New Zealand, but she's been painting professionally for over ten years and she sure knows how to communicate strong messages through the universal language of art. She usually works from photographs, and paints delicate watercolours, which combine traditional Asian influences with New Zealand landscapes, giving a very special view of our local scenery.

Well, that's all I have time to tell you now, but as well as these four, there are many other artists whose work will be on sale so do come along on Thursday. We accept cheques, credit cards or cash and remember, even if you don't buy a picture you can always make a donation!

## Part 3

Olivia: Hi, Joey. How are you doing? I heard you were sick.

Joey: Oh, hi, Olivia. Yeah, I had a virus last week, and missed a whole pile of lectures, like the first one on the Great Books in Literature... where Dr Castle gave us all the information about the semester project.

Olivia: I can give you copies of the handouts, I've got them right here.

Joey: That's OK. I already collected the handouts but I'm not very clear about all the details... I know we each have to choose an individual author... I think I'm going to do Carlos Castenada... I'm really interested in South American literature.

Olivia: Have you checked he's on the list that Dr Castle gave us? We can't just choose anyone.

Joey: Yeah, I checked, it's OK. Who did you choose?

Olivia: Well, I was thinking of choosing Ernest Hemingway, but then I thought no, I'll do a British author not an American one, so I chose Emily Bronte.

Joey: OK... and first of all it says we have to read a biography of our author - I guess it's OK if we just look up information about him on the Internet?

Olivia: No, it's got to be a full-length book. I think the minimum length's 250 pages... there's a list of biographies, didn't you get that?

Joey: Oh right. I didn't realise we had to stick with that. So what do we have to do when we've read the biography?

Olivia: Well, then we have to choose one work by the writer... again it's got to be something quite long, we can't just read a short story.

Joey: But I guess a collection of short stories would be OK?

Olivia: Yes, or even a collection of poems, they said, but I think most people are doing novels. I'm going to do Wuthering Heights, I've read it before but I really want to read it again now I've found out more about the writer.

Joey: And then the video... we have to make a short video about our author and about the book. How long has it got to be?

Olivia: A minute.

Joey: What? Like, sixty seconds? And we gotta give all the important information about their life and the book we choose...

Olivia: Well you can't do everything... I wrote it down somewhere... yes, Dr Castle said we had to 'find or write a short passage that helps to explain the author's passion for writing, why they're a writer'. So, we can back this up with reference to important events in the writer's life if they're relevant, but it's up to us really. The video's meant to portray the essence of the writer's life and the piece of writing we choose.

Joey: So when we read the biography, we have to think about what kind of person our writer is...

Olivia: Yes... and the historical context and so on. So for my writer, Emily Bronte, the biography gave a really strong impression of the place where she lived and the countryside around.

Joey: Right, I'm beginning to get the idea.

Joey: Er... can I check the other requirements with you?

Olivia: Sure.

Joey: The handout said after we'd read the biography, we had to read the work we'd chosen by our author and choose a passage that's typical in some way... that typifies the author's interests and style.

Olivia: Yes, but at the same time it has to relate to the biographical extract you choose... there's got to be some sort of theme linking them.

Joey: OK, I'm with you.

Olivia: And then you have to think about the video.

Joey: So are we meant to dramatise the scene we choose?

Olivia: I guess we could, but there's not a lot of time for that... I think it's more how we can use things like sound effects to create the atmosphere... the feeling we want.

Joey: And presumably visuals as well?

Olivia: Yeah, of course - I mean, I suppose that's the whole point of making a video - but whatever we use has to be historically in keeping with the author. We can use things like digital image processing to do it all.

Joey: So we can use any computer software we want?

Olivia: Sure. And it's important that we use a range - not just one software program. That's actually one of the things we're assessed on.

Joey: OK.

Olivia: Oh, and something else that's apparently really important is to keep track of the materials we use and to acknowledge them.

Joey: Including stuff we download off the Internet presumably?

Olivia: Yeah, so our video has to list all the material used with details of the source in a bibliography at the end.

Joey: OK. And you were talking about assessment of the project - did they give us the criteria? I couldn't find anything on the handout.

Olivia: Sure. He gave us them in the lecture. Let's see, you get 25 percent just for getting all the components done - that's both sets of reading, and the video. Then the second part is actually how successful we are at getting the essence of the work, they call that 'content' and that counts for 50 percent. Then the last 25 percent is on the video itself, the artistic and technical side.

Joey: Great. Well, that sounds a lot of work, but a whole lot better than just handing in a paper. Thanks a lot, Olivia.

Olivia: You're welcome.

## Part 4

Hello, everybody, and welcome to the sixth of our Ecology evening classes. Nice to see you all again. As you know from the programme, today I want to talk to you about some research that is pushing back the frontiers of the whole field of ecology. And this research is being carried out in the remoter regions of our planet... places where the environment is harsh and - until recently - it was thought that the conditions couldn't sustain life of any kind. But, life forms are being found - and these have been grouped into what is now known as extremophiles - that is, organisms that can survive in the most extreme environments. And these discoveries may be setting a huge challenge for the scientists of the future, as you'll see in a minute.

Now, the particular research I want to tell you about was carried out in Antarctica - one of the coldest and driest places on Earth. But a multinational team of researchers - from the US, Canada and New Zealand - recently discovered colonies of microbes in the soil there, where no one thought it was possible. Interestingly enough, some of the colonies were identified as a type of fungus called Beauveria Bassiana - a fungus that lives on insects. But where are the insects in these utterly empty regions of Antarctica? The researchers concluded that this was clear evidence that these colonies were certainly not new arrivals... they might've been there for centuries, or even millennia - possibly even since the last Ice Age! Can you imagine their excitement?

Now, some types of microbes had previously been found living just a few millimetres under the surface of rocks - porous, Antarctic rocks... but this was the first time that living colonies had been found surviving - erm - relatively deeply in the soil itself, several centimetres down in fact.

So, the big question is: how can these colonies survive there? Well, we know that the organisms living very near the rock surface can still be warmed by the sun, so they can survive in their own microclimate... and this keeps them from freezing during the day. But this isn't the case for the colonies that are hidden under the soil.

In their research paper, this team suggested that the very high amounts of salt in the soil might be the clue - because this is what is preventing essential water from freezing. The team found that the salt concentration increased the deeper down they went in the soil. But while they had expected the number of organisms to be fewer down there, they actually found the opposite. In soil that had as much as 3000 parts of salt per million, relatively high numbers of microbes were present - which seems incredible! But the point is that at those levels of salt, the temperature could drop to minus 56 degrees before frost would cause any damage to the organisms.

This relationship between microbes and salt - at temperatures way below the normal freezing point of water - is a really significant breakthrough. As you all know, life is dependent on the availability of water in liquid form, and the role of salt at very low temperatures could be the key to survival in these kinds of conditions. Now the process at work here is called supercooling - and that's usually written as one word - but it isn't really understood as yet, so, there's a lot more for researchers to work on. However, the fact that this process occurs naturally in Antarctica, may suggest that it might occur in other places with similar conditions, including on our neighbouring planet, Mars. So, you can start to see the wider implications of this kind of research.

In short, it appears to support the growing belief that extraterrestrial life might be able to survive the dry, cold conditions on other planets after all. Not only does this research produce evidence that life is possible there, it's also informing scientists of the locations where it might be found. So all of this might have great significance for future unmanned space missions.

One specialist on Mars confirms the importance...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **75 cm(s)/75 centimetres/75 centimeters** | Yes, so they're both 75 cm wide and 180 cm high |
| 2 | **wood** | I was really looking for something made of wood? Mrs Blake: That's all right, they are, both of them |
| 3 | **15/fifteen** | No, the first bookcase is quite a bit cheaper. It's just £15.00 |
| 4 | **cream** | Yes, it's cream at present, but as I say you could easily change that if you wanted to fit in with your colour scheme |
| 5 | **adjustable** | Six – two of them are fixed, and the other four are adjustable so you can shift them up and down according to the sizes of your books |
| 6 | **cupboard** | Yes, and it's got the six shelves, but it also has a cupboard at the bottom that's really useful for keeping odds and ends in |
| 7 | **doors** | Oh, and I nearly forgot to say, the other thing about it is it's got glass doors, so the books are all kept out of the dust |
| 8 | **95/ninety-five** | Mmm. So what are you asking for that one? Mrs Blake: £95.00 |
| 9 | **Blake** | Mrs Blake: Sure. I'm Mrs Blake Conor: B-L-A-K-E? Mrs Blake: That's right |
| 10 | **B** | Well you take that road, and you go on till you get to a roundabout, go straight on, then Oak Rise is the first road to the right First right. And we're at the end of the road |
| 11 | **café/cafe** | most of them at the Star Gallery in the shopping mall, but we have so many pictures this year that we're also showing some in the cafe next door |
| 12 | **7.30 (p.m./pm) / 7:30 (p.m./pm)** | the actual sale will take place on Thursday evening, with sales starting at 7.30 – refreshments will be available before the sale, starting at 6.30 |
| 13 | **(the) disabled** | well, all proceeds will go to support children who are disabled, both here in New Zealand and also in other countries |
| 14 | **birds** | His paintings depict some of our New Zealand birds in their natural habitats |
| 15 | **(art) exhibitions** | Mr Chang had 13 exhibitions in Taiwan before he came to live here in Christchurch so he's a well-established artist and art has been a lifelong passion for him |
| 16 | **abstract** | His paintings are certainly worth looking at – if you like abstract pictures with strong colour schemes, you'll love them |
| 17 | **designer** | As well as being an artist, she's a website designer |
| 18 | **portraits** | Most of her pictures are portraits so watch out – some of them may even be friends of yours |
| 19 | **two years/2 years** | Christine only started to learn English two years ago, when she arrived in New Zealand |
| 20 | **photographs/photos** | She usually works from photographs, and paints delicate watercolours, which combine traditional Asian influences with New Zealand landscapes, giving a very special view of our local scenery |
| 21 | **A** | Have you checked he's on the list that Dr Castle gave us? We can't just choose anyone |
| 22 | **C** | Joey: OK and first of all it says we have to read a biography of our author – I guess it's OK if we just look up information about him on the Internet? Olivia: No, it's got to be a full-length book. I think the minimum length's 250 pages there's a list of biographies, didn't you get that |
| 23 | **B** | Yes, or even a collection of poems, they said, but I think most people are doing novels |
| 24 | **C** | Joey: And then the video we have to make a short video about our author and about the book. How long has it got to be? Olivia: A minute. Joey: What? Like, sixty seconds |
| 25 | **B** | So, we can back this up with reference to important events in the writer's life if they're relevant, but it's up to us really |
| 26 | **interests and style/style and interests** | The handout said after we'd read the biography, we had to read the work we'd chosen by our author and choose a passage that's typical in some way that typifies the author's interests and style |
| 27 | **visuals** | I think it's more how we can use things like sound effects to create the atmosphere the feeling we want. Joey: And presumably visuals as well? Olivia: Yeah, of course – I mean, I suppose that's the whole point of making a video – but whatever we use has to be historically in keeping with the author |
| 28 | **range** | Olivia: Sure. And it's important that we use a range — not just one software program. That's actually one of the things we're assessed on |
| 29 | **source(s)** | Yeah, so our video has to list all the material used with details of the source in a bibliography at the end |

| # | Answer | Explanation |
|---|---|---|
| **30** | **content** | Then the second part is actually how successful we are at getting the essence of the work, they call that 'content' and that counts for 50 percent |
| **31** | **B** | life forms are being found – and these have been grouped into what is now known as extremophiles – that is, organisms that can survive in the most extreme environments |
| **32** | **B** | The researchers concluded that this was clear evidence that these colonies were certainly not new arrivals they might've been there for centuries, or even millennia – possibly even since the last Ice Age |
| **33** | **A** | Now, some types of microbes had previously been found living just a few millimetres under the surface of rocks – porous, Antarctic rocks but this was the first time that living colonies had been found surviving – erm – relatively deeply in the soil itself, several centimetres down in fact |
| **34** | **microclimate** | the organisms living very near the rock surface can still be warmed by the sun, so they can survive in their own microclimate |
| **35** | **concentration** | The team found that the salt concentration increased the deeper down they went in the soil |
| **36** | **frost** | In soil that had as much as 3000 parts of salt per million, relatively high numbers of microbes were present – which seems incredible! But the point is that at those levels of salt, the temperature could drop to minus 56 degrees before frost would cause any damage to the organisms |
| **37** | **liquid** | As you all know, life is dependent on the availability of water in liquid form, and the role of salt at very low temperatures could be the key to survival in these kinds of conditions |
| **38** | **supercooling** | Now the process at work here is called supercooling – and that's usually written as one word – but it isn't really understood as yet, so, there's a lot more for researchers to work on |
| **39** | **Mars** | However, the fact that this process occurs naturally in Antarctica, may suggest that it might occur in other places with similar conditions, including on our neighbouring planet, Mars |
| **40** | **locations** | Not only does this research produce evidence that life is possible there, it's also informing scientists of the locations where it might be found |

# Test 53

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Choose the correct letter, A, B or C.

**1** What is Martin's occupation?

- **A** ○ He works in a car factory.
- **B** ○ He works in a bank.
- **C** ○ He is a college student.

**2** The friends would prefer somewhere with

- **A** ○ four bedrooms.
- **B** ○ three bedrooms.
- **C** ○ two bathrooms.

**3** Phil would rather live in

- **A** ○ the east suburbs.
- **B** ○ the city centre.
- **C** ○ the west suburbs.

### Questions 4-10

Complete the table below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

| Location | Features | Good (✓) and bad (✕) points |
|---|---|---|
| Bridge Street, near the **4** _____ | • 3 bedrooms<br>• very big living room | ✓ 5 £ **5** _____ a month<br>✓ transport links<br>✕ no shower<br>✕ could be **6** _____ |
| **7** _____ | • 4 bedrooms<br>• living room<br>• **8** _____ | ✓ **9** _____ and well equipped<br>✓ shower<br>✓ will be **10** _____<br>✕ £800 a month |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Complete the sentences below.

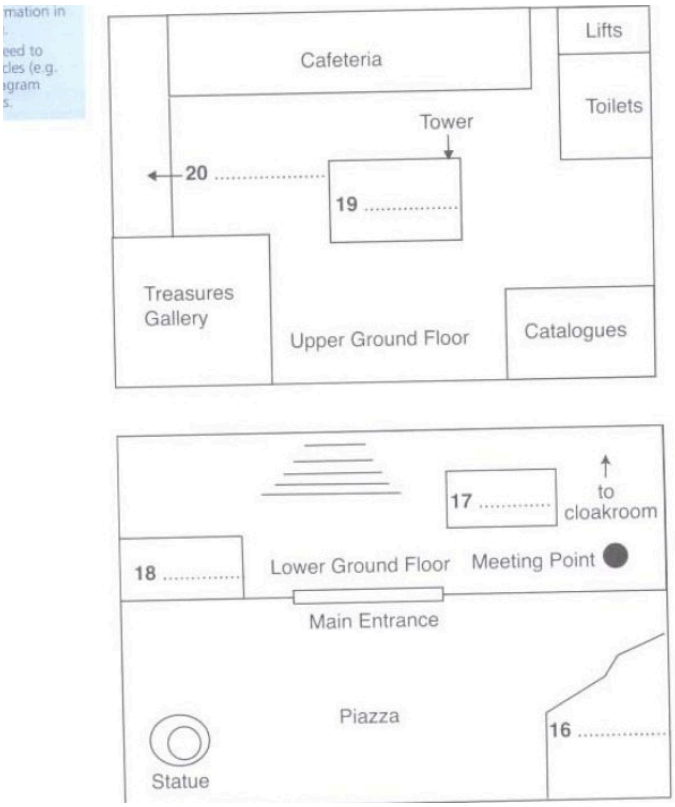
Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

- The reading rooms are only open for group visits on **11** _____.
- The library was officially opened in **12** _____.
- All the library rooms together cover **13** _____ m².
- The library is financed by the **14** _____.
- The main function of the library is to provide resources for people doing **15** _____.

### Questions 16-20

Label the plan below.

Write NO MORE THAN THREE WORDS for each answer.




**16** _____

**17** _____

**18** _____

**19** _____

**20** _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-25

Choose the correct answer, A, B or C.

**21** The main aim of Dave's project is to

- **A** ○ describe a policy.
- **B** ○ investigate an assumption.
- **C** ○ identify a problem.

**22** Dave's project is based on schemes in

- **A** ○ schools.
- **B** ○ colleges.
- **C** ○ universities.

**23** How many academic organisations returned Dave's questionnaire?

- **A** ○ 15
- **B** ○ 50
- **C** ○ 150

**24** Dave wanted his questionnaires to be completed by company

- **A** ○ Human Resources Managers.
- **B** ○ Line Managers.
- **C** ○ owners.

**25** Dr Green wants Dave to provide a full list of

- **A** ○ respondents.
- **B** ○ appendices.
- **C** ○ companies.

## Questions 26-30

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

**Notes on project**

**Introduction**

- improve the **26** _____ of ideas

- include a **27** _____ of 'Work Placement'

- have separate sections for literature survey and research **28** _____ and methods

**Findings**

Preparation stage - add summary

**29** _____ development - good

Constraints on learning - provide better links to the **30** _____ from research

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-35

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- Bilingualism can be defined as having an equal level of communicative **31** _____ in two or more languages.
- Early research suggested that bilingualism caused problems with **32** _____ and mental development.
- Early research into bilingualism is now rejected because it did not consider the **33** _____ backgrounds of the children.
- It is now thought that there is a **34** _____ relationship between bilingualism and cognitive skills in children.
- Research done by Ellen Bialystok in Canada now suggests that the effects of bilingualism also apply to **35** _____.

### Questions 36-40

Choose the correct letter, A, B or C.

**36** In Dr Bialystok's experiment, the subjects had to react according to

- **A** ○ the colour of the square on the screen.
- **B** ○ the location of the square on the screen.
- **C** ○ the location of the shift key on the keyboard.

**37** The experiment demonstrated the 'Simon effect' because it involved a conflict between

- **A** ○ seeing something and reacting to it.
- **B** ○ producing fast and slow reactions.
- **C** ○ demonstrating awareness of shape and colour.

**38** The experiment shows that, compared with the monolingual subjects, the bilingual subjects

- **A** ○ were more intelligent.
- **B** ○ had faster reaction times overall.
- **C** ○ had more problems with the 'Simon effect'.

**39** The results of the experiment indicate that bilingual people may be better at

- **A** ○ doing different types of tasks at the same time.
- **B** ○ thinking about several things at once.
- **C** ○ focusing only on what is needed to do a task.

**40** Dr Bialystok's first and second experiments both suggest that bilingualism may

- **A** ○ slow down the effects of old age on the brain.
- **B** ○ lead to mental confusion among old people.
- **C** ○ help old people to stay in better physical condition.

# Transcripts

## Part 1

Cindy: Hello, Brindall's Estate Agents here. How may I help you?

Martin: Oh, good morning, I'm ringing to see what flats you have for rent at the moment.

Cindy: Right. Can I start by just taking your name Mr em...

Martin: Hill, Martin Hill.

Cindy: Right, and are you looking for a flat for yourself or ... em ... a family perhaps?

Martin: Well it's for three of us: myself and two friends – we're going to share together.

Cindy: I see ... erm, what about employment – are you all students?

Martin: Oh no, we've all got full-time jobs – two of us work in the Central Bank, that's Chris and me, and Phil – that's the other one – is working for Hallam cars, you know, at the factory about two miles out of town?

Cindy: I'll put you down as young professionals, then – and I suppose you'll be looking for somewhere with three bedrooms?

Martin: Yeah – at least three. But actually, we'd rather have a fourth room as well – if we can afford it – for friends staying over and stuff.

Cindy: Is that with a living room to share? Plus kitchen and bathroom?

Martin: Yeah, that sounds good. But we must have a bathroom with a shower. We don't mind about having a bath, but the shower's crucial.

Cindy: OK, I'll just key that in ... And, are you interested in any particular area?

Martin: Well, the city centre would be good for me and Chris, so that's our first preference ... but we'd consider anything in the west suburbs as well really – actually for Phil that'd be better, but he knows he's outnumbered! But we aren't interested in the north or the east of the city.

Cindy: OK, I'm just getting up all the flats on our books.

Cindy: Just looking at this list here, I'm afraid there are only two that might interest you ... do you want the details?

Martin: OK, let me just grab a pen and some paper ... fire away!

Cindy: This first one I'm looking at is in Bridge Street – and very close to the bus station. It's not often that flats in that area come up for rent. This one's got three bedrooms, a bathroom and kitchen, of course ... and a very big living room. That sounds a good size for you.

Martin: Mmmm ... So, what about the rent? How much is it a month?

Cindy: The good news is that it's only four hundred and fifty pounds a month. Rents in that area usually reach up to six fifty a month, but the landlord obviously wants to get a tenant quickly.

Martin: Yeah, it sounds like a bit of a bargain. What about transport for Phil?

Cindy: Well, there'll be plenty of buses – so no problem for him to use public transport ... er ... but unfortunately there isn't a shower in the flat, and that location is likely to be noisy, of course ...

Martin: OK – what about the other place?

Cindy: Let's see ... oh yes, well this one is in a really nice location – on Hills Avenue. I'm sure you know it. This looks like something a bit special. It's got four big bedrooms and erm, there's a big living room and ... oh, this will be good for you: a dining room. It sounds enormous, doesn't it?

Martin: Yeah, it sounds great!

Cindy: That whole area's being developed, and the flat's very modern, which I'm sure you'll like. It's got good facilities, including your shower. And of course it's going to be quiet, especially compared with the other place.

Martin: Better and better ... but I'll bet it's expensive, especially if it's in that trendy area beside the park.

Cindy: Hmm, I'm afraid so. They're asking £800 a month for it.

Martin: Wow! It sounds a lot more than we can afford.

Cindy: Well, maybe you could get somebody else to move in too? I'll tell you what, give me your address and I can send you all the details and photos and you can see whether these two are worth a visit.

Martin: Thanks, that would be really helpful ... my address is ...

## Part 2

Good afternoon, ladies and gentlemen, and welcome to your very own tour of the British Library on this lovely afternoon. My name is Tony Walters and I'm your guide for today. Could I please see your tickets for the guided tour? I'd also like to remind you that any tickets bought today do not include a visit to the reading rooms. I'm afraid we don't do visits on Fridays – or any weekday during working hours, so as not to disturb the readers. But if you do want to see those rooms, the only day there are tours is on Sundays. So, I don't want anyone to be disappointed about that today. OK? Thank you.

Right. We'll start with a brief introduction. As many of you know, this is the United Kingdom's National Library and you can see that this is a magnificent modern building. It was first designed by Sir Colin St John Wilson in 1977, and inaugurated by Her Majesty the Queen more than twenty years later, in 1998.

As you can see, the size is immense and the basements alone have 300 kilometres of shelving – and that's enough to hold about 12 million books. The total floor space here is 100,000 square metres and, as I'll show you, the library houses a huge range of facilities and exhibition spaces, and it has a thousand staff members based here in the building – so, you can appreciate the scale of our operation.

In fact, this was the biggest publicly-funded building constructed in the United Kingdom last century. It is still funded by the government as a national institution, of course, and it houses one of the most important collections in the world. The different items come from every continent and span almost 3000 years.

The library isn't a public library, though – you can't just come in and join and borrow any of the books. Access to the collections is limited to those involved in carrying out research – so, it's really a huge reference library for that purpose, and anyone who wants to consult any materials that are kept here can formally apply to use the library reading rooms.

Right, well, here we are, standing at the Meeting Point on the lower ground floor just to the right of the Main Entrance. I've given you all a plan of the building so that we can orientate ourselves and get an idea of where we'll be going. Now, outside the Main Entrance you'll see the wide Piazza with the stunning sculpture of Newton. The sculptor was Paolozzi, but it's based on the famous image by William Blake – and it's definitely worth a closer look. On the other side of the Piazza from the statue is the Conference Centre, which is used for all kinds of international conventions – we'll take a quick look inside at the end of our tour.

Looking ahead of us now, you'll see that we're standing opposite the staircase down to the basement where you'll find the cloakroom, and to the left of that, we have the information desk where you can find out about any current exhibitions, the times of the tours and anything you need to know – if you don't have a tour guide. As you can see, on this lower ground floor we also have a bookshop – that's the area over to the left of the main entrance. You'll be free to browse there when we get back to the ground floor.

Now, opposite the main entrance on this floor we have the open stairs leading up to the upper ground floor. And at the top of them, in the middle of the upper ground floor, you can see a kind of glass-sided tower that rises all the way up through the ceiling and up to the first floor. This is called the King's Library. It's really the heart of the building. It was built to house the collection that was presented to the nation in 1823 by the King. You can see it from every floor above ground. When we go up there, you'll find the library's Treasures Gallery on the left. Can you find it on your plan? That's the exciting one, so we'll be visiting that first, but we'll also take a look at the stamp display situated behind it, on the way to the café – a lot of people miss that. The Cafeteria runs along the back of the floor and, in the right-hand corner you'll find the lifts and toilets ... ha, always good to locate them. ... The other main area on that floor is the Public Access Catalogue section and I'll show you how that operates when we get up there ...

## Part 3

Dr Green: Good afternoon, Dave, come on in and take a seat.

Dave: Hi, Dr Green ... thanks.

Dr Green: Hang on a minute, I'll just find the first draft of your project paper and we can have a look at it together. Now yours is the one on Work Placement, isn't it?

Dave: Yeah, that's right.

Dr Green: So what made you choose that for your project?

Dave: Well, I suppose it was because sending students off to various companies for work experience seems to be such a typical part of educational courses these days – I mean, even school kids get to do it. But, I felt everyone just kind of assumes it's a good thing ... and I guess I wanted to find out if that's the case.

Dr Green: But you don't look at schools or colleges, right? You've stuck to university placement schemes.

Dave: Yeah, well, I quickly found that I had to limit my research, otherwise the area was just too big. Do you think that was OK?

Dr Green: I think it's very sensible, especially as the objectives might be very different. So how many schemes did you look at?

Dave: Well, I sent out about 150 questionnaires altogether – you know, 50 of each to university authorities, students and companies, and I got responses from 15 educational institutions, and, er, 30 students in 11 individual companies.

Dr Green: Great, that sounds like a good sample. And who did you send your company questionnaires to?

Dave: Well, the idea was to have them done by the students' Line Managers, but sometimes they were filled in by the Human Resources manager or even the owner of the company.

Dr Green: Right. I didn't find a full list anywhere, so I think it's very important to provide that, really. You can put it as an appendix at the back.

Dave: Right, I've got a record of all the respondents so that'll be easy. I hope other things were OK. I mean, I've already put such a lot of work into this project, identifying the companies and so on.

Dr Green: Oh, I can tell ... I think you've done a good job overall.

Dr Green: I thought your questionnaires were excellent, and you'd obviously done lots of background reading, but there were a few problems with the introduction ... First of all, I think you need to make some slight changes to the organisation of your information there, at present it's a bit confused.

Dave: OK. What did you have in mind?

Dr Green: Well, you write quite a bit about Work Placement in general, but you never explain what you mean by the term.

Dave: So you think I should give a definition?

Dr Green: Exactly. And the introduction is the place to do it. And then ... look, you start talking about what's been written on the topic – but it's all a bit mixed up with your own project.

Dave: So, do you think it would be better to have two sections there – like, a survey of the literature as the introduction ... and then a separate section on the aims of my research?

Dr Green: I do. You can include your methods for collecting data in the second section too. It would be much clearer for your reader ... you know, establish the background first, then how your work relates to it ... it would flow quite nicely then.

Dave: Yes, I see what you mean.

Dr Green: Anyway, moving on ... I like the way you've grouped your findings into three main topic areas.

Dave: Well, it became very obvious from the questionnaires that the preparation stage was really important for the whole scheme to work. So I had to look at that first. And I found a huge variation between the different institutions, as you saw.

Dr Green: I was wondering if you could give a summary at the end of this stage of what you consider to be the best practice you found ... I think that would be very helpful ...

Dave: Right, I'll just make a note of that. What did you think of my second set of findings – on Key Skills development? For me, this is the core of my whole project really ...

Dr Green: And you've handled it very well. I wouldn't want you to make any changes – you've already got a nice final focus on good practice there.

Dave: Thanks.

Dr Green: Right, now I think the last part, which deals with the reasons why students don't learn ...

Dave: What? The constraints on learning chapter?

Dr Green: Yes, that's the one – I think you need to refer to the evidence from your research a bit more closely here. You know, maybe you could illustrate it with quotations from the questionnaires, or even use any extracts from a student 'diary' if you can. And refer back to what you've written about good practice ...

## Part 4

When we look at theories of education and learning we see a constant shifting of views as established theories are questioned and refined or even replaced, and we can see this very clearly in the way that attitudes towards bilingualism have changed.

Let's start with a definition of bilingualism, and for our purposes today, we can say it's the ability to communicate with the same degree of proficiency in at least two languages. Now, in practical terms this might seem like a good thing – something we'd all like to be able to do. However, early research done with children in the USA in fact suggested that being bilingual interfered in some way with learning and with the development of their mental processes, and so in those days bilingualism was regarded as something to be avoided, and parents were encouraged to bring their children up as monolingual – just speaking one language. But this research, which took place in the early part of the twentieth century, is now regarded as unsound for various reasons, mainly because it didn't take into account other factors such as the children's social and economic backgrounds.

Now, in our last lecture we were looking at some of the research that's been done into the way children learn, into their cognitive development, and in fact we believe now that the relationship between bilingualism and cognitive development is actually a positive one – it turns out that cognitive skills such as problem solving, which don't seem at first glance to have anything to do with how many languages you speak, are better among bilingual children than monolingual ones.

And quite recently there's been some very interesting work done by Ellen Bialystok at York University in Canada, she's been doing various studies on the effects of bilingualism and her findings provide some evidence that they might apply to adults as well, they're not just restricted to children.

So how do you go about investigating something like this? Well, Dr Bialystok used groups of monolingual and bilingual subjects, aged from 30 right up to 88. For one experiment, she used a computer program which displayed either a red or a blue square on the screen. The coloured square could come up on either the left-hand or the right-hand side of the screen. If the square was blue, the subject had to press the left 'shift' key on the keyboard and if the square was red they had to press the right shift key. So they didn't have to react at all to the actual position of the square on the screen, just to the colour they saw. And she measured the subjects' reaction times by recording how long it took them to press the shift key, and how often they got it right.

What she was particularly interested in was whether it took the subject longer to react when a square lit up on one side of the screen – say the left, and the subject had to press the shift key on the right-hand side. She'd expected that it would take more processing time than if a square lit up on the left and the candidates had to press a left key. This was because of a phenomenon known as the 'Simon effect', where, basically the brain gets a bit confused because of conflicting demands being made on it – in this case seeing something on the right, and having to react on the left – and this causes a person's reaction times to slow down.

The results of the experiment showed that the bilingual subjects responded more quickly than the monolingual ones. That was true both when the squares were on the 'correct' side of the screen, so to speak, and – even more so – when they were not. So, bilingual people were better able to deal with the Simon effect than the monolingual ones.

So, what's the explanation for this? Well, the result of the experiment suggests that bilingual people are better at ignoring information which is irrelevant to the task in hand and just concentrating on what's important. One suggestion given by Dr Bialystok was that it might be because someone who speaks two languages can suppress the activity of parts of the brain when it isn't needed – in particular, the part that processes whichever language isn't being used at that particular time.

Well, she then went on to investigate that with a second experiment, but again the bilingual group performed better, and what was particularly interesting, and this is I think why the experiments have received so much publicity, is that in all cases, the performance gap between monolinguals and bilinguals actually increased with age – which suggests that bilingualism protects the mind against decline, so in some way the life-long experience of managing two languages may prevent some of the negative effects of aging. So that's a very different story from the early research.

So what are the implications of this for education ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **B** | two of us work in the Central Bank, that's Chris and me |
| 2 | **A** | Yeah – at least three. But actually, we'd rather have a fourth room as well – if we can afford it – for friends staying over and stuff |
| 3 | **C** | but we'd consider anything in the west suburbs as well really – actually for Phil that'd be better |
| 4 | **bus station** | This first one I'm looking at is in Bridge Street – and very close to the bus station |
| 5 | **450** | The good news is that it's only four hundred and fifty pounds a month |
| 6 | **noisy** | er but unfortunately there isn't a shower in the flat, and that location is likely to be noisy, of course |
| 7 | **Hills Avenue** | Let's see oh yes, well this one is in a really nice location – on Hills Avenue |
| 8 | **dining room** | It's got four big bedrooms and erm, there's a big living room and oh, this will be good for you: a dining room |
| 9 | **(very) modern** | That whole area's being developed, and the flat's very modern, which I'm sure you'll like |
| 10 | **quiet** | And of course it's going to be quiet, especially compared with the other place |
| 11 | **Sundays** | I'm afraid we don't do visits on Fridays – or any weekday during working hours, so as not to disturb the readers. But if you do want to see those rooms, the only day there are tours is on Sundays |
| 12 | **1998** | It was first designed by Sir Colin St John Wilson in 1977, and inaugurated by Her Majesty the Queen more than twenty years later, in 1998 |
| 13 | **100,000 / 100000 / one hundred thousand / a hundred thousand** | The total floor space here is 100,000 square metres |
| 14 | **government** | It is still funded by the government as a national institution, of course, and it houses one of the most important collections in the world |
| 15 | **research** | Access to the collections is limited to those involved in carrying out research – so, it's really a huge reference library for that purpose, and anyone who wants to consult any materials that are kept here can formally apply to use the library reading rooms |
| 16 | **Conference Centre/Conference Center** | On the other side of the Piazza from the statue is the Conference Centre, which is used for all kinds of international conventions – we'll take a quick look inside at the end of our tour |
| 17 | **Information Desk** | Looking ahead of us now, you'll see that we're standing opposite the staircase down to the basement where you'll find the cloakroom, and to the left of that, we have the information desk where you can find out about any current exhibitions, the times of the tours and anything you need to know |
| 18 | **bookshop** | As you can see, on this lower ground floor we also have a bookshop – that's the area over to the left of the main entrance |
| 19 | **King(')s Library** | And at the top of them, in the middle of the upper ground floor, you can see a kind of glass-sided tower that rises all the way up through the ceiling and up to the first floor. This is called the King's Library |
| 20 | **stamp display** | That's the exciting one, so we'll be visiting that first, but we'll also take a look at the stamp display situated behind it, on the way to the café – a lot of people miss that |
| 21 | **B** | But, I felt everyone just kind of assumes it's a good thing and I guess I wanted to find out if that's the case |
| 22 | **C** | Dr Green: But you don't look at schools or colleges, right? You've stuck to university placement schemes. Dave: Yeah, well, I quickly found that I had to limit my research, otherwise the area was just too big |
| 23 | **A** | Well, I sent out about 150 questionnaires altogether – you know, 50 of each to university authorities, students and companies, and I got responses from 15 educational institutions, and, er, 30 students in 11 individual companies |
| 24 | **B** | Well, the idea was to have them done by the students' Line Managers, but sometimes they were filled in by the Human Resources manager or even the owner of the company |
| 25 | **A** | Dr Green: Right. I didn't find a full list anywhere, so I think it's very important to provide that, really. You can put it as an appendix at the back. Dave: Right, I've got a record of all the respondents so that'll be easy |
| 26 | **organisation/organization** | First of all, I think you need to make some slight changes to the organisation of your information there, at present it's a bit confused |
| 27 | **definition** | Well, you write quite a bit about Work Placement in general, but you never explain what you mean by the term. Dave: So you think I should give a definition? Dr Green: Exactly. And the introduction is the place to do it |

| # | Answer | Explanation |
|---|---|---|
| **28** | **aims** | So, do you think it would be better to have two sections there – like, a survey of the literature as the introduction and then a separate section on the aims of my research |
| **29** | **Key Skills** | What did you think of my second set of findings – on Key Skills development? For me, this is the core of my whole project really |
| **30** | **evidence** | Yes, that's the one – I think you need to refer to the evidence from your research a bit more closely here |
| **31** | **proficiency** | Let's start with a definition of bilingualism, and for our purposes today, we can say it's the ability to communicate with the same degree of proficiency in at least two languages |
| **32** | **learning** | However, early research done with children in the USA in fact suggested that being bilingual interfered in some way with learning and with the development of their mental processes, and so in those days bilingualism was regarded as something to be avoided, and parents were encouraged to bring their children up as monolingual – just speaking one language |
| **33** | **social (and) economic** | But this research, which took place in the early part of the twentieth century, is now regarded as unsound for various reasons, mainly because it didn't take into account other factors such as the children's social and economic backgrounds |
| **34** | **positive** | Now, in our last lecture we were looking at some of the research that's been done into the way children learn, into their cognitive development, and in fact we believe now that the relationship between bilingualism and cognitive development is actually a positive one – it turns out that cognitive skills such as problem solving, which don't seem at first glance to have anything to do with how many languages you speak, are better among bilingual children than monolingual ones |
| **35** | **adults** | And quite recently there's been some very interesting work done by Ellen Bialystok at York University in Canada, she's been doing various studies on the effects of bilingualism and her findings provide some evidence that they might apply to adults as well, they're not just restricted to children |
| **36** | **A** | If the square was blue, the subject had to press the left 'shift' key on the keyboard and if the square was red they had to press the right shift key. So they didn't have to react at all to the actual position of the square on the screen, just to the colour they saw |
| **37** | **A** | This was because of a phenomenon known as the 'Simon effect', where, basically the brain gets a bit confused because of conflicting demands being made on it – in this case seeing something on the right, and having to react on the left – and this causes a person's reaction times to slow down |
| **38** | **B** | The results of the experiment showed that the bilingual subjects responded more quickly than the monolingual ones. That was true both when the squares were on the 'correct' side of the screen, so to speak, and—even more so—when they were not |
| **39** | **C** | Well, the result of the experiment suggests that bilingual people are better at ignoring information which is irrelevant to the task in hand and just concentrating on what's important |
| **40** | **A** | performance gap between monolinguals and bilinguals actually increased with age – which suggests that bilingualism protects the mind against decline, so in some way the life-long experience of managing two languages may prevent some of the negative effects of aging |

# Test 54

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**Council Youth Scheme**

**Application for Funding for Group Project**

| **Example** | **Answer** |
|---|---|
| Name | *Ralph Pearson* |
| Contact address | 1 _____, Drayton DR6 8AB |
| Telephone number | 01453 586098 |
| Name of group | Community Youth Theatre Group |
| Description of group | amateur theatre group ( 2 _____ members)<br>involved in drama 3 _____ |
| Amount of money requested | £ 4 _____ |
| Description of project | to produce a short 5 _____ play for young children |
| Money needed for | • 6 _____ for scenery<br>• costumes<br>• cost of 7 _____<br>• 8 _____<br>• sundries |

**How source of funding will be credited**

acknowledged in the 9 _____ given to audience**Other organisations approached for funding (and outcome)**

National Youth Services – money was 10 _____

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-15

Choose the correct answer, A, B or C.

**11** Joanne says that visitors to Darwin are often surprised by

- **A** ○ the number of young people.
- **B** ○ the casual atmosphere.
- **C** ○ the range of cultures.

**12** To enjoy cultural activities, the people of Darwin tend to

- **A** ○ travel to southern Australia.
- **B** ○ bring in artists from other areas.
- **C** ○ involve themselves in production.

**13** The Chinese temple in Darwin

- **A** ○ is no longer used for its original purpose.
- **B** ○ was rebuilt after its destruction in a storm.
- **C** ○ was demolished to make room for new buildings.

**14** The main problem with travelling by bicycle is

- **A** ○ the climate.
- **B** ○ the traffic.
- **C** ○ the hills.

**15** What does Joanne say about swimming in the sea?

- **A** ○ It is essential to wear a protective suit.
- **B** ○ Swimming is only safe during the winter.
- **C** ○ You should stay in certain restricted areas.

## Questions 16-20

What can you find at each of the places below?

Choose your answers from the box and write the correct letter A-H next to Questions 16-20.

A. a flower market

B. a chance to feed the fish

C. good nightlife

D. international arts and crafts

E. good cheap international food

F. a trip to catch fish

G. shops and seafood restaurants

H. a wide range of different plants

**16** 'Aquascene' _____

**17** Smith Street Mall _____

**18** Cullen Bay Marina _____

**19** Fannie Bay _____

**20** Mitchell Street _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- Phil and Stella's goal is to **21** _____ the hypothesis that weather has an effect on a person's mood.
- They expect to find that 'good' weather (weather which is **22** _____) has a positive effect on a person's mood.
- Stella defines 'effect on mood' as a **23** _____ in the way a person feels.

### Questions 24-27

What information was given by each writer?

Choose your answers from the box and write the letters A-F next to Questions 24-27.

A. the benefits of moving to a warmer environment

B. the type of weather with the worst effect on mood

C. how past events affect attitudes to weather

D. the important effect of stress on mood

E. the important effect of hours of sunshine on mood

F. psychological problems due to having to cope with bad weather

**24** Vickers _____

**25** Whitebourne _____

**26** Haverton _____

**27** Stanfield _____

### Questions 28-30

Choose THREE letters A-H.

Which THREE things do Phil and Stella still have to decide on?

**28** **29** **30** Which THREE things do Phil and Stella still have to decide on?

- **A** ☐ how to analyse their results
- **B** ☐ their methods of presentation
- **C** ☐ the design of their questionnaire
- **D** ☐ the location of their survey
- **E** ☐ weather variables to be measured
- **F** ☐ the dates of their survey
- **G** ☐ the size of their survey
- **H** ☐ the source of data on weather variables

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-32

Choose TWO letters A-F.

Which two of the following problems are causing concern to educational authorities in the USA?

31 32 Which two of the following problems are causing concern to educational authorities in the USA?

- A ☐ differences between rich and poor students
- B ☐ high numbers dropping out of education
- C ☐ falling standards of students
- D ☐ poor results compared with other nationalities
- E ☐ low scores of overseas students
- F ☐ differences between rural and urban students

### Questions 33-34

Choose TWO letters A-F.

According to the speaker, what are two advantages of reducing class sizes?

33 34 According to the speaker, what are two advantages of reducing class sizes?

- A ☐ more employment for teachers
- B ☐ improvement in general health of the population
- C ☐ reduction in number of days taken off sick by teachers
- D ☐ better use of existing buildings and resources
- E ☐ better level of education of workforce
- F ☐ availability of better qualified teachers

### Questions 35-40

Complete the table below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**USA RESEARCH PROJECTS INTO CLASS SIZES**

| State | Schools involved | Number of students participating | Key findings | Problems |
|---|---|---|---|---|
| Tennessee | about 70 schools | in total<br>35 _____ | significant benefit especially for<br>36 _____<br>pupils | • lack of agreement on implications of data |
| California | 37 _____<br>schools | 1.8 million | very little benefit | • shortage of<br>38 _____ ,<br>especially in poorer areas<br>• no proper method for |

| State | Schools involved | Number of students participating | Key findings | Problems |
|---|---|---|---|---|
| | | | | 39 _____ of project |
| Wisconsin | 14 schools (with pupils from<br>40 _____<br>families) | | similar results to Tennessee project | |

# Transcripts

## Part 1

Ralph: Hello?

Paula: Ralph, it's Paula.

Ralph: Hi.

Paula: You know I told you we could apply to the local council for money for our drama club... I've got the application form here but we need to get it back to them by the end of the week. I could send it on to you - you really ought to fill it in as president of the club - but I don't know if it'll get to you in time.

Ralph: Well, you're the secretary, so I expect it's OK if you fill it in.

Paula: Yeah... but I'd really like to check it together.

Ralph: Right. That's fine.

Paula: Like the first part asks for the main contact person - can I put you there?

Ralph: Sure.

Paula: Right. So that's Ralph Pearson... and then I need your contact address, so that's 203 South Road, isn't it?

Ralph: No, 230...

Paula: Sorry, I always get that wrong... Then it's Drayton - do you think they need a postcode?

Ralph: Better put it - it's DR6 8AB.

Paula: Hmm mmm, OK... telephone number, that's 01453 586098 isn't it?

Ralph: Yes.

Paula: Right. Now, in the next part of the form I have to give information about our group... so, name of group, that's easy, we're the Community Youth Theatre Group, but then I have to describe it. So, what sort of information do you think they want?

Ralph: Well, they need to know we're amateurs, not professional actors... and how many members we've got - what's that at present - twenty?

Paula: Eighteen... and, should we put in the age range, that's 13 to 22?

Ralph: No, I don't think we need to. But we'd better put a bit about what we actually do... something like 'members take part in drama activities'.

Paula: Activities and workshops?

Ralph: OK.

Paula: Right. That's all for that section I think.

Paula: Now, the next bit is about the project itself - what we're applying for funding for. So first of all they need to know how much money we want. The maximum's £500.

Ralph: I think we agreed we'd ask for £250, didn't we?

Paula: OK. There's no point in asking for too much - we'll have less chance of getting it. Then, we need to say what the project... erm, the activity is.

Ralph: Right - so we could write something like 'to produce a short play for young children'.

Paula: Should we say it's interactive?

Ralph: Yes, good idea...

Paula: Right... I've got that. Then we have to say what we actually need the money for...

Ralph: Isn't that it?

Paula: No, we have to give a breakdown of details, I think.

Ralph: Well, there's the scenery.

Paula: But we're making that.

Ralph: We need to buy the materials, though.

Paula: OK. Then there's the costumes.

Ralph: Right. That's going to be at least £50.

Paula: OK. And what else... oh, I just found out we have to have insurance... I don't think it'll cost much, but we need to get it organised.

Ralph: Yes... I'd forgotten about that, and we could be breaking the law if we don't have it. Good thing we've already got curtains in the hall, at least we don't have to worry about that.

Paula: Mmm. We'll need some money for publicity - otherwise no one will know what we're doing.

Ralph: And then a bit of money for unexpected things that come up - just put 'sundries' at the end of the list.

Paula: OK, fine. Now the next thing they want to know is if they give us the grant, how they'll be credited.

Ralph: What do they mean, credited?

Paula: I think they mean how we'll let the public know that they funded us... they want people to know they've supported us, it looks good for them.

Ralph: Mmm. Well, we could say we'd announce it at the end of the play. We could make a speech or something.

Paula: Hmm, they might prefer to see something in writing... we'll be giving the audience a programme, won't we - so we could put an acknowledgement in that?

Ralph: Yeah, that's a better idea.

Paula: OK. And the last thing they want to know is if we've approached any other organisations for funding, and what the outcome was.

Ralph: Well, only National Youth Services... and they said that at present funds were not available for arts projects.

Paula: Right, I'll put that... and then I think that's it. I'll get that in the post straight away... I really hope we get the money.

Ralph: I think we've got a pretty good chance... hope so anyway. Thanks for doing all this, Paula.

Paula: That's OK... See you soon... Bye.

Ralph: Bye.

## Part 2

Rob: Joanne?

Joanne: Hi - you must be Rob. Nice to meet you. So, I hear you're planning to visit Australia.

Rob: Yeah - and I really wanted to talk to you because I was thinking of spending some time in Darwin and my sister told me you're from there.

Joanne: That's right.

Rob: So... tell me about it.

Joanne: Well... where shall I start... well, Darwin's in what they call the 'top end' 'cause it's right up at the northern end of Australia and it's quite different from the rest of Australia in terms of cultural influences - in fact it's nearer to Jakarta in Indonesia than it is to Sydney, so you get a very strong Asian influence there. That means we get lots of tourists - people from other parts of Australia are attracted by this sort of international, cosmopolitan image. And as well as that, we've got the same laidback atmosphere you get all over Australia - probably more so if anything, because of the climate. But, what a lot of the tourists don't realise until they get there is that the city's also got a very young population... the average age is just 29, and this makes the whole place very buzzy. Some people think that there might not be that much going on as far as art and music and dancing and so on are concerned, because it's so remote. I mean, we don't really get things like theatre and opera in the same way as cities down in the south like Sydney for example, because of the transport expenses. But in fact what happens is that we just do it ourselves - lots of people play music, classical as well as pop, and there are things like artists groups and writers groups and dance classes - everyone does something, we don't just sit and watch other people.

Rob: You said it's very international?

Joanne: Yeah, they say there's over 70 different nationalities in Darwin. For instance, there's been a Chinese population there for over 100 years - we've even got a Chinese temple. It was built way back in 1887, but, erm, when a very bad storm - a... a cyclone in fact - hit Darwin in the 1970s it was almost completely destroyed. The only parts of the temple that survived were part of the altars and the stone lions, but after the storm they reconstructed it using modern materials... it's still used as a religious centre today, but it's open to tourists too and it's definitely worth going to see it. Oh, and as far as getting around goes, you'll see places that advertise bicycles for hire, but I wouldn't recommend it. A lot of the year it's just so hot and humid. Some tourists think it'll be fine because there's not much in the way of hills, and the traffic's quite light compared with some places, but, believe me, you're better off with public transport - it's fine, and not expensive. Or you can hire a car, but it's not really worth it.

Rob: What's the swimming like?

Joanne: Well, there are some good beaches, but the trouble is that there's this nasty creature called the box jellyfish and if it stings you, you're in bad trouble. So you have to be very careful most of the year especially in the winter months... you can wear a lycra suit to cover your arms and legs, but I wouldn't like to risk it even so, personally. And there are the salt water crocodiles too... I mean, I don't want to put you off, there are protected swimming areas netted off where you'll be safe from jellyfish and crocs, or there are the public swimming pools, they're fine of course.

Rob: So which places would you specially recommend?

Joanne: Well, one of the most popular attractions is called 'Aquascene'. What happens is every day at high tide hundreds of fish come in from the sea - all different sorts, including some really big deep-sea fish - and some of them will even take food from your hand. It's right in the middle of town, at the end of the Esplanade. It's not free - I think you have to pay about five dollars - but it's definitely something you have to experience. Then of course Darwin has a

great range of food, being such a cosmopolitan place. And if you don't have lots to spend, the best place to go is to Smith Street Mall where they have stalls selling stuff to eat, there's all sorts of different things including south-east Asian dishes, which I really like. You'd think there'd be plenty of fresh fish in Darwin as it's on the coast, but in fact because of the climate it mostly gets frozen straight away, but you can get fresh fish in the restaurants on Cullen Bay Marina - it's a nice place to go for a special meal, and they have some good shops in that area too. What else... well, there's the botanic garden; it's over a hundred years old and there's lots to see - an orchid farm, rainforest, a collection of palm trees, erm, a wetlands area... you can easily spend an afternoon there. That's at Fannie Bay, a couple of kilometres out to the north. Then, if you've got any energy left in the evening, the place to go is Mitchell Street - that's where it all happens as far as clubs and music and things are concerned - you'll bump into lots of my friends there!... Talking of friends, why don't I give you some email addresses. I'm sure they...

## Part 3

Dr Blake: Come in. Ah yes, Stella... is Phil there too? Good. Come on in. OK, so you're here to discuss your research project. Have you decided what to focus on? You were thinking of something about the causes of mood changes, weren't you?

Stella: Yes, but the last time we saw you, you suggested we narrowed it down to either the effects of weather or urban environment, so we've decided to focus on the effects of weather.

Dr Blake: Right. That's more manageable. So, your goal is... ? Phil?

Phil: To prove the hypothesis... no, to investigate the hypothesis that the weather has an effect on a person's mood.

Dr Blake: Mmm. Good. And what's your thesis? Stella?

Stella: Well, our thesis is that in general, when the weather's good it has a positive effect on a person's mood and bad weather has a negative effect.

Dr Blake: Mmm. Can you define your terms here - for example, what do you mean by 'good' and 'bad'?

Phil: OK. Well, good would be sunny, warm weather and bad would be when it's cold and cloudy or raining.

Dr Blake: And how would you define an effect on a person's mood? What would you be looking to find?

Phil: An effect on the way a person feels...

Dr Blake: Mmm?

Stella: A change in the way they feel? Erm, like from feeling happy and optimistic, to sad and depressed.

Dr Blake: Right. And what sort of weather variables will you be looking at?

Phil: Oh, sunshine, temperature, cloudiness, precipitation among others. It'll depend a bit what the weather's like when we do the survey.

Dr Blake: Fine. We'll talk about that in a minute. But first, what about background reading? I gave you some suggestions - did you manage to read any of it?

Stella: Yes - we read the Ross Vickers article - the one comparing the groups of American Marines training in summer and winter. That's quite relevant to our study. It was interesting because the Marines who were training in the cold winter conditions tried to cheer themselves up by thinking of warm places, but it didn't really work.

Phil: Yes, they were trying to force themselves to have a positive mental outlook but in fact it had the opposite effect, and they ended up in a very negative state of mind.

Stella: And we found some more research by someone who wasn't on the reading list you gave us - George Whitebourne. He compared people living in three countries with very different climatic conditions. Actually he looked at several things, not just the weather, but he found some people's reactions to bad weather were much worse than others and it was linked to how stressed they were generally - the weather on its own didn't have such a significant effect on mood.

Phil: And we looked at a paper by Haver...

Stella: Haverton.

Phil: Yeah. He broke weather up into about fifteen or sixteen categories and did qualitative and quantitative research... he found that humans respond to conditions in the weather with immediate responses, such as fear or amazement, but these responses can also be linked to associations from their earlier life, such as a particular happy or sad event.

Dr Blake: Did you have a look at Stanfield's work?

Stella: Yes. It was interesting because the type of questions he asked were similar to what we were planning to use in our survey.

Dr Blake: Yes?

Stella: He asked people how they were feeling on days with good and bad weather. He found the biggest factor seemed to be the humidity - moods were most negative on days with a lot of rainfall. Long periods without sunshine had some effect but nothing like as much.

Dr Blake: Mmm. That could be quite a useful model for your project.

Phil: Yes, we thought so too - although we can't continue our survey for as long as he did - he did his over a six-month period.

Dr Blake: Right, well, you've made quite a good start. So, where are you going from here?

Phil: Well, we've already made the questionnaire we're going to use for the survey - it's quite short, just eight questions. We're aiming to survey twenty people, over a period of three months from October to December.

Stella: We can't specify the actual dates yet, because it depends on the weather - we want to do the survey on days with a range of different weather conditions. And we'll just be working on campus, so our data will only be statistically sound for the student population here.

Dr Blake: That's OK. Have you thought how you'll determine what will constitute each aspect of weather... and how many you're looking at?

Phil: We decided on four - the amount of sunshine, cloudiness, temperature and precipitation... we thought we might use the Internet to get data on weather conditions on the days we do the survey but we haven't found the information we need, so we might have to measure it ourselves. We'll see.

Stella: Then we've got to analyse the results, and we'll do that using a spreadsheet, giving numeric values to answers... and then of course we have to present our findings to the class, and we want to make it quite an interactive session, we want to involve the class in some way in the presentation... maybe by trying to create different climatic conditions in the classroom, but we're still thinking about it.

Dr Blake: I see. Well, that sounds as if you're on the right lines. Now, what I'd suggest that you think about...

## Part 4

All over the world, there are passionate arguments going on about how educational systems can be improved. And of all the ideas for improving education, few are as simple or attractive as reducing the number of pupils per teacher. It seems like common sense - but do these ideas have any theoretical basis? Today, I want to look at the situation in the USA, and at some of the research that has been done here in America on the effects of reducing class sizes.

In the last couple of decades or so, there has been considerable concern in the United States over educational standards here, following revelations that the country's secondary school students perform poorly relative to many Asian and European students. In addition, statistics have shown that students in the nation's lower-income schools in the urban areas have achievement levels far below those of middle-class and upper-middle-class schools.

So would reducing class sizes solve these problems? Well, we have to remember that it does have one obvious drawback: it's expensive. It requires more teachers and possibly more classrooms, equipment, and so on. On the other hand, if smaller classes really do work, the eventual economic benefits could be huge. Better education would mean that workers did their jobs more efficiently, saving the country millions of dollars. It would also mean that people were better informed about their health, bringing savings in things like medical costs and days off sick.

So what reliable information do we have about the effects of reducing class sizes? There's plenty of anecdotal evidence about the effect on students' behaviour. But what reliable evidence do we have for this?

Let's have a look at three research projects that have been carried out in the USA in the last couple of decades or so. The first study I'm going to look at took place in the state of Tennessee in the late 1980s. It involved some 70 schools. In its first year about 6,400 students were involved, and by the end of the study, four years later, the total number involved had grown to 12,000. What happened was that students entering kindergarten were randomly assigned to either small classes of 13 to 17 students or regular-size classes of 22 to 26. The students remained in whatever category they had been assigned to through the third grade, and then after that they joined a regular classroom.

After the study ended in 1989, researchers conducted dozens of analyses of the data. Researchers agree that there was significant benefit for students in attending smaller classes, and it also appears that the beneficial effect was stronger for minority students. However, there's no agreement on the implications of this - we still don't know the answer to questions like how long students have to be in smaller classes to get a benefit and how big that benefit is, for example.

The second project was much larger and took place in California. Like the Tennessee study, it focused on students from kindergarten through to grade 3, but in this case, all schools throughout the state were involved. The experiment is still continuing, but results have been very inconclusive, with very little improvement noted. And the project has in fact also had several negative aspects. It meant an increased demand for teachers in almost all California districts, so the better-paying districts got a lot of the best teachers - including a fair number that moved over from the poorer districts. And, there were a lot of other problems with the project - for example, there weren't any effective procedures for evaluation. All in all, this project stands as a model of what not to do in a major research project.

A third initiative took place in the state of Wisconsin at around the same time as the California project began, and it's interesting to compare the two. The Wisconsin project was small - class sizes were reduced in just 14 schools - but it was noteworthy because it targeted schools at which a significant proportion of the students were from poor families, compared with California's one-size-fits-all approach. Analysts have found that the results are very similar to the Tennessee project, with students making gains that are statistically significant - and that are considerably larger than those calculated for the California initiative.

Now, I'd like to apply some of these ideas to...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **230 South Road** | Paula: Right. So that's Ralph Pearson and then I need your contact address, so that's 203 South Road, isn't it? Ralph: No, 230 |
| 2 | **18/Eighteen** | Ralph: Well, they need to know we're amateurs, not professional actors and how many members we've got – what's that at present – twenty?Paula: Eighteen and, should we put in the age range, that's 13 to 22 |
| 3 | **activities and workshops** | Ralph: No, I don't think we need to. But we'd better put a bit about what we actually do something like 'members take part in drama activities'. Paula: Activities and workshops? Ralph: OK |
| 4 | **250** | I think we agreed we'd ask for £250, didn't we |
| 5 | **interactive** | Ralph: Right – so we could write something like 'to produce a short play for young children'. Paula: Should we say it's interactive? Ralph: Yes, good idea |
| 6 | **material(s)** | Ralph: Well, there's the scenery. Paula: But we're making that. Ralph: We need to buy the materials, though |
| 7 | **insurance** | Paula: OK. And what else oh, I just found out we have to have insurance I don't think it'll cost much, but we need to get it organised |
| 8 | **publicity** | Paula: Mmm. We'll need some money for publicity – otherwise no one will know what we're doing |
| 9 | **programme/program** | we'll be giving the audience a programme, won't we – so we could put an acknowledgement in that |
| 10 | **not available/unavailable** | Well, only National Youth Services and they said that at present funds were not available for arts projects |
| 11 | **A** | But, what a lot of the tourists don't realise until they get there is that the city's also got a very young population the average age is just 29, and this makes the whole place very buzzy |
| 12 | **C** | But in fact what happens is that we just do it ourselves – lots of people play music, classical as well as pop, and there are things like artists groups and writers groups and dance classes – everyone does something, we don't just sit and watch other people |
| 13 | **B** | but, erm, when a very bad storm – a a cyclone in fact – hit Darwin in the 1970s it was almost completely destroyed. The only parts of the temple that survived were part of the altars and the stone lions, but after the storm they reconstructed it using modern materials |
| 14 | **A** | A lot of the year it's just so hot and humid. Some tourists think it'll be fine because there's not much in the way of hills, and the traffic's quite light compared with some places, but, believe me, you're better off with public transport – it's fine, and not expensive |
| 15 | **C** | I mean, I don't want to put you off, there are protected swimming areas netted off where you'll be safe from jellyfish and crocs, or there are the public swimming pools, they're fine of course |
| 16 | **B** | Well, one of the most popular attractions is called 'Aquascene'. What happens is every day at high tide hundreds of fish come in from the sea – all different sorts, including some really big deep-sea fish – and some of them will even take food from your hand |
| 17 | **E** | And if you don't have lots to spend, the best place to go is to Smith Street Mall where they have stalls selling stuff to eat, there's all sorts of different things including south-east Asian dishes, which I really like |
| 18 | **G** | but you can get fresh fish in the restaurants on Cullen Bay Marina – it's a nice place to go for a special meal, and they have some good shops in that area too |
| 19 | **H** | What else well, there's the botanic garden; it's over a hundred years old and there's lots to see – an orchid farm, rainforest, a collection of palm trees, erm, a wetlands area you can easily spend an afternoon there. That's at Fannie Bay, a couple of kilometres out to the north |
| 20 | **C** | Then, if you've got any energy left in the evening, the place to go is Mitchell Street – that's where it all happens as far as clubs and music and things are concerned – you'll bump into lots of my friends there |
| 21 | **investigate** | Phil: To prove the hypothesis no, to investigate the hypothesis that the weather has an effect on a person's mood |
| 22 | **sunny (and) warm** | OK. Well, good would be sunny, warm weather and bad would be when it's cold and cloudy or raining |
| 23 | **change** | Stella: A change in the way they feel? Erm, like from feeling happy and optimistic, to sad and depressed |
| 24 | **F** | It was interesting because the Marines who were training in the cold winter conditions tried to cheer themselves up by thinking of warm places, but it didn't really work.Phil: Yes, they were trying to force themselves to have a positive mental outlook but in fact it had the opposite effect, and they ended up in a very negative state of mind |
| 25 | **D** | Actually he looked at several things, not just the weather, but he found some people's reactions to bad weather were much worse than others and it was linked to how stressed they were generally — the weather on its own didn't have such a significant effect on mood |

| # | Answer | Explanation |
|---|---|---|
| **26** | **C** | he found that humans respond to conditions in the weather with immediate responses, such as fear or amazement, but these responses can also be linked to associations from their earlier life, such as a particular happy or sad event |
| **27** | **B** | He found the biggest factor seemed to be the humidity – moods were most negative on days with a lot of rainfall. Long periods without sunshine had some effect but nothing like as much |
| **28** | **B / F / H** | We can't specify the actual dates yet, because it depends on the weather – we want to do the survey on days with a range of different weather conditions we thought we might use the Internet to get data on weather conditions on the days we do the survey but we haven't found the information we need, so we might have to measure it ourselves. We'll see we want to make it quite an interactive session, we want to involve the class in some way in the presentation maybe by trying to create different climatic conditions in the classroom, but we're still thinking about it |
| **29** | **B / F / H** | We can't specify the actual dates yet, because it depends on the weather – we want to do the survey on days with a range of different weather conditions we thought we might use the Internet to get data on weather conditions on the days we do the survey but we haven't found the information we need, so we might have to measure it ourselves. We'll see we want to make it quite an interactive session, we want to involve the class in some way in the presentation maybe by trying to create different climatic conditions in the classroom, but we're still thinking about it |
| **30** | **B / F / H** | We can't specify the actual dates yet, because it depends on the weather – we want to do the survey on days with a range of different weather conditions we thought we might use the Internet to get data on weather conditions on the days we do the survey but we haven't found the information we need, so we might have to measure it ourselves. We'll see we want to make it quite an interactive session, we want to involve the class in some way in the presentation maybe by trying to create different climatic conditions in the classroom, but we're still thinking about it |
| **31** | **A / D** | In the last couple of decades or so, there has been considerable concern in the United States over educational standards here, following revelations that the country's secondary school students perform poorly relative to many Asian and European students. In addition, statistics have shown that students in the nation's lower-income schools in the urban areas have achievement levels far below those of middle-class and upper-middle-class schools |
| **32** | **A / D** | In the last couple of decades or so, there has been considerable concern in the United States over educational standards here, following revelations that the country's secondary school students perform poorly relative to many Asian and European students. In addition, statistics have shown that students in the nation's lower-income schools in the urban areas have achievement levels far below those of middle-class and upper-middle-class schools |
| **33** | **B / E** | Better education would mean that workers did their jobs more efficiently, saving the country millions of dollars. It would also mean that people were better informed about their health, bringing savings in things like medical costs and days off sick |
| **34** | **B / E** | Better education would mean that workers did their jobs more efficiently, saving the country millions of dollars. It would also mean that people were better informed about their health, bringing savings in things like medical costs and days off sick |
| **35** | **12,000/12000** | In its first year about 6,400 students were involved, and by the end of the study, four years later, the total number involved had grown to 12,000 |
| **36** | **minority** | Researchers agree that there was significant benefit for students in attending smaller classes, and it also appears that the beneficial effect was stronger for minority students |
| **37** | **all** | The second project was much larger and took place in California. Like the Tennessee study, it focused on students from kindergarten through to grade 3, but in this case, all schools throughout the state were involved |
| **38** | **teachers** | It meant an increased demand for teachers in almost all California districts, so the better-paying districts got a lot of the best teachers — including a fair number that moved over from the poorer districts |
| **39** | **(the) evaluation** | And, there were a lot of other problems with the project – for example, there weren't any effective procedures for evaluation |
| **40** | **poor** | The Wisconsin project was small – class sizes were reduced in just 14 schools – but it was noteworthy because it targeted schools at which a significant proportion of the students were from poor families, compared with California's one-size-fits-all approach |

# Test 55

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-6

Complete the table below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Budget accommodation in Queenstown, New Zealand

| Accommodation | Price (dormitory) | Comments |
|---|---|---|
| Travellers' Lodge | | Example<br>fully booked |
| Bingley's | US$ 1 _____ | • in town centre<br>• café with regular 2 _____ nights<br>• sundeck |
| Chalet Lodge | US$ 18.00 | • located in a 3 _____ alpine setting<br>• 10 mins from town centre<br>• 4 _____ are welcome |
| Globetrotters | US$ 18.50 | • in town centre<br>• 5 _____ included<br>• chance to win a 6 _____ |

### Questions 7-10

Who wants to do each of the activities below?

Write the correct letter, A, B or C, next to Questions 7-10.

A. only Jacinta

B. only Lewis

C. both Jacinta and Lewis

7 bungee jump _____

8 white-water rafting _____

9 jet-boat ride _____

10 trekking on wilderness trail _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Choose the correct letter, A, B or C.

**11** Jack says that in London these days, many people

- **A** ○ see cycling as a foolish activity.
- **B** ○ have no experience of cycling.
- **C** ○ take too many risks when cycling.

**12** If people want to cycle to school or work, CitiCyclist helps them by

- **A** ○ giving cycling lessons on the route they take.
- **B** ○ advising them on the safest route to choose.
- **C** ○ teaching them basic skills on quiet roads first.

**13** Jack works with some advanced cyclists who want to develop

- **A** ○ international competitive riding skills.
- **B** ○ knowledge of advanced equipment.
- **C** ○ confidence in complex road systems.

**14** CitiCyclist supports the view that cyclists should

- **A** ○ have separate sections of the road from motor traffic.
- **B** ○ always wear protective clothing when cycling.
- **C** ○ know how to ride confidently on busy roads.

### Questions 15-17

List THREE types of organisations for which CitiCyclist provides services.

Write NO MORE THAN THREE WORDS for each answer.

**15** _____

**16** _____

**17** _____

### Questions 18-20

Complete the notes below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

website address: citicyclist.co.uk

phone: **18** _____

cost (single person): £ **19** _____ per lesson

usual length of course: **20** _____ (except complete beginners)

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Answer the questions below.

Write NO MORE THAN THREE WORDS for each answer.

**21** What do Sharon and Xiao Li agree was the strongest aspect of their presentation? _____

**22** Which part of their presentation was Xiao Li least happy with? _____

**23** Which section does Sharon feel they should have discussed in more depth? _____

### Questions 24-27

Choose the correct letter, A, B or C.

**24** Sharon and Xiao Li were surprised when the class said

- **A** ◯ they spoke too quickly.
- **B** ◯ they included too much information.
- **C** ◯ their talk was not well organised.

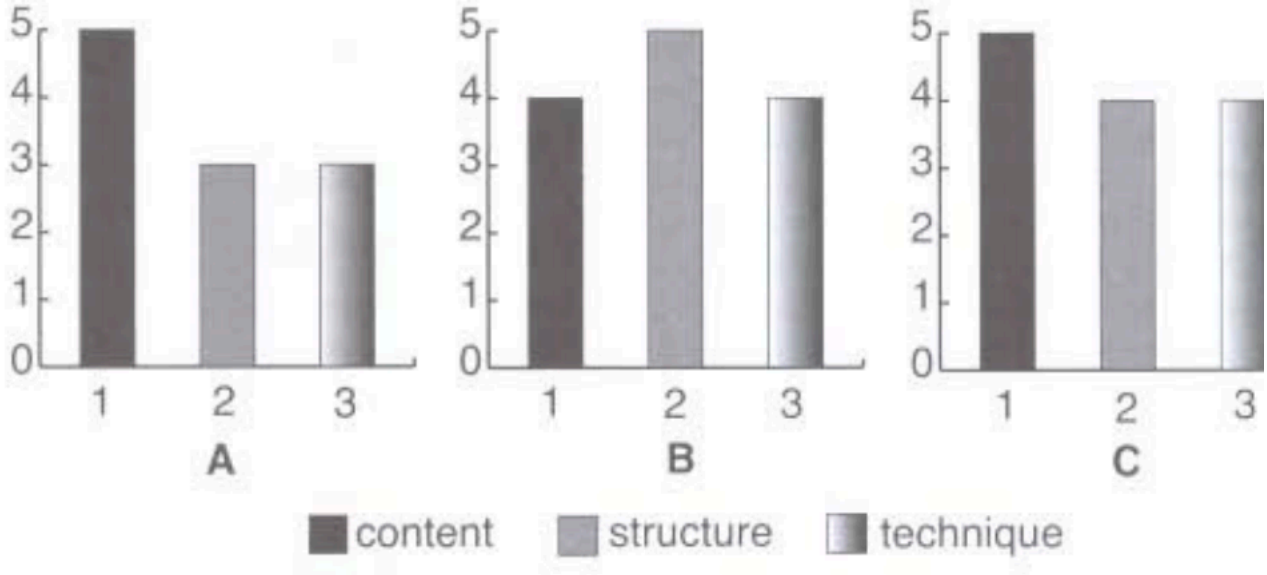
**25** The class gave Sharon and Xiao Li conflicting feedback on their

- **A** ◯ timing.
- **B** ◯ use of visuals.
- **C** ◯ use of eye contact.

**26** The class thought that the presentation was different from the others because

- **A** ◯ the analysis was more detailed.
- **B** ◯ the data collection was more wide-ranging.
- **C** ◯ the background reading was more extensive.

**27** Which bar chart represents the marks given by the tutor?




**A** ○ A

**B** ○ B

**C** ○ C

## Questions 28-30

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- The tutor says that the **28** _____ of the presentation seemed rather sudden.
- The tutor praises the students' discussion of the **29** _____ of their results.
- The tutor suggests that they could extend the **30** _____ review in their report.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-33

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

The World Health Organisation says a healthy city must

- have a **31** _____ environment.
- meet the **32** _____ of all its inhabitants.
- provide easily accessible health services.
- encourage ordinary people to take part in **33** _____

### Questions 34-40

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

| Place / Project | Aim | Method | Achievement |
|---|---|---|---|
| Sri Lanka<br><br>Community Contracts System | to upgrade squatter settlements | the **34** _____ constructed infrastructure, e.g. drains, paths | • better housing and infrastructure<br>• provided better **35** _____ opportunities |
| Mali<br><br>cooperative | to improve sanitation in city | • **36** _____ graduates organising garbage collection<br>• public education campaign via **37** _____ and discussion groups | • greater environmental awareness<br>• improved living conditions |
| Egypt<br><br>(Mokattam)<br><br>**38** _____ | to support disadvantaged women | women provided with the **39** _____ and equipment for sewing and weaving | • rise in the **40** _____ and quality of life of young women |

# Transcripts

## Part 1

Jacinta: Hi, Lewis – it's Jacinta here.

Lewis: Oh, hi, Jacinta. I was just going to call you. I was thinking we ought to do something about accommodation for our trip to Queenstown.

Jacinta: Yeah, actually that's just why I rang you. I've been looking on the Internet – there was one place that looked OK called Travellers' Lodge, but when I checked availability for January when we're planning to go I found it was fully booked.

Lewis: Right – well, we'd better do something now I suppose.

Jacinta: I've actually got a list up here on the computer – there's one place called Bingley's that looks possible. It's 19.75 dollars a night – that's US dollars, they quote all the prices in US dollars.

Lewis: So that's about 26 or 27 New Zealand dollars. That's OK. That'll be in a dormitory, is it?

Jacinta: Yeah – they say 8-bed dorms. And the hostel's right in the town centre and they've got a café ... they have theme nights every weekend, whatever that means ...

Lewis: Oh, you know, like certain sorts of food and music ... and people might wear special clothes like that Egyptian evening we went to last year.

Jacinta: Oh, OK. What else ... they've got a sundeck area, and then all the usual things – Internet access and so on.

Lewis: Sounds good. Was there anywhere else?

Jacinta: Yeah, a couple more places. There's one called Chalet Lodge which is just 18.00 US dollars – that's for a bed in a 12-bed dorm. They do single and family rooms as well. It looks as if it's a bit out of town ... says it's got an alpine setting ... a 'quiet' alpine setting. What do you think?

Lewis: Mmm, not sure ...

Jacinta: Oh, but actually it's not far out at all ... it says 10 minutes' walk from town, so ... Oh, and it says it's 'children friendly'.

Lewis: Mmm. I'm not so sure about that. What about the third place?

Jacinta: Aah. That's called Globetrotters – let's see, they do private rooms, or 5-bed dorms for 18.50 – it's in the centre, just by the lake ... and that includes breakfast.

Lewis: Didn't the other two?

Jacinta: I don't think so. They didn't mention it, so probably not. Oh, and it says something about a free skydive ... wow!

Lewis: Don't know if I'm all that keen on jumping out of aeroplanes ...

Jacinta: Oh, actually what it says is you can win a chance to do a skydive – they give one away every day to one of the guests.

Lewis: Well, if I win it, you can do it ... Anyway, do they have room?

Jacinta: Yeah, I checked the availability. Shall I go ahead and book there then?

Lewis: Fine.

Jacinta: I was looking at what there is to do, too ... there are lots of sites offering deals for adventure sports – ah, I suppose we have to do a bungee jump.

Lewis: Why?

Jacinta: Well, it's Queenstown where they more or less started it as a sport.

Lewis: You can ... if you really want to jump off the side of a bridge with an elastic rope tied round your ankles. I'll watch!

Jacinta: OK. So what do you want to do?

Lewis: As far as adventure sports go? I was talking to someone who went white-water rafting there – he said it was really awesome. They drive you up the Shotover River and then you come down on a rubber raft through the white-water rapids, where the river's really narrow and fast, and end up going through a tunnel nearly 200 metres long. I think it's quite expensive, though.

Jacinta: Oh, I'm on for that if you are.

Lewis: Cool!

Jacinta: The other thing you can do is the jet-boat ride ... that sounded just a lot of noise though. It's basically just whizzing round on the river on a very fast boat, isn't it?

Lewis: My friend did that as well – he said it was a bit touristy but worth it, I'll give it a go. You go right up the river canyon. He said the drivers were really skilful. But I don't mind going on my own.

Jacinta: But there's lots to do as well as the whole commercial adventure bit ... we ought to do some trekking. The scenery round there's amazing, I don't want to miss that. The place to start's Glenorchy, apparently – about 40 minutes' drive, that's where lots of the wilderness trails begin.

Lewis: OK, I'll pack my walking boots. I'd better start getting in training ... I haven't done anything except sit at my desk for months. Now, is there anything else we need to decide?

## Part 2

Announcer: There's been a great deal of interest lately in encouraging people to use bicycles instead of cars as a means of transport. But not everyone is confident about riding a bike at the best of times, let alone in the middle of a city like London. Jack Hays is a professional trainer who works for a London-based company, CitiCyclist, which provides cycle training for the public. What exactly does CitiCyclist do, Jack?

Jack: Well, our basic purpose is to promote cycling as a sustainable form of transport. We believe the best way to promote cycling is to teach people to use their bikes safely and with confidence. In European countries, people all learned from their parents, and they also learned in school, and when I tell them I teach people to ride bikes they laugh, they think it's crazy, but here in London it's completely different, you're approaching the point where a whole generation of people have grown up not being allowed by their parents to cycle, because it was considered to be getting too dangerous, and so in turn, they can't teach their children ...

We believe in realistic training, so if someone wants to use a bike regularly, say to get to work or school, we aim to train them by teaching them to ride on the actual roads they'll use, so they can develop the basic skills they need and build up their confidence that way.

At CitiCyclist we believe cycling's for everyone, no matter what age or level of ability or mobility. We do complete beginners and also advanced courses – that's for urban cyclists who want to deal with things like riding in streets with complicated intersections and things like that. We don't promote the use of personal protective equipment for cyclists and we endorse the policy of the European Cyclists Federation that parents should be allowed to make an informed choice as to whether or not their child wears a helmet. We believe the key to safe cycling is assertiveness – taking your place on the road. This has to be instilled right from the beginning. Assertive road positioning and behaviour is the key to safe cycling in congested urban environments. Some people are surprised that we don't promote the segregation of cyclists from motorised traffic, but we don't think that's practical in all urban environments. Instead, we teach people to use as much road space as they need to travel safely and effectively.

Now as well as courses for individuals, CitiCyclist provides a number of services for organisations. For example, we can deliver fun, safe cycle-training activities at schools, arranging courses so that the disruption of curriculum time is kept to a minimum. As well as this, in order to promote safe cycling we have provided training courses for employees and staff of local councils. And we are also increasingly looking at developing training courses in companies in order to help employers work towards green transport plans by helping to increase the number of staff cycling to work.

Right, so that's a brief summary of what we do. If any listeners would like to find out more about the organisation, you can have a look at our website – that's citicyclist – c-i-t-i cyclist – .co.uk. And in order to book lessons, you can either phone us on 020 7562 4028, or do it online – there's an application form on our website, and you can just download that and send it in. We charge £27.50 per hour for one-to-one lessons plus £6.00 for each extra person – so you're looking at just £39.50 for a family of three, say. If you've never been on a bike in your life before, we reckon we can get you riding in one hour, and for most people a course of road training usually takes three hours. But whether you're a parent or a child, an individual or an institution, we'll be happy to discuss your special needs and make a programme just for you.

## Part 3

Tutor: So, Sharon and Xiao Li, in your presentation last week you were talking about the digital divide – the gap between those who can effectively use communication tools such as the Internet, and those who can't. And you compared the situation here in Northern Ireland with South-East China. Right, so I asked you to do some self-evaluation, watching the video of your presentation and thinking about the three main criteria you're assessed by – content, structure and technique. What do you think was the strongest feature of the presentation, when you watched it? Sharon?

Sharon: Well, I was surprised actually, because I felt quite nervous but, when I watched the video, it didn't show as much as I expected.

Tutor: So which of the criteria would that come under?

Sharon: Er, confidence?

Tutor: That's not actually one of the criteria as such. Xiao Li?

Xiao Li: Technique? It's body language and eye contact, isn't it. Well, I didn't think I looked all that confident, but I think that our technique was generally good – like the way we designed and used the PowerPoint slides.

Tutor: Mmm. So you both feel happiest about that side of the presentation? OK, now on the negative side, what would you change if you could do it again?

Xiao Li: Well, at first I'd thought that the introduction was going to be the problem but actually I think that was OK. We defined our terms and identified key issues. It was more towards the end ... the conclusion wasn't too bad but the problem was the questions, we hadn't really expected there'd be any so we hadn't thought about them that much.

Tutor: Uhuh. OK. Anything else?

Sharon: Well, like Xiao Li says, I thought the conclusion was OK, but when I watched us on the video I thought the section on solutions seemed rather weak.

Tutor: Mmm. Can you think why?

Sharon: Well, we explained what people are doing about the digital divide in China and Northern Ireland but I suppose we didn't really evaluate any of the projects or ideas, it was just a list. And that was what people were asking us about at the end, mostly.

Tutor: OK. Now, I also asked you to get some peer evaluation, from the other students.

Sharon: Yes, er, well, people said it was interesting, like the fact that in China the Internet was used more for shopping than in Northern Ireland. They said sometimes it was a bit hard to understand because we were talking quite fast ... but we didn't think so when we watched the video.

Tutor: No, it's a bit different though, because you know all this information already. Mmm. If you're hearing it for the first time, you need more time to process it ... that's why signposting the structure and organisation of the talk is important.

Xiao Li: That seemed OK, no one mentioned that as a problem. Some people said that we could have had more on the slides ... like some of the other groups had nearly everything they said written up on the visuals as well, but other people said the slides were good, they had just the key points.

Tutor: Yes.

Sharon: And most people said we had quite good eye contact and body language. They all pointed out we'd over-run ... they all said we were five minutes over but we timed it afterwards on the video and it was only three minutes.

Xiao Li: We were a bit unsure about the background reading at first, but I think we did as much as we could in the time ... anyway, no one commented on that under content, but one thing that did come out was that they liked the fact we'd done research on both Northern Ireland and China – most other people had just based their research on one country. We managed to get quite a lot of data from the Internet, although we had to do our own analysis and we did our own surveys as well in both countries. So the class gave us best feedback for content but it was all OK.

Tutor: Right. Well, that's quite similar to the feedback I'm giving you. I was very impressed by the amount of work you'd done and by your research methodology ... so, actually, I'm giving you full marks for content, five. The structure of the presentation was good, but not quite as good as the content, so, I gave that four, and the same for technique. So, well done.

Xiao Li/Sharon: Thank you.

Tutor: Now, the next stage is to write up your report. So, just a few pointers for you here. First of all, in your presentation I think your ending was rather abrupt – you suddenly just stopped talking. It wasn't a big problem but think about your closing sentences in your report – you want to round it off well. One thing I forgot to mention earlier was that I felt a very strong point was that after you'd given your results, you explained their limitations.

Xiao Li: The fact that we didn't have a very reliable sample in terms of age in China?

Tutor: Yes, that section. So don't forget to include that. And you had some excellent charts and diagrams, but maybe you could flesh out the literature review a bit – I can give you some ideas for that later on if you want. OK, is there anything else you want to ask?

Xiao Li/Sharon: No ... Thank you. / Thanks.

## Part 4

Well, Adam's just been talking about some of the problems that have resulted from the rapid growth of cities in the last hundred years – things like housing, sanitation, crime, and so on. For my presentation, I'd like to look at some examples of what cities are doing to try to solve some of these problems.

As part of its healthy city programme, the World Health Organisation – the WHO – has come up with a set of criteria for a healthy city. The WHO says, that amongst other things, a healthy city must provide a clean environment which is also safe – it mustn't be dirty, or dangerous for its inhabitants. As well as that, the WHO says a healthy city has got to be able to satisfy its inhabitants' basic needs – that's all its inhabitants, not just the rich ones or the ones with jobs. Everyone who lives there. A third thing ... a third criterion, is that it's got to have health services which can be used by all the inhabitants, and which they can access easily. The final point's to do with local government – the WHO says this is something that the whole community should be involved in, not just a few powerful politicians or businessmen. So, a healthy city's not just a matter of avoiding illness, that sort of 'healthiness', it's the way that the whole city works together for the benefit of its population.

OK. So what I'd like to do now is to look at some projects in different cities around the world where cities have tried to meet these criteria – to make their cities 'healthy' ones.

Right, the first project I'm going to discuss took place in Sri Lanka, and this project was called the 'Community Contracts System'. Its aim was to improve the places where the poorest section of the population lived – the squatter settlements. Basically, the problem was lack of infrastructure – things like drains, paths, wells for water and so on. So, a programme was set in place to construct this infrastructure, but what was different about it was that the residents did this – the people who actually lived there, not people from outside. And this meant that not only did the people end up with improved housing and infrastructure, but also because they had contracts with the community, it improved their chances from an economic point of view. So that's a way the lives of people in one urban environment were improved.

The next project I'd like to discuss took place in the capital city of Mali, in West Africa. This project involved setting up a cooperative to try to solve the problems of sanitation in the old central quarters of the city. One of the main problems was a lack of a system for garbage collection, which meant that there were a lot of insects, and this was causing disease. And again it's interesting to look at who was involved in dealing with this problem – in this case, the cooperative involved students who had graduated from secondary school in getting a system going. As well as that, the cooperative set up a campaign to educate the public about the importance of good sanitation, through showing films and setting up discussion groups among the local people, especially women and adolescents. And the outcome was an increased environmental awareness which led to changes in household behaviour as well as improved living conditions.

OK, the third project was in Egypt, just outside the capital, Cairo, which is a city that's grown very rapidly in the last few decades. This project was based in a Women's Centre in a poor area called Mokattam. The aim of the project was to support girls ... young women from the area from poor families, so these were women who had no education – they'd never been to school, so they were totally illiterate, and they had no chance of getting jobs. At the Women's Centre, they were shown how to sew and how to weave, and once they'd learned these skills they were given the equipment – a sewing machine or a loom – so that they could make things to sell, and have a chance of earning their own living. And this project has meant that these young women have greater status in the community, but as well as that, they can enjoy a better quality of life. So I don't think the problem is that cities are bad. This world and its cities have the resources to provide for the population that lives there. What it takes is a stronger will and a better distribution of resources.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **19.75** | there's one place called Bingley's that looks possible. It's 19.75 dollars a night – that's US dollars, they quote all the prices in US dollars |
| 2 | **theme** | And the hostel's right in the town centre and they've got a café they have theme nights every weekend, whatever that means |
| 3 | **quiet** | There's one called Chalet Lodge which is just 18.00 US dollars – that's for a bed in a 12-bed dorm. They do single and family rooms as well. It looks as if it's a bit out of town says it's got an alpine setting a 'quiet' alpine setting |
| 4 | **children** | Oh, and it says it's 'children friendly' |
| 5 | **breakfast** | Jacinta: Aah. That's called Globetrotters – let's see, they do private rooms, or 5-bed dorms for 18.50 – it's in the centre, just by the lake and that includes breakfast |
| 6 | **(free) sky(-)dive** | Oh, actually what it says is you can win a chance to do a skydive – they give one away every day to one of the guests |
| 7 | **A** | Jacinta: I was looking at what there is to do, too there are lots of sites offering deals for adventure sports – ah, I suppose we have to do a bungee jump. Lewis: Why? Jacinta: Well, it's Queenstown where they more or less started it as a sport. Lewis: You can if you really want to jump off the side of a bridge with an elastic rope tied round your ankles. I'll watch! Jacinta: OK |
| 8 | **C** | As far as adventure sports go? I was talking to someone who went white-water rafting there – he said it was really awesome. They drive you up the Shotover River and then you come down on a rubber raft through the white-water rapids, where the river's really narrow and fast, and end up going through a tunnel nearly 200 metres long. I think it's quite expensive, though. Jacinta: Oh, I'm on for that if you are. Lewis: Cool |
| 9 | **B** | My friend did that as well – he said it was a bit touristy but worth it, I'll give it a go. You go right up the river canyon. He said the drivers were really skilful. But I don't mind going on my own |
| 10 | **C** | we ought to do some trekking. The scenery round there's amazing, I don't want to miss that. The place to start's Glenorchy, apparently – about 40 minutes' drive, that's where lots of the wilderness trails begin. Lewis: OK, I'll pack my walking boots |
| 11 | **B** | here in London it's completely different, you're approaching the point where a whole generation of people have grown up not being allowed by their parents to cycle, because it was considered to be getting too dangerous, and so in turn, they can't teach their children |
| 12 | **A** | We believe in realistic training, so if someone wants to use a bike regularly, say to get to work or school, we aim to train them by teaching them to ride on the actual roads they'll use, so they can develop the basic skills they need and build up their confidence that way |
| 13 | **C** | We do complete beginners and also advanced courses – that's for urban cyclists who want to deal with things like riding in streets with complicated intersections and things like that |
| 14 | **C** | We believe the key to safe cycling is assertiveness – taking your place on the road. This has to be instilled right from the beginning. Assertive road positioning and behaviour is the key to safe cycling in congested urban environments |
| 15 | **schools** | Now as well as courses for individuals, CitiCyclist provides a number of services for organisations. For example, we can deliver fun, safe cycle-training activities at schools |
| 16 | **local councils** | As well as this, in order to promote safe cycling we have provided training courses for employees and staff of local councils |
| 17 | **companies** | For example, we can deliver fun, safe cycle-training activities at schools, arranging courses so that the disruption of curriculum time is kept to a minimum. As well as this, in order to promote safe cycling we have provided training courses for employees and staff of local councils. And we are also increasingly looking at developing training courses in companies in order to help employers work towards green transport plans by helping to increase the number of staff cycling to work |
| 18 | **020 7562 4028** | And in order to book lessons, you can either phone us on 020 7562 4028, or do it online – there's an application form on our website, and you can just download that and send it in |
| 19 | **27.50** | We charge £27.50 per hour for one-to-one lessons plus £6.00 for each extra person – so you're looking at just £39.50 for a family of three, say |
| 20 | **3 hours/three hours** | for most people a course of road training usually takes three hours |
| 21 | **(the/their) technique** | Xiao Li: Technique? It's body language and eye contact, isn't it. Well, I didn't think I looked all that confident, but I think that our technique was generally good – like the way we designed and used the PowerPoint slides. Tutor: Mmm. So you both feel happiest about that side of the presentation? OK, now on the negative side, what would you change if you could do it again |

| # | Answer | Explanation |
|---|---|---|
| 22 | **(answering) (the/students') questions** | the conclusion wasn't too bad but the problem was the questions, we hadn't really expected there'd be any so we hadn't thought about them that much |
| 23 | **(the/their) solutions** | Well, like Xiao Li says, I thought the conclusion was OK, but when I watched us on the video I thought the section on solutions seemed rather weak |
| 24 | **A** | They said sometimes it was a bit hard to understand because we were talking quite fast but we didn't think so when we watched the video |
| 25 | **B** | Some people said that we could have had more on the slides like some of the other groups had nearly everything they said written up on the visuals as well, but other people said the slides were good, they had just the key points |
| 26 | **B** | but one thing that did come out was that they liked the fact we'd done research on both Northern Ireland and China – most other people had just based their research on one country |
| 27 | **C** | so, actually, I'm giving you full marks for content, five. The structure of the presentation was good, but not quite as good as the content, so, I gave that four, and the same for technique |
| 28 | **end(ing)** | First of all, in your presentation I think your ending was rather abrupt – you suddenly just stopped talking |
| 29 | **limitations** | One thing I forgot to mention earlier was that I felt a very strong point was that after you'd given your results, you explained their limitations |
| 30 | **literature** | And you had some excellent charts and diagrams, but maybe you could flesh out the literature review a bit – I can give you some ideas for that later on if you want |
| 31 | **clean (and) safe / safe (and) clean** | The WHO says, that amongst other things, a healthy city must provide a clean environment which is also safe – it mustn't be dirty, or dangerous for its inhabitants |
| 32 | **basic needs** | As well as that, the WHO says a healthy city has got to be able to satisfy its inhabitants' basic needs – that's all its inhabitants, not just the rich ones or the ones with jobs. Everyone who lives there |
| 33 | **local government** | The final point's to do with local government – the WHO says this is something that the whole community should be involved in, not just a few powerful politicians or businessmen |
| 34 | **residents** | So, a programme was set in place to construct this infrastructure, but what was different about it was that the residents did this – the people who actually lived there, not people from outside |
| 35 | **economic** | And this meant that not only did the people end up with improved housing and infrastructure, but also because they had contracts with the community, it improved their chances from an economic point of view |
| 36 | **secondary school** | in this case, the cooperative involved students who had graduated from secondary school in getting a system going |
| 37 | **films** | As well as that, the cooperative set up a campaign to educate the public about the importance of good sanitation, through showing films and setting up discussion groups among the local people, especially women and adolescents |
| 38 | **Women(')s Centre/Women(')s Center** | OK, the third project was in Egypt, just outside the capital, Cairo, which is a city that's grown very rapidly in the last few decades. This project was based in a Women's Centre in a poor area called Mokattam |
| 39 | **skills** | At the Women's Centre, they were shown how to sew and how to weave, and once they'd learned these skills they were given the equipment – a sewing machine or a loom – so that they could make things to sell, and have a chance of earning their own living |
| 40 | **status** | And this project has meant that these young women have greater status in the community, but as well as that, they can enjoy a better quality of life |

# Test 56

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-7

Choose the correct letter, A, B or C.

**1** The librarian says that training always includes

- **A** ○ computer skills.
- **B** ○ basic medical skills.
- **C** ○ interpersonal skills.

**2** All library service volunteers have to

- **A** ○ record their arrival and departure.
- **B** ○ stay within 'staff only' sections.
- **C** ○ wear a uniform.

**3** The woman would be entitled to a contribution towards the cost of

- **A** ○ transport by minibus.
- **B** ○ parking at the library.
- **C** ○ public transport.

**4** One recent library project involved

- **A** ○ labelling historical objects.
- **B** ○ protecting historical photographs.
- **C** ○ cataloguing historical documents.

**5** At present, the library is looking for people to

- **A** ○ record books onto CD.
- **B** ○ tell stories to children.
- **C** ○ read books to the blind.

**6** The woman says she is interested in a project involving

- **A** ○ taking library books to people in hospital.
- **B** ○ delivering library books to people at home.
- **C** ○ driving the disabled to the library.

**7** The woman agrees to work for

- **A** ○ two hours per week.
- **B** ○ four hours per week.
- **C** ○ six hours per week.

## Questions 8-10

Choose THREE letters A-G.

8 9 10 Which THREE of the following must be provided by all volunteers?

- A ☐ civil conviction check
- B ☐ signed copy of commitment
- C ☐ certificates to indicate qualifications
- D ☐ emergency contact information
- E ☐ date of birth
- F ☐ signature of parent or guardian
- G ☐ referees

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Complete the sentences below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

- 'Canadian Clean Air Day' will be held on **11** _____.
- Air pollution may be responsible for **12** _____ deaths every year in Canada.
- The sector most responsible for smog-producing pollutants is **13** _____.
- Scientists now know that even **14** _____ of pollutants can be harmful.

### Questions 15-20

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Reducing Air Pollution**

Individual action

- respond to the **15** _____ 'Challenge'
- walk, cycle or car-pool to work
- use public transit
- **16** _____
- **17** _____ your domestic equipment

Government action

- emission reduction in the **18** _____ region of US and Canada
- move towards **19** _____ (e.g. less sulphur in gasoline & diesel)
- reduction of pollutants from **20** _____ and power plants.

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-30

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

**Field Trip to Kenya**

**Area of country:** the 21 _____ of Kenya

**Accommodation:** Marich Pass Field Studies Centre

• in traditional 'bandas' (bring mosquito 22 _____)

• study areas: 23 _____ , lecture room, outdoor areas

**Type of environment:** both 24 _____ and semi-arid plains

**Activities:**

• interviews (with interpreters)

• 25 _____ (environment and culture)

• morphological mapping

• projects (all connected with 26 _____ issues)

**Jack's group did project on:** 27 _____ supply and quality issues

**Expeditions:**

• to Sigor (a 28 _____) to study distribution

• to the Wei Wei valley to study agricultural production

• to a 29 _____

**Evaluation:**

• logistics – well run

• gave insight into lives of others

• provided input for his 30 _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-34

Complete the flow chart below.

Write ONE WORD for each answer.

**Research methodology**

STAGE 1

Discussion with supermarket department manager to decide on the store's **31** _____ for the website

↓

Decision to investigate website use as a **32** _____ way for customers to communicate problems

STAGE 2

Design of questionnaire to identify customers' experiences and **33** _____ to problems

↓

Data collected from **34** _____ with customers in four branches of the supermarket

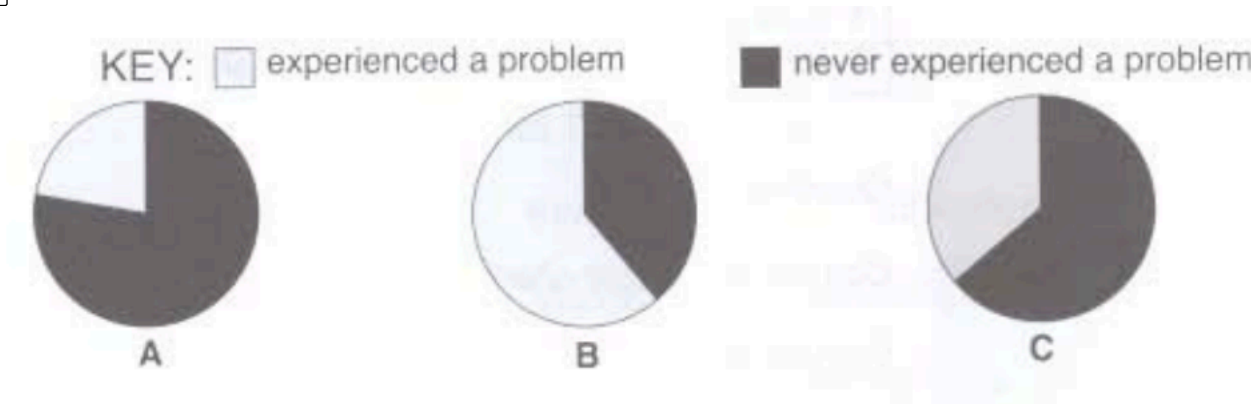
↓

Analysis of responses

## Questions 35-40

Choose the correct letter, A, B or C

**35** Which pie chart shows the percentage of respondents who experienced a problem in the supermarket?




- **A** ○ Pie chart A
- **B** ○ Pie chart B
- **C** ○ Pie chart C

**36** Which pie chart shows the reasons why customers failed to report the problem directly to supermarket staff?

- **A** ○ Pie chart A
- **B** ○ Pie chart B
- **C** ○ Pie chart C

**37** How might the student's website help the supermarket, according to the manager?

- **A** ○ It would support the expansion of the company.
- **B** ○ It would allow the identification of problem areas.
- **C** ○ It would make the company appear more professional.

**38** The student says one problem is that some customers

- **A** ○ do not have computer skills.
- **B** ○ do not have their own computer.
- **C** ○ do not have access to a computer.

**39** Further observation of website use is necessary because of

- **A** ○ the small size of the sample.
- **B** ○ the need to evaluate the objectives.
- **C** ○ the unrepresentative nature of the respondents.

**40** One positive result of the website for the supermarket staff could be

- **A** ○ greater support from management.
- **B** ○ less chance of unfair complaints.
- **C** ○ greater cooperation between staff.

# Transcripts

## Part 1

Woman: Erm... I'm interested in doing some work for the library - are you the person to speak to?

Librarian: Yes, Right, well, erm, what sort of work are you interested in?

Woman: I've just come to live here in Australia... I don't want a full-time job until my children have settled down, but I really need to get out of the house a bit, and I heard you need voluntary workers for various projects....?

Librarian: Right.

Woman:... but I don't know if I have the right skills.

Librarian: Well, we do provide training.

Woman: Oh.

Librarian: We always include an orientation to the library, together with emergency procedures, that's fire regulations, emergency exits, first aid so you can cope with accidents or sudden illness, things like that which are necessary for anyone who's working with the public. Then we give specialist training for particular projects - like using our database system.

Woman: I do have quite good computer skills, in fact.

Librarian: Umm. Great.

Woman: Is there any sort of dress requirement?

Librarian: Well, all staff have to wear a name badge - so they can be identified if they go outside the 'staff only' areas. But apart from that there aren't many regulations - we ask you to sign in and sign out for insurance purposes, but that's all. How about transport - do you live locally?

Woman: Not too far away. I'm at Porpoise Beach. My husband needs the car during the day but it's only about twenty minutes on the bus.

Librarian: In fact, we can reimburse part of your travel expenses in that case.

Woman: Oh. Would that be the same if I came by car?

Librarian: No, because parking is such a problem here. One thing we are looking for though is someone who can drive a minibus.

Woman: No problem. So, do the projects involve going outside the library?

Librarian: Some, yes. But not all. We've just finished one which involved working with photographs taken of the area 50 or 100 years ago - it basically involved what we call encapsulation...

Woman: Putting them in some sort of covers to keep them safe?

Librarian: Exactly, It's time-consuming work, and we were very grateful to have help with it. Then, sometime next year we're hoping to begin working on an initiative involving the sorting and labelling of objects relating to local history. We'll be needing help with the cataloguing.

Woman: I'd definitely be interested. How about at present?

Librarian: Well, we have a small team who work to support those who are unable to read.

Woman: Working with the blind?

Librarian: Yes, or other groups who have reading difficulties. We provide volunteers with equipment so that they can take books home with them and read them aloud onto CDs. We're gradually building up a collection that can be lent to those who need them.

Woman: Mmm. I can see it would be useful, but I'd really like to do some sort of work where I can get the chance to meet people. How about reading stories to children?

Librarian: Mmm. That's done by our regular staff. But we do have another project - it's a very long-established scheme which involves helping those who are unable to have direct access to the library.

Woman: Oh, I noticed someone with a trolley of books when I was at the hospital last week. That sort of thing?

Librarian: That would have been one of ours, yes. It's one of our most popular services - lots of people who wouldn't dream of going to the library normally, when they're at home, borrow a book when the trolley comes round the ward.

Woman: I can imagine. Yes, I'd definitely be interested in that. Right, so how do I enrol?

Librarian: Well, we do ask all volunteers to commit themselves to a regular period each week.

Woman: I could probably do five or six hours...

Librarian: Oh... be careful not to take on too much - but we do need someone for a couple of afternoons from 2 to 4... so four hours altogether.

Woman: That sounds fine.

Librarian: Right, so here's the application form... it asks the usual questions, name and address and telephone number. You also need to fill in details of who we should get in touch with in case of any accident or problem like that, we do need to have that filled in, and there's a space for date of birth, but that's only if you're over 75 so, we won't worry about that.

Woman: No. Oh, it asks for qualifications - do I need to provide certificates?

Librarian: They're not necessary. We'll need the names of two referees - not relatives or family members, obviously. What else... signature of parent or guardian - that won't be necessary as I assume you're over 18?

Woman: Yes. What's this? It says 'civil conviction check'.

Librarian: That's a document we have to provide by law for those working on projects involving children, so we won't need it in your case. But you will need to sign this separate document - that's a copy of commitment; it's basically an agreement to work according to the library guidelines. So, if you'd like to fill this all in - you can do it here, or take it home, whichever you prefer.

Woman: I'll take it home if that's OK. Right, well thank you for your time...

## Part 2

Good morning, folks, and welcome to the Information Round-up on your own local radio station! This is Larry Knowles talking to you this morning on Tuesday 25th May... and the first item coming up is a reminder to you all out there about Canadian Clean Air Day - which is on June 6th.

In case you weren't around for the last one, this is a chance for Canadians everywhere to focus on the problems of air pollution and to actually try to do something to help reduce the problem.

How many Canadians do you think die annually because of air pollution? 2000? 3000? Well, the rate is a staggering 5000 and, it's likely to grow - unless we do something. And, it's this concern with your health that's the driving force behind the government campaign that is sponsoring Clean Air Day.

So what causes air pollution in the first place? Well, the transportation sector accounts for 27 percent of all greenhouse gases produced in Canada. It's also the biggest source of that thick, polluted air from traffic fumes that we call smog. And it's the tiny particles and ground-level ozone in smog that are the main causes of health problems, and even deaths, across the country. Of course, it's worse in the big cities... but researchers have only recently realised that all you need are low levels of air pollution to seriously damage your health, so we're all at risk.

So, what can we do to fight air pollution? Well, it should be pretty obvious by now that the way we get to and from work every day can have a big impact on the air we breathe. So the easiest action you can take on Clean Air Day is to accept what we call the 'Commuter Challenge' and get to work on foot or by cycling for a change. If you have to use your car, try 'car-pooling' and share the drive, or better still, use public transit. If everyone tries this for just one day, you'll be amazed by the difference it can make to the air in our towns and cities.

But, there's more you can do to improve air quality. For example, you can plant trees. And if you don't have a garden, then you can do your bit in other ways. For instance, did you know that modern, improved wood stoves can reduce wood smoke by as much as 80-90 percent? So you can make a big difference if you upgrade the appliances you use in your home.

The government is also working hard on your behalf to clean up our air. Its priority is to reduce the emissions that cause smog - and they have clear plans to get there. Last year, Canada and the United States agreed to reduce emissions on both sides of the border between the two countries... and they plan to reach their targets in the next few years.

The government's also taking action to get cleaner fuels. It's already reduced the sulphur contained in gasoline, and it hopes to reach the reduction target for sulphur in diesel by next year. But the measures don't just focus on the motorist - the federal government's also working to reduce emissions from power plants and factories right across the provinces.

You can find out all about government action and all the plans for Clean Air Day events...

## Part 3

Jack: Katy, hi. Thanks for inviting me round.

Katy: Thanks for coming... I know you're up to your neck in finals revision, but I've got to make up my mind about next year's Geography field trip and I'd really like your advice. We've got to choose between an African trip and one in Europe. They've told us a bit about both trips in the lecture but I really can't make up my mind, and I know you did the African one last year.

Jack: That's right.

Katy: So, where exactly did you go? I mean, I know it was in Kenya, in East Africa...

Jack: Yes, well, we were right up in the north-west of the country. It was beautiful. We stayed in a place called the Marich Pass Field Studies Centre.

Katy: Right. Dr Rowe said the accommodation was traditional African-style cottages... er, he had a special name for them...

Jack: Bandas. Yes, they're fine. You have to share - two or three people together. They're pretty basic but you have a mosquito net. They don't provide spray though so remember to take plenty with you - you'll need it! And there's no electricity in the Field Centre - you'll have hurricane lamps instead. They give a good light, it's no problem.

Katy: What about places to study? Dr Rowe said there was a library...

Jack: Yes, but it's quite small. There's a lecture room as well - but most of us worked out in the open air, there are plenty of places outside. And it's so beautiful - you're right in the middle of the forest clearing.

Katy: I gather it's a relatively unmodernised area?

Jack: Definitely. They actually set up the centre there because it's on the boundaries of two distinct ecological zones - the mountains, where the people are mainly agriculturalists, and the semi-arid plains lower down, where they're semi-nomadic pastoralists.

Katy: So, how much chance did you get to meet the local people there? Did you get the chance to do interviews?

Jack: Yes - though we had to use local interpreters. But that was OK. Then we did field observation, of course, looking at environmental and cultural conditions, and morphological mapping.

Katy: What's that?

Jack: Oh. Looking at the surface forms of the landscape, the slope elements and so on.

Katy: What about specific projects?

Jack: Yes. After the first two or three days, we spent most of our time on those. We could pretty well do what we wanted, although they all had to relate to issues concerned with development in some way. People did various things... some were based on social and cultural topics, like the effect of education on the aspirations of young people, and some did more physical process-based studies, looking at things like soil erosion. My group actually looked at issues relating to water, things like sources such as rivers and wells, and quality and so on. It was a good project to work on but, a bit frustrating - we felt we needed a lot more time really.

Katy: Right. Dr Rowe did say something about limiting project scope.

Jack: Yes, he told us that too at the beginning and I can see why now. What else... well, we had some good trips out as part of the course. We went to a market town - a place called Sigor - that was to study distribution - and to look at agricultural production we went to the Wei Wei valley, that's an important agricultural region.

Katy: And what about animals? Did you have a chance to go to a national park?

Jack: Sure, we did a trip on the last day, on the way back to the airport at Nairobi. But actually there was lots of wildlife at the Field Centre - vervet monkeys and baboons and lizards...

Katy: Mmm. It does sound good.

Jack: It was excellent, I'd say. In terms of logistics it was very well run, but it was more than that - I mean, it's not the sort of place I'd ever have got to on my own, and it was a real eye-opener - it got me really interested in development issues and the way other people live. I did find it frustrating at the time that we couldn't get as far as we wanted on the project, but actually I'm going to follow it up in my dissertation, so it's given me some ideas and data for that as well.

Katy: So you'd say it was worth the extra money?

Jack: Definitely.

## Part 4

For my website design project, I decided to approach Supersave supermarkets, because I have an evening job at the supermarket, so I already have a slight insight into their organisational goals and workings.

The field research for my project was in two stages. First, I had an interview with Mr Dunne, who is in charge of Supersave's customer care department. I discussed the project with him in order to identify the supermarket's requirements. Mr Dunne said customers are often unwilling to make a face-to-face complaint when they've experienced difficulties with a product, or a member of staff, or anything related to the supermarket. So he said a website which allowed members of the public to get in touch with the organisation and bring the problem to their attention in a private manner might be very useful, and we agreed that I'd work on this.

For the second stage of my research, I devised a questionnaire to put to Supersave customers. I needed to find out about the customers' experiences of problems, together with their attitudes towards making complaints, both directly and indirectly. I used a mixture of closed questions such as 'Have you ever experienced a problem at any Supersave store?' and open questions such as 'What would you find helpful about a customer complaint website?'

I decided to do interviews rather than rely on distribution of the questionnaire, as I felt this was likely to lead to a higher take-up rate. I visited four Supersave stores, two in the city centre and two in the outskirts and altogether I interviewed 101 respondents. Then finally, I analysed the results.

I found the results of the questionnaires to be very informative. I found that out of the total number of customers investigated, 64 percent had at some stage encountered a problem in a Supersave store. Out of these people, the vast majority said that they hadn't reported the problem to any member of staff - they'd just kept it to themselves. The next thing I tried to find out was why they hadn't complained. Well, about 25 percent of the people I interviewed said the reason was that they couldn't be bothered, and a slightly smaller percentage said they didn't have enough time, but 55 percent said the reason was that they felt intimidated. I finally asked if they would be more likely to complain if they didn't have to do it face-to-face, and nearly everyone I asked said that they would - 95 percent, to be exact.

I then set about designing the website to meet these needs. Once I'd completed the website, I made another appointment with Mr Dunne, to find out what he thought of it.

Mr Dunne said he felt that the pages would benefit his organisation by giving customers a new way of expressing their complaints, and by making it easier to collect complaints, identify specific places where service and customer care were not as good as they should be, and act upon them accordingly.

Supersave is already a highly customer-orientated organisation and he thought our website would be an excellent addition to their customer care effort.

This is all well and good but there still remains the general problem with websites, that there's a lack of access to on-line computers. Surprisingly, in my survey I found that 88 percent of those interviewed had access to the Internet, which I felt was quite high. But this access wasn't always direct - for some people it was through their children and grandchildren and neighbours and so on, rather than being readily available in their own homes. This could prove to be a major drawback to the site, but it is still better to have it now to get the edge over competitors, however slight, and in the very near future it is expected that almost everyone will have direct access to the Internet.

Another thing to consider is that at the moment I can only base our conclusions on data gathered from a tiny fraction of the supermarket's customer base. In order to get a better idea of how the site is doing and to see how well I have met my objectives, the site will need to have been up and running for at least a few months. After this time, it'll be possible to see whether or not people are actually using the site, and if it's helping to make improvements to their customer service.

It would also be interesting to study the effect of the site on staff at the supermarket. Morale could be dented, as more complaints come in. Staff may feel they are being unfairly criticised and that there is no need for another way for customers to complain. But also, the site could boost morale by making staff come together to overcome the constructive criticism, and they may gain more job satisfaction by knowing that they are making a difference to the customer.

So, overall, I feel my website has met my objectives, but there is scope for improvement and expansion. Are there any questions?

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | B | We always include an orientation to the library, together with emergency procedures, that's fire regulations, emergency exits, first aid so you can cope with accidents or sudden illness, things like that which are necessary for anyone who's working with the public |
| 2 | A | we ask you to sign in and sign out for insurance purposes, but that's all |
| 3 | C | My husband needs the car during the day but it's only about twenty minutes on the bus. Librarian: In fact, we can reimburse part of your travel expenses in that case |
| 4 | B | We've just finished one which involved working with photographs taken of the area 50 or 100 years ago – it basically involved what we call encapsulation Putting them in some sort of covers to keep them safe?Librarian: Exactly |
| 5 | A | We provide volunteers with equipment so that they can take books home with them and read them aloud onto CDs |
| 6 | A | Woman: Oh, I noticed someone with a trolley of books when I was at the hospital last week. That sort of thing? Librarian: That would have been one of ours, yes. It's one of our most popular services – lots of people who wouldn't dream of going to the library normally, when they're at home, borrow a book when the trolley comes round the ward. Woman: I can imagine. Yes, I'd definitely be interested in that |
| 7 | B | but we do need someone for a couple of afternoons from 2 to 4 so four hours altogether. Woman: That sounds fine |
| 8 | B / D / G | You also need to fill in details of who we should get in touch with in case of any accident or problem like that, we do need to have that filled in We'll need the names of two referees – not relatives or family members, obviously But you will need to sign this separate document – that's a copy of commitment; it's basically an agreement to work according to the library guidelines |
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| 11 | June 6th | and the first item coming up is a reminder to you all out there about Canadian Clean Air Day – which is on June 6th |
| 12 | 5,000/5000 | How many Canadians do you think die annually because of air pollution? 2000? 3000? Well, the rate is a staggering 5000 and, it's likely to grow – unless we do something |
| 13 | transportation | Well, the transportation sector accounts for 27 percent of all greenhouse gases produced in Canada. It's also the biggest source of that thick, polluted air from traffic fumes that we call smog |
| 14 | low levels | but researchers have only recently realised that all you need are low levels of air pollution to seriously damage your health, so we're all at risk |
| 15 | Commuter | So the easiest action you can take on Clean Air Day is to accept what we call the 'Commuter Challenge' and get to work on foot or by cycling for a change |
| 16 | plant trees | But, there's more you can do to improve air quality. For example, you can plant trees |
| 17 | upgrade | So you can make a big difference if you upgrade the appliances you use in your home |
| 18 | border | Last year, Canada and the United States agreed to reduce emissions on both sides of the border between the two countries and they plan to reach their targets in the next few years |
| 19 | clean(er) fuels | The government's also taking action to get cleaner fuels. It's already reduced the sulphur contained in gasoline, and it hopes to reach the reduction target for sulphur in diesel by next year |
| 20 | factories | the federal government's also working to reduce emissions from power plants and factories right across the provinces |
| 21 | north(-)west | Yes, well, we were right up in the north-west of the country |
| 22 | spray | They don't provide spray though so remember to take plenty with you – you'll need it |
| 23 | (a) (small) library | Katy: What about places to study? Dr Rowe said there was a library Jack: Yes, but it's quite small. There's a lecture room as well – but most of us worked out in the open air, there are plenty of places outside |
| 24 | mountains | They actually set up the centre there because it's on the boundaries of two distinct ecological zones – the mountains, where the people are mainly agriculturalists, and the semi-arid plains lower down, where they're semi-nomadic pastoralists |
| 25 | field observation | Then we did field observation, of course, looking at environmental and cultural conditions, and morphological mapping |

| # | Answer | Explanation |
|---|---|---|
| **26** | **development** | We could pretty well do what we wanted, although they all had to relate to issues concerned with development in some way |
| **27** | **water** | My group actually looked at issues relating to water, things like sources such as rivers and wells, and quality and so on |
| **28** | **market town** | We went to a market town – a place called Sigor – that was to study distribution – and to look at agricultural production we went to the Wei Wei valley, that's an important agricultural region |
| **29** | **national park** | Katy: And what about animals? Did you have a chance to go to a national park? Jack: Sure, we did a trip on the last day, on the way back to the airport at Nairobi |
| **30** | **dissertation** | I did find it frustrating at the time that we couldn't get as far as we wanted on the project, but actually I'm going to follow it up in my dissertation, so it's given me some ideas and data for that as well |
| **31** | **requirements** | First, I had an interview with Mr Dunne, who is in charge of Supersave's customer care department. I discussed the project with him in order to identify the supermarket's requirements |
| **32** | **private** | So he said a website which allowed members of the public to get in touch with the organisation and bring the problem to their attention in a private manner might be very useful, and we agreed that I'd work on this |
| **33** | **attitudes** | I needed to find out about the customers' experiences of problems, together with their attitudes towards making complaints, both directly and indirectly |
| **34** | **interviews** | I decided to do interviews rather than rely on distribution of the questionnaire, as I felt this was likely to lead to a higher take-up rate. I visited four Supersave stores, two in the city centre and two in the outskirts and altogether I interviewed 101 respondents |
| **35** | **B** | I found that out of the total number of customers investigated, 64 percent had at some stage encountered a problem in a Supersave store |
| **36** | **C** | Well, about 25 percent of the people I interviewed said the reason was that they couldn't be bothered, and a slightly smaller percentage said they didn't have enough time, but 55 percent said the reason was that they felt intimidated |
| **37** | **B** | Mr Dunne said he felt that the pages would benefit his organisation by giving customers a new way of expressing their complaints, and by making it easier to collect complaints, identify specific places where service and customer care were not as good as they should be, and act upon them accordingly |
| **38** | **B** | But this access wasn't always direct – for some people it was through their children and grandchildren and neighbours and so on, rather than being readily available in their own homes |
| **39** | **A** | Another thing to consider is that at the moment I can only base our conclusions on data gathered from a tiny fraction of the supermarket's customer base. In order to get a better idea of how the site is doing and to see how well I have met my objectives, the site will need to have been up and running for at least a few months |
| **40** | **C** | But also, the site could boost morale by making staff come together to overcome the constructive criticism, and they may gain more job satisfaction by knowing that they are making a difference to the customer |

# Test 57

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**Report on abandoned vehicle**

| Example | Answer |
|---|---|
| Name of caller | Mrs Shefford |
| Address | 41, **1** _____<br>Barrowdale<br>WH4 5JP |
| Telephone | **2** _____ |
| Vehicle location | in **3** _____ near main road (A69) |
| Type of vehicle | **4** _____ |
| Make | Catala |
| Model | **5** _____ |
| Present colour of vehicle | **6** _____ |
| Vehicle number | S 322 GEC |
| General condition | poor - one **7** _____ cracked windscreen |
| Length of time at site | **8** _____ |
| Land belongs to | **9** _____ |
| Last owner | no information available |
| Other notes | vehicle does not belong to a **10** _____ resident |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-17

Complete the sentences below.

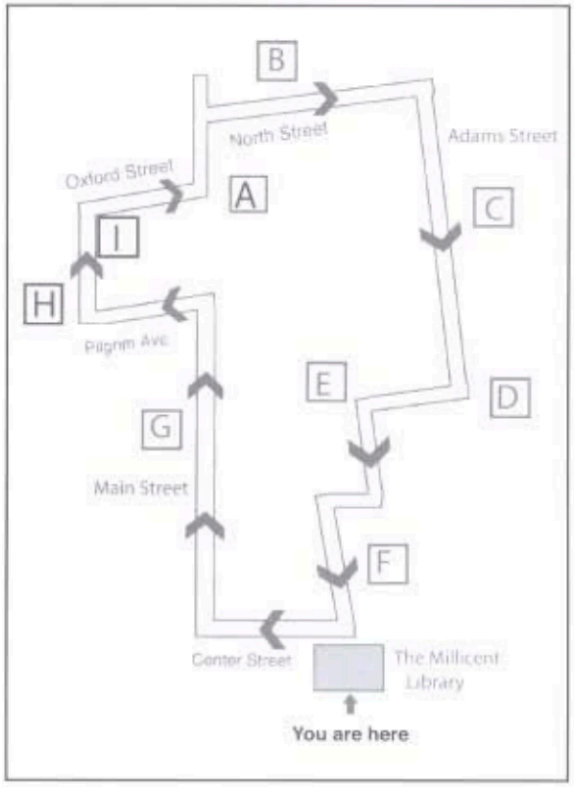
Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

- Manjiro started work as a **11** _____ when he was still a young boy.
- He spent **12** _____ on a deserted island before he was rescued.
- He became friends with William Whitfield, who was a ship's **13** _____
- The cost of Manjiro's **14** _____ in America was covered by the Whitfield family.
- Manjiro eventually returned to Japan, where he carried out important work as a teacher and **15** _____
- Fairhaven and Tosashimizu are now officially **16** _____
- Every two years, the John Manjiro **17** _____ is held in Fairhaven.

### Questions 18-20

Label the map below.

Write the correct letter A-I next to the questions.




| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| **18** Whitfield family house | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **19** Old Oxford School | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **20** School of Navigation | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Choose the best answer, A, B or C.

**21** What is the main thing Julia feels she has gained from her experience in retail?

- **A** ○ better understanding of customer attitudes
- **B** ○ improved ability to predict fashion trends
- **C** ○ more skill in setting priorities in her work

**22** Why is Julia interested in doing the postgraduate course?

- **A** ○ It will enable her to develop new types of technology.
- **B** ○ It will allow her to specialise in a design area of her choice.
- **C** ○ It will provide managerial training focusing on her needs.

**23** What would Julia like to do after she has completed the postgraduate course?

- **A** ○ work overseas
- **B** ○ start her own business
- **C** ○ stay in an academic environment

### Questions 24-27

What does each university facility have?

Choose your answers from the box and write the correct letter A-G next to the questions.

A. laboratories

B. rooms for individual study

C. inter-disciplinary focus

D. introductory course

E. purpose-built premises

F. cafeteria

G. emphasis on creative use

**24** Library _____

**25** Computer Centre _____

**26** Photomedia _____

**27** Time Based Media _____

### Questions 28-30

Complete the summary below.

Write NO MORE THAN TWO WORDS for each answer.

**MA in Fashion Design: Assessment**

Assessment includes three **28** _____ which take place at the end of the stages of the degree. Final assessment is based on a project, and includes the student's **29** _____, in the form of a written report, and the **30** _____ to which representatives of fashion companies are invited.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

**Laughter**

**The nature of laughter**

- laughter is a **31** _____ process - involves movement and sound
- it is controlled by our **32** _____

**Reasons for laughter**

- only 10% of laughter is caused by jokes / funny stories
- may have begun as sign of **33** _____ after a dangerous situation
- nowadays, may help to develop **34** _____ within a group
- connected to **35** _____ (e.g. use of humour by politicians or bosses)
- may be related to male / female differences (e.g. women laugh more at male speakers)
- may be used in a **36** _____ way to keep someone out of a group

**Benefits of laughter**

- safe method for the **37** _____ of emotions such as anger and sadness
- provides good aerobic exercise
- leads to drop in levels of stress-related **38** _____
- improves the **39** _____
- can stop **40** _____ and improve sleep

# Transcripts

## Part 1

Council Officer: Environmental Health Department, Paul speaking.

Mrs Shefford: Oh, hello. Erm, I wanted to report a vehicle that's been left parked near where I live – I think it's been abandoned, I wondered if the council could arrange to get it towed away. Have I got through to the right department?

Council Officer: Yes, you have. If I could just take a few details... your name, please?

Mrs Shefford: Mrs Shefford.

Council Officer: Thank you.

Mrs Shefford: It's not my vehicle, though ... I just thought someone ought to report it.

Council Officer: No, that's fine. What I need to do is take some details first, then we can decide what to do about the problem.

Mrs Shefford: Oh, I see.

Council Officer: So the next thing I need to know is your address.

Mrs Shefford: Right. It's 41, Lower Green Street.

Council Officer: Yes ...

Mrs Shefford: Barrowdale. And the post code's WH4 5JP.

Council Officer: Fine. And if I could just ask for a telephone number?

Mrs Shefford: It's 01778 552387. I'm out quite a lot, but you can just leave a message on the answerphone if you need to. Or I could give you my mobile number?

Council Officer: That's all right, don't worry. Now, could you tell me a little more about this vehicle. You say it's been abandoned?

Mrs Shefford: Well, it certainly looks like it.

Council Officer: Can you give me an idea of where it is?

Mrs Shefford: Yes. It's near the main road that goes through Barrowdale.

Council Officer: Is that the A69?

Mrs Shefford: Yes. That's right. Now, there's the primary school just towards the end of the village, and then next to that, next to the children's playground, there's a field, and it's in there.

Council Officer: Aah ... I wonder how it got in there?

Mrs Shefford: There's a gate to allow farm machinery in and out. I thought something ought to be done about it - the children from the school might start playing in the vehicle and lock themselves in or something.

Council Officer: Yes, you were quite right to report it. And what type of vehicle are we talking about here?

Mrs Shefford: It's a van actually. You know, the sort with just a couple of little windows at the back.

Council Officer: Right. You don't happen to know the make and model, do you?

Mrs Shefford: Oh, yes, I went and had a look and got all the details. I thought you might need them. I'm surprised the school hasn't contacted you about it. Anyway, I wrote the details down... Er, right, it's a Catala, and the model's a Flyer 2000.

Council Officer: Is that F-L-Y-E-R?

Mrs Shefford: That's right.

Council Officer: Very good. And the colour?

Mrs Shefford: Well, it's not all that easy to see because it's absolutely filthy. And actually, it looks as if it's had a paint job at some stage.... it's blue, but you can just see white underneath where it's been scratched.

Council Officer: Right. Well, I'll just make a note of the present colour. And if you could just tell me the vehicle number. Did you make a note of that?

Mrs Shefford: Oh, yes. It's S 322 GEC.

Council Officer: OK..... And it sounds as if the general condition of the vehicle isn't too good, from what you say.

Mrs Shefford: No, it's pretty poor. It wouldn't be drivable. It's got a flat tyre, and there's a crack in the windscreen. I reckon someone just wanted to get rid of it.

Council Officer: That's usually the way.

Mrs Shefford: It's been there for nearly a week... no, it must be eight days, I remember it was a Sunday morning when I noticed it. It wasn't there the day before. I walk past it most days on the way to the shops. I'd have thought the school would have reported it ...

Council Officer: Does the field actually belong to the school?

Mrs Shefford: No, it's part of Hill Farm Estate.

Council Officer: Right. I'll just make a note of that. And I don't suppose you have any information about who might own the vehicle?

Mrs Shefford: No, I've no idea. So what will you do now?

Council Officer: Well, we'll come and have a look, and see if we can trace the owner. And if we can't, the vehicle will be removed as rapidly as the law permits. It could be anything up to 20 days.

Mrs Shefford: One thing I should say, I'm quite sure this doesn't belong to anyone round here. I'd definitely recognise it if it was from someone who lived here.

Council Officer: So you don't think it was anyone local. Right. I'd say at a guess we're looking at a stolen vehicle here.

Mrs Shefford: I did wonder if it might have been. You hear such a lot about car thieves nowadays.

Council Officer: Well, we certainly will be looking into that possibility. Anyway, thank you for contacting us, Mrs Shefford, and we'll keep you informed of what happens.

Mrs Shefford: Right. Thank you very much.

Council Officer: Goodbye.

Mrs Shefford: Goodbye.

## Part 2

Right, so here we are in Fairhaven, and we have a couple of hours to spend in this historic centre before we carry on to our motel. And as you'll know from the itinerary of our trip, we're visiting Fairhaven because of its historical links with a man called Manjiro Nakahama. So I'll begin by giving you a brief overview of his life, and then you can explore the town at your leisure.

Well, Manjiro Nakahama, as he was then known, was born in 1827 in a village by the sea in what is now Tosashimizu in Japan. And like many people in that town, he became a fisherman when he was just a youngster. One day in 1841, when he was just 14 years old, he and some others were fishing far off the coast of Japan when they were caught in a storm and shipwrecked on a small deserted island. They had to wait for six months before they were rescued by an American whale ship that had stopped at the island by chance. Four of the five Japanese were put ashore in Hawaii, but Manjiro had become friends with the captain, William Whitfield, who came from the town of Fairhaven, where we are now, and he chose to remain aboard, and to return with the boat to the USA. So Manjiro unwittingly became the first Japanese ever to set foot on American soil. He came back right here to Fairhaven with Whitfield, and stayed with the Whitfield family who paid for his education here in the town. He studied Mathematics and Geography as well as shipbuilding and navigation. But he missed his mother, and his own country, and eventually he went back to Japan where he had a responsible position as a university teacher and also served an invaluable role as interpreter during the initiation of relations between Japan and the United States in the middle of the nineteenth century.

But the most interesting thing is that the links between Tosashimizu and Fairhaven have remained and grown stronger over the years, in spite of the distance between them, and in fact the two places now have the official status of sister cities. Both places are ports, so in fact the inhabitants have a lot in common. There have been a number of visits by the inhabitants of Tosashimizu, in particular at the time of the Festival, which is held every two years here in Fairhaven to celebrate the life and achievements of John Manjiro. It takes place in the fall, and there's an ever-growing programme including drumming, singing, martial arts, and stalls selling Japanese and American food. So if you're going to be in the region around then, it's really worth a visit.

Now, many of the buildings that Manjiro Nakahama knew in Fairhaven are still standing today, and so if you'd just like to hand round some copies of this map I'll suggest the best route to follow to see them. OK, so if you look at the bottom of the map you can see the Millicent Library, and that's where we are now. Now to follow the John Manjiro trail, you go out of here along Center Street, and then head up Main Street until you get to Pilgrim Avenue. Go down there and turn right at the end, go straight on and just on the corner with Oxford Street you'll see a two-storey house. This is the Whitfield family house, and this is where Manjiro first stayed when he came to Fairhaven. It's still a private residence, so please respect the owner's privacy. OK. Now, if you carry on along Oxford Street, then turn left at the end, you'll come to North Street, and about half-way down there is what's known as Old Oxford School. This was the very same school that Manjiro attended when he lived here. It was considered to be the best school in town because of the quality of the building – unusually, it was built of stone - and the quality of the teaching. Nowadays it's usually closed, except on special occasions. Go on to the end of North Street and turn the corner onto Adams Street. If you follow the road down, back towards the library, you go round a couple of sharp bends and on the second of these, you can see the School of Navigation which Manjiro also attended. And if you follow the road on, you'll soon find yourself back here at the library, and I'd suggest you spend some time looking round that too, if you have any time left.

Right, now, does anyone have any questions...

## Part 3

Dr Hilsden: Right Julia, so from your CV and portfolio, and what you've already told me, you seem to be very much the sort of person we're looking for on the postgraduate course. So tell me, you finished your Fashion Design course in London four years ago – did you think of carrying straight on and doing a higher degree at the time?

Julia: Yes - but there were financial pressures. So I ended up working in the retail industry, as you can see from my CV. And actually it was a very useful experience.

Dr Hilsden: Mmm. In what way?

Julia: Well, I was lucky to get the job with FashionNow - they're a big store, and, one of my priorities was to get as much experience as possible in different areas, so that was good because I had the chance to work in lots of different departments. And having direct contact with the customers meant I was able to see how they reacted to innovation to new fashion ideas, because with FashionNow, a designer might show something in New York or Milan and there'll be something similar in the shop within weeks. So, that was probably the most useful thing for me.

Dr Hilsden: Right. And so what's made you decide to do a postgraduate course now?

Julia: Erm... Well, while I enjoyed working at FashionNow, and I learned a lot there, I felt ... well, the way forward would have been to develop my managerial skills rather than my skills in fashion design, and I'm not sure that's what I want to do.

Dr Hilsden: Mmm, yes.

Julia: When I was doing my degree in London I'd been interested in women's wear. But I know that there's been a lot of work done in areas like new fabric construction - and, though I'm not intending to go too deeply into the technology – I'd be very interested in looking at how new fabrics could be used in children's wear, so I'd like the chance to pursue that line.

Dr Hilsden: Yes. Good. And are you at all concerned about what it's going to be like coming back into an academic context after being away from it for several years?

Julia: No, I'm looking forward to it. But I'm basically more interested in the application than the theory - or at least that's what I've found so far, and I'm hoping the course will give me the contacts and skills I need eventually to set up my own enterprise. I'm particularly interested by the overseas links that the department has.

Dr Hilsden: Yes, many of our students look overseas or to international companies for sponsorship of their projects.

Julia: And the facilities here look excellent. I just went to look at the library - it's really impressive. There's so much room compared with the one at my old university.

Dr Hilsden: Yes, most students find it's a good place to study. And there are linkups to other universities, of course, and all the usual electronic sources the staff run an Information Skills Programme which we recommend all postgraduates do in the first week or two. Design students find the Special Collections particularly useful.

Julia: Yes.

Dr Hilsden: Then we have a separate Computer Centre, which has its own academic coordinator, Tim Spender - he's got a background in art design, and the ethos of the centre is that it's a studio for innovation and creativity, rather than a computer laboratory.

Julia: Oh, right. I liked the study spaces where students can sit and discuss work together - very useful for joint projects. We always had to do that sort of thing in the cafeteria when I was an undergraduate. And I read in the brochure that there's a separate resource for photography.

Dr Hilsden: Yes, it's called Photomedia. It's not just for photography, but things like digital imaging and new media. It's a resource for all our students, not just fashion design, and we encourage students to work there producing work that crosses disciplinary boundaries. It's well used - in fact, it's doubled in size since it was set up three years ago. And we also have an offshoot from that which is called Time Based Media - this is for students who want to develop their ideas in the area of the moving image or sound. That's in a new building that was specially built for it just last year, but there are plans to expand it as the present facilities are overstretched already.

Julia: Right.

Dr Hilsden: Now, is there anything you'd like to ask about the course itself?

Julia: Erm, ... I know it's a combination of taught modules and a specialist project, but how does assessment fit in?

Dr Hilsden: Well, as you'd expect on a course of this nature, it's an ongoing process. The degree course has four stages, and there are what we call progress reviews at the end of each of the first three. Then the final assessment is based on your project. You have to produce a report which is a critical reflection on your work.

Julia: And is there some sort of fashion show?

Dr Hilsden: There's an exhibition. The projects aren't all focused on clothes as such, some are more experimental, so that seems more appropriate. We ask representatives of fashion companies along, and it's usually well attended.

Julia: Right. And another thing I wanted to ask...

## Part 4

Good afternoon, everybody... and in our second talk on social psychology I want to look at the role of laughter in our lives - something that usually gets everyone smiling from the start.

So, first of all, I'll start by looking at the actual nature of laughter. Well, when someone laughs you've got movement of the muscles of the face and the chest, and you've got sound formed when the air's forced out of the body as part of this process, so we're talking about a physical activity. But obviously other things are involved as well - and this is where it gets more complicated. Laughing isn't something that you normally decide to do, so it's not voluntary behaviour, like ordinary speech. Instead it's regulated by our instincts - rather like the singing of a bird, or the roaring of a lion. And once you start to laugh, it can be quite hard to stop - that's not always under your conscious control either.

But why do we laugh? Because we find something funny, most of us would say. But in fact it appears that laughter has little to do with jokes or funny stories - only about 10 percent of laughter is caused by things like that. One suggestion is that human laughter may have originally started out as a shared response to signal relief at the passing of danger. And it's true that even these days, laughter's rarely an activity carried out by an individual on his or her own. In fact, people are 30 times more likely to laugh when they're with other people than when they're completely alone. Laughter still seems to be a kind of social signal, it occurs when people are in a group and they're comfortable with one another. And it seems likely that laughter can result in the creation of bonds between the people in the group.

And it's precisely because of this social aspect of laughter that people like public speakers and politicians often try to get their audience to laugh - it encourages their listeners to trust them and to connect with them. But this kind of thing - controlling the laughter of a group, that is - indicates that there's a link between laughter and power, and this is supported by several studies that indicate that bosses use humour more than their employees. And research has also shown that female listeners are likely to laugh much more if the speaker is male, so it appears that there are gender issues associated with how much we laugh.

I should also point out that laughter can be used as a negative signal as well as a positive one. I think we've all probably seen evidence of a group using laughter to exclude someone... to emphasise that they are not accepted. So it's not always a positive type of behaviour, either. So what all this goes to show is that laughter is a very, very complex issue.

It does appear however that laughter has definite benefits. If we look first at the psychological aspects, we know that people often tend to store negative emotions, such as anger, sadness and fear, rather than expressing them, and it seems that laughter provides a harmless way for the release of these emotions. But there are also clear physical effects that have been monitored too. For example, laughter is good aerobic exercise – it speeds up heart rate and respiration, and raises blood pressure; one researcher suggests that 100 laughs a day is the equivalent of 10 minutes' jogging.

Laughter also helps prevent the stress that so many people suffer from today, which results from the faster pace of life and all that goes with it. It does this by reducing the levels of hormones in the blood which are caused by stress. And, in addition, it is known to increase the levels of chemicals that protect the body from infection or pain and so it helps to boost the immune system. One interesting study showed that people who had had surgical operations asked for fewer pain killers if they'd been viewing comic films. In fact, research has even shown that the quality of dreams can be positively affected by laughter - a good laugh 10 minutes before going to sleep can prevent you from having bad dreams and give a much more pleasant and restorative night's sleep. So, there's now little argument that finding things funny and enjoying a good laugh is extremely beneficial to us all.

What we need to consider now are the ways in which laughter can be used as a treatment for people who

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Lower Green Street** | Mrs Shefford: Right. It's 41, Lower Green Street |
| 2 | **01778 552387** | Mrs Shefford: It's 01778 552387 |
| 3 | **(a) field** | Now, there's the primary school just towards the end of the village, and then next to that, next to the children's playground, there's a field, and it's in there |
| 4 | **(a) van** | It's a van actually |
| 5 | **(a) Flyer 2000** | it's a Catala, and the model's a Flyer 2000 |
| 6 | **blue** | Council Officer: Very good. And the colour? Mrs Shefford: Well, it's not all that easy to see because it's absolutely filthy. And actually, it looks as if it's had a paint job at some stage it's blue, but you can just see white underneath where it's been scratched. Council Officer: Right. Well, I'll just make a note of the present colour |
| 7 | **flat tyre/flat tire** | It's got a flat tyre, and there's a crack in the windscreen |
| 8 | **8 days/eight days** | It's been there for nearly a week no, it must be eight days, I remember it was a Sunday morning when I noticed it |
| 9 | **Hill Farm Estate** | No, it's part of Hill Farm Estate |
| 10 | **local** | Mrs Shefford: One thing I should say, I'm quite sure this doesn't belong to anyone round here. I'd definitely recognise it if it was from someone who lived here. Council Officer: So you don't think it was anyone local. Right |
| 11 | **fisherman** | And like many people in that town, he became a fisherman when he was just a youngster |
| 12 | **six/6 months** | They had to wait for six months before they were rescued by an American whale ship that had stopped at the island by chance |
| 13 | **captain** | Four of the five Japanese were put ashore in Hawaii, but Manjiro had become friends with the captain, William Whitfield, who came from the town of Fairhaven, where we are now, and he chose to remain aboard, and to return with the boat to the USA |
| 14 | **education** | He came back right here to Fairhaven with Whitfield, and stayed with the Whitfield family who paid for his education here in the town |
| 15 | **(an) interpreter** | eventually he went back to Japan where he had a responsible position as a university teacher and also served an invaluable role as interpreter during the initiation of relations between Japan and the United States in the middle of the nineteenth century |
| 16 | **sister cities** | But the most interesting thing is that the links between Tosashimizu and Fairhaven have remained and grown stronger over the years, in spite of the distance between them, and in fact the two places now have the official status of sister cities |
| 17 | **Festival** | There have been a number of visits by the inhabitants of Tosashimizu, in particular at the time of the Festival, which is held every two years here in Fairhaven to celebrate the life and achievements of John Manjiro |
| 18 | **I** | Now to follow the John Manjiro trail, you go out of here along Center Street, and then head up Main Street until you get to Pilgrim Avenue. Go down there and turn right at the end, go straight on and just on the corner with Oxford Street you'll see a two-storey house. This is the Whitfield family house, and this is where Manjiro first stayed when he came to Fairhaven |
| 19 | **B** | Now, if you carry on along Oxford Street, then turn left at the end, you'll come to North Street, and about half-way down there is what's known as Old Oxford School |
| 20 | **E** | Go on to the end of North Street and turn the corner onto Adams Street. If you follow the road down, back towards the library, you go round a couple of sharp bends and on the second of these, you can see the School of Navigation which Manjiro also attended |
| 21 | **A** | And having direct contact with the customers meant I was able to see how they reacted to innovation to new fashion ideas, because with FashionNow, a designer might show something in New York or Milan and there'll be something similar in the shop within weeks. So, that was probably the most useful thing for me |
| 22 | **B** | I'd be very interested in looking at how new fabrics could be used in children's wear, so I'd like the chance to pursue that line |
| 23 | **B** | and I'm hoping the course will give me the contacts and skills I need eventually to set up my own enterprise |
| 24 | **D** | the staff run an Information Skills Programme which we recommend all postgraduates do in the first week or two |
| 25 | **G** | the ethos of the centre is that it's a studio for innovation and creativity, rather than a computer laboratory |
| 26 | **C** | It's a resource for all our students, not just fashion design, and we encourage students to work there producing work that crosses disciplinary boundaries |

| # | Answer | Explanation |
|---|---|---|
| **27** | **E** | That's in a new building that was specially built for it just last year, but there are plans to expand it as the present facilities are overstretched already |
| **28** | **progress reviews** | The degree course has four stages, and there are what we call progress reviews at the end of each of the first three |
| **29** | **(critical) reflection** | You have to produce a report which is a critical reflection on your work |
| **30** | **exhibition** | There's an exhibition. The projects aren't all focused on clothes as such, some are more experimental, so that seems more appropriate. We ask representatives of fashion companies along, and it's usually well attended |
| **31** | **physical** | Well, when someone laughs you've got movement of the muscles of the face and the chest, and you've got sound formed when the air's forced out of the body as part of this process, so we're talking about a physical activity |
| **32** | **instincts** | Instead it's regulated by our instincts – rather like the singing of a bird, or the roaring of a lion |
| **33** | **relief** | One suggestion is that human laughter may have originally started out as a shared response to signal relief at the passing of danger |
| **34** | **(social) bonds** | And it seems likely that laughter can result in the creation of bonds between the people in the group |
| **35** | **power** | But this kind of thing – controlling the laughter of a group, that is – indicates that there's a link between laughter and power, and this is supported by several studies that indicate that bosses use humour more than their employees |
| **36** | **negative** | I should also point out that laughter can be used as a negative signal as well as a positive one |
| **37** | **release** | laughter provides a harmless way for the release of these emotions |
| **38** | **hormones** | It does this by reducing the levels of hormones in the blood which are caused by stress |
| **39** | **immune system** | And, in addition, it is known to increase the levels of chemicals that protect the body from infection or pain and so it helps to boost the immune system |
| **40** | **bad dreams** | In fact, research has even shown that the quality of dreams can be positively affected by laughter – a good laugh 10 minutes before going to sleep can prevent you from having bad dreams and give a much more pleasant and restorative night's sleep |

# Test 58

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Health club customer research**

Example

Name: *Selina Thompson*

Occupation: **1** _____

Age group: **2** _____

Type of membership: **3** _____

Length of membership: **4** _____ years

Why joined: Recommended by a **5** _____

Visits to club per month: Eight (on an average)

Facility used most: **6** _____

Facility not used (If any): Tennis courts (because reluctant to **7** _____)

Suggestions for improvements:

- Have more **8** _____
- Install **9** _____ in the gym.
- Open **10** _____ later at weekends.

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-16

Complete the flow chart below.

Choose SIX answers from the box and write the correct letter, A-G.

A air B ash C earth

D grass E sticks F stones

G water

**Making a steam pit**

Dig a pit.

⬇

Arrange a row of **11** _____ over the pit.

⬇

Place **12** _____ on top.

⬇

Light the wood and let it burn out.

⬇

Remove **13** _____

⬇

Insert a stick.

⬇

Cover the pit with **14** _____

⬇

Place wrapped food on top, and cover it with **15** _____

⬇

Remove the stick and put **16** _____ into the hole.

## Questions 17-18

Choose TWO letters, A-E.

Which TWO characteristics apply to the bamboo oven?

**17** **18** Which TWO characteristics apply to the bamboo oven?

- **A** ☐ It's suitable for windy weather.
- **B** ☐ The fire is lit below the bottom end of the bamboo.
- **C** ☐ The bamboo is cut into equal lengths.
- **D** ☐ The oven hangs from a stick.
- **E** ☐ It cooks food by steaming it.

## Questions 19-20

Choose TWO letters, A-E.

Which TWO pieces of advice does the speaker give about eating wild fungi?

**19** **20** Which TWO pieces of advice does the speaker give about eating wild fungi?

- **A** ☐ Cooking doesn't make poisonous fungi edible.
- **B** ☐ Edible wild fungi can be eaten without cooking.
- **C** ☐ Wild fungi are highly nutritious.
- **D** ☐ Some edible fungi look very similar to poisonous varieties.
- **E** ☐ Fungi which cannot be identified should only be eaten in small quantities.

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-25

Research project on attitudes towards study

Choose the correct letter, A, B or C.

**21** Phoebe's main reason for choosing her topic was that

- **A** ○ her classmates had been very interested in it.
- **B** ○ it would help prepare her for her first teaching post.
- **C** ○ she had been inspired by a particular book.

**22** Phoebe's main research question related to

- **A** ○ the effect of teacher discipline.
- **B** ○ the variety of learning activities.
- **C** ○ levels of pupil confidence.

**23** Phoebe was most surprised by her finding that

- **A** ○ gender did not influence behaviour significantly.
- **B** ○ girls were more negative about school than boys.
- **C** ○ boys were more talkative than girls in class.

**24** Regarding teaching, Phoebe says she has learned that

- **A** ○ teachers should be flexible in their lesson planning.
- **B** ○ brighter children learn from supporting weaker ones.
- **C** ○ children vary from each other in unpredictable ways.

**25** Tony is particularly impressed by Phoebe's ability to

- **A** ○ recognise the limitations of such small-scale research.
- **B** ○ reflect on her own research experience in an interesting way.
- **C** ○ design her research in such a way as to minimise difficulties.

## Questions 26-30

What did Phoebe find difficult about the different research techniques she used?

Choose FIVE answers from the box and write the correct letter A-G.

A. Obtaining permission

B. Deciding on a suitable focus

C. Concentrating while gathering data

D. Working collaboratively

E. Processing data she had gathered

F. Finding a suitable time to conduct the research

G. Getting hold of suitable equipment

26 Observing lessons

27 Interviewing teachers

28 Interviewing pupils

29 Using questionnaires

30 Taking photographs

## PART 4 — QUESTIONS

Part 4 audio

# Questions 31-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

**Saving the juniper plant**

**Background**

Juniper was one of the first plants to colonise Britain after the last **31** _____.

Its smoke is virtually **32** _____ , so juniper wood was used as fuel in illegal activities.

Oils from the plant were used to prevent **33** _____ spreading.

Nowadays, its berries are widely used to **34** _____ food and drink.

**Ecology**

Juniper plants also support several species of insects and **35** _____.

**Problems**

In current juniper populations, ratios of the **36** _____ are poor.

Many of the bushes in each group are of the same age so **37** _____ of whole populations is rapid.

**Solutions**

Plantlife is trialling novel techniques across **38** _____ areas of England.

One measure is to introduce **39** _____ for seedlings.

A further step is to plant **40** _____ from healthy bushes.

# Transcripts

## Part 1

**Narrator:** Test 1. Section 1. You will hear a woman being interviewed by a market researcher in a health club about her membership of the club. First, you have some time to look at questions 1 to 5.

You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

**Market Researcher:** Oh, excuse me. I wonder if you'd have the time to take part in some market research?

**Selena Thompson:** Um, what's it about?

**Market Researcher:** About this club and your experiences and opinions about being a member. It'll take less than five minutes.

**Selena Thompson:** Oh, okay then, as long as it's quick.

**Market Researcher:** Can I start by taking your name?

**Selena Thompson:** It's Selena Thompson.

**Market Researcher:** Is that T-H-O-M-P-S-O-N?

**Selena Thompson:** Yes.

**Market Researcher:** Okay, great. Thanks.

**Narrator:** The woman's name is Thompson with a P, so "Thompson" has been written in the space. Now we shall begin. You should answer the questions as you listen, because you will not hear the recording a second time. Listen carefully and answer questions 1 to 5.

**Market Researcher:** Oh, excuse me. I wonder if you'd have the time to take part in some market research?

**Selena Thompson:** Um, what's it about?

**Market Researcher:** About this club and your experiences and opinions about being a member. It'll take less than five minutes.

**Selena Thompson:** Oh, okay then, as long as it's quick.

**Market Researcher:** Can I start by taking your name?

**Selena Thompson:** It's Selena Thompson.

**Market Researcher:** Is that T-H-O-M-P-S-O-N?

**Selena Thompson:** Yes.

**Market Researcher:** Okay, great. Thanks. And what do you do for a living?

**Selena Thompson:** Well, I'm an accountant, but I'm between jobs at the moment.

**Market Researcher:** I understand. But that's the job I'll put down on the form. And would you mind my asking which age group you fall into: below 30, 31 to 50, and above?

**Selena Thompson:** Over 50. I think we can safely say.

**Market Researcher:** Great, thanks. And which type of membership do you have?

**Selena Thompson:** Sorry, I'm not sure what you mean. Do you mean how long I've—

**Market Researcher:** No, is it a single person membership?

**Selena Thompson:** Oh, right. No, it's a family membership.

**Market Researcher:** Thanks. And how long have you been a member?

**Selena Thompson:** Oh, let me see. I was certainly here five years ago, and it was probably two to three years more than that.

**Market Researcher:** Shall I put down eight?

**Selena Thompson:** Oh, I remember now. It's nine, definitely. Sorry.

**Market Researcher:** No problem. I've got that. And the last question in this first part is: what brought you to the club?

**Selena Thompson:** Sorry?

**Market Researcher:** How did you find out about the club? Did you see any ads?

**Selena Thompson:** Well, I did actually. But I have to say I wasn't really attracted to the club because of that. It was through word of mouth.

**Market Researcher:** So you were recommended by a friend?

**Selena Thompson:** Actually, my doctor. I'd been suffering from high blood pressure, and he said the club was very supportive of people with that condition, so I signed up.

**Market Researcher:** Great. Thanks.

**Narrator:** Before you hear the rest of the conversation, you have some time to look at questions 6 to 10.

Now listen and answer questions 6 to 10.

**Market Researcher:** Now, for the second part of the form, I want to ask a bit more about your experience of the club.

**Selena Thompson:** Sure.

**Market Researcher:** How often would you say you use the club?

**Selena Thompson:** It varies enormously depending on how busy I am.

**Market Researcher:** Of course. But on average, per month?

**Selena Thompson:** I'd say it averages out at twice a week.

**Market Researcher:** Okay, so eight on average.

**Selena Thompson:** Yeah, and four of those are aqua aerobics classes.

**Market Researcher:** That leads me to the next question. Would you say the swimming pool is the facility you make most use of?

**Selena Thompson:** Fair to say that, yeah.

**Market Researcher:** Right, thanks. And are there any facilities you don't use?

**Selena Thompson:** Hmm. One area I realize I've never used is the tennis courts. And there's one simple reason for that.

**Market Researcher:** You don't play tennis?

**Selena Thompson:** Actually, I'm not bad at it. It's that I'm not happy having to pay extra for that privilege.

**Market Researcher:** Ah, right. I've made a note of that. Thanks. Now, in the last section, are there any suggestions or recommendations you have for improvements to the club?

**Selena Thompson:** Only about health and fitness?

**Market Researcher:** Anything at all.

**Selena Thompson:** Well, I'd like to see more social events. It isn't just a question of getting together for games or classes, but other things, you know?

**Market Researcher:** Yes, sure.

**Selena Thompson:** And another thing that I was thinking: when I had my yoga class in the gym last night, we were all sweltering in the heat. Was that I think they should put in, well, you know, air conditioning.

**Market Researcher:** That's exactly what I mean. The rooms are really light and well-designed, but they do need proper installation.

**Market Researcher:** Sure. Well, I've made a note of that.

**Selena Thompson:** Good.

**Market Researcher:** So, is there anything else you'd like to suggest? About quality of service, for example?

**Selena Thompson:** Oh, everyone's very nice here. They couldn't be more friendly and helpful. Oh, but I tell you what: it's a shame the restaurant isn't open in the evening on Saturday, and Sunday as well, for that matter.

**Market Researcher:** So the club should—

**Selena Thompson:** Open it later on those days.

**Market Researcher:** Okay. Well, thank you very much. That's all the questions I have.

**Narrator:** That is the end of Section 1. You now have half a minute to check your answers.

## Part 2

The following is the transcription for the provided audio file:

**Narrator:** Test 1, Section 2. You will hear a trainer giving a talk to people who want to learn outdoor survival skills. First you have some time to look at questions 11 to 16.

*(Silence while questions are reviewed)*

**Narrator:** Now listen and answer questions 11 to 16.

**Trainer:** Good morning everyone, and welcome to our outdoor survival program. As you know, this week you'll be learning some of the basic information and skills you need to look after yourself independently in the outdoors. These first two days we'll be based here in the classroom and then we'll be taking a camping trip to put into practice some of the things you've learned.

I'm going to start off with the topic of food. And to start with, I'll describe just two methods which we'll be putting into practice at our camp and which make use of natural resources: the steam pit and the bamboo pot. I've got two posters here to make things clearer and I'll start with the steam pit here.

To make this you'll need some dry sticks, some grass, some loose earth and some stones. And for this week only, some matches.

The first thing you do is to dig a shallow pit in the place you've chosen to do your cooking. Let's say about 25 centimeters deep and 30 centimeters wide. Your sticks have to be a bit wider than the pit because you have to put a line of them along the top from one end of the pit to the other. Before setting light to these you take some large stones and arrange them on top. Then you start the fire and wait till the wooden platform burns through and the stones fall into the pit.

At this point brush away any pieces of hot ash from the stones. You can use a handful of grass and then take another stick and push it down into the center of the pit between the stones. After that you cover the whole pit with a thick layer of grass and then you can put your food on it wrapped in more pieces of grass like parcels. Finally cover the whole thing with earth. You have to pad it firmly to seal the pit. Then all you have to do is take the stick out and pour a bit of water into the opening that it leaves. It should take about four hours for your food to cook as it cooks slowly in the steam that's created inside the pit.

**Narrator:** Now you have some time to look at questions 17 to 20.

*(Silence while questions are reviewed)*

**Narrator:** Now listen and answer questions 17 to 20.

**Trainer:** So, simple but effective. The other method you're going to practice this week is the bamboo oven. Now the steam pit is ideal in certain conditions because the heat is below ground level. For example, if there's a strong wind and you're afraid a fire might spread. But when it's safe to have an open fire, you can use the bamboo oven method.

You get a length of bamboo which as you probably know is hollow and consists of a number of individual sections with a wall in between. You use a sharp stick to make a hole in each of the dividing walls apart from the end one. Then you lean the bamboo over a fire with the top propped up by a forked stick and the bottom sitting on the ground.

You pour enough water in the top to fill the bottom section and then light a fire underneath that section to heat the water. Then you put your food inside the top section and the steam coming up the bamboo through the holes you made cooks it.

I'm going to move on now to food itself and talk about some of the wild plants you might cook. I'm going to begin with fungi. That's mushrooms and toadstools. I'm sure you'll be aware that some of these are edible and they're delicious, but some of them are highly poisonous.

Now whether they're poisonous or not, all fungi that you find in the wild should be cooked before eating because that helps to destroy any compounds in them that might be mildly toxic. But be aware that any amount of cooking won't make poisonous varieties any safer to eat. Unless you can definitely identify a fungus, you should never eat it. It's not worth the risk and you need to be really sure because some fungi that are poisonous are very similar in appearance to certain edible varieties. They can easily be mistaken for each other.

So, having said all that, fungi are delicious when they're freshly picked and although they are only moderately nutritious, they do contain minerals which the body needs. I'll move on now to leafy plants which are generally...

**Narrator:** That is the end of section 2. You now have half a minute to check your answers.

## Part 3

**Narrator:** Test 1, Section 3. You will hear a woman called Phoebe, who is training to be a teacher, talking to her tutor called Tony about research she has done in a school. First, you have some time to look at questions 21 to 25.

*(Pause)*

**Narrator:** Now listen and answer questions 21 to 25.

**Tony:** So, how did you get on with your school-based research, Phoebe?

**Phoebe:** Well, it was exhausting, but really valuable.

**Tony:** Good. What was the specific focus you chose?

**Phoebe:** My title is "Attitudes towards study among 11 to 12-year-old pupils."

**Tony:** Right, and what made you choose that focus?

**Phoebe:** Well, that’s a bit difficult. Lots of my classmates decided on their focus really early on, mainly on the basis of what they thought would help in their future career, you know, in their first year’s teaching.

**Tony:** So that’s what helped you decide?

**Phoebe:** Actually, it was that I came across a book written by experienced teachers on student attitudes, and that motivated me to go for the topic.

**Tony:** Okay. So what were your research questions or issues?

**Phoebe:** Well, I wanted to look at the way students responded to different teachers, particularly focusing on whether very strict teachers made teenagers less motivated.

**Tony:** And from your research, did you find that was true?

**Phoebe:** No, not from what I saw, you know, from my five days' observation, talking to people and so forth.

**Tony:** Okay. We'll talk about the actual research methods in a moment, but before that, can you briefly summarize what your most striking findings are?

**Phoebe:** Well, what really amazed me was the significant gender differences. I didn't set out to focus on that, but I found that boys were much more positive about being at school. Girls were more impatient; they talked a lot about wanting to grow up and leave school.

**Tony:** Very interesting.

**Phoebe:** Yes, it is. From doing the research, it was clear to me that you might start out to focus on one thing, but you pick up lots of unexpected insights.

**Tony:** Right. Did you get any insights into teaching?

**Phoebe:** Yes, certainly. I was doing a lot of observations of the way kids with very different abilities collaborate on certain tasks—you know, help each other. And I began to realize that the lessons were developing in really unexpected ways.

**Tony:** So what conclusion do you draw from that?

**Phoebe:** Well, I know it's necessary for teachers to prepare lessons carefully, but it's great if they also allow lessons to go their own ways.

**Tony:** Good point. Now, I'm really pleased to see you doing this—analyzing and drawing conclusions based on data.

**Phoebe:** But surely this isn't proper data?

**Tony:** Because it's derived from such small-scale research? Well, as long as you don't make grand claims for your findings, this data is entirely valid.

**Phoebe:** Hmm.

**Tony:** I like the way you're already stepping back from the experience and thinking about what you've learned about research. Well done.

**Phoebe:** But I know I could have done it better.

**Tony:** As you become more experienced, you'll find ways to reduce the risk of difficulties.

**Phoebe:** Okay.

**Narrator:** Now you have some time to look at questions 26 to 30.

*(Pause)*

**Narrator:** Now listen and answer questions 26 to 30.

**Tony:** So, let's look in more detail at how you gathered your data. Let's start with lesson observation.

**Phoebe:** Well, it generally went quite smoothly. I chose my focus and designed my checklist. Then teachers allowed me into their classes without any problems, which surprised me. It was afterwards that the grueling work started.

**Tony:** Yeah, it's very time-consuming, isn't it? Making sense of, analyzing your observation notes.

**Phoebe:** Absolutely. Much more so than interview data, for example. That was relatively easy to process. Though I wanted to make sure I used a high-quality recorder to make transcription easier, and I had to wait until one became available.

**Tony:** Right. And did you interview some kids as well?

**Phoebe:** In the end, yes. I talked to ten, and they were great. I'd imagined I'd be bored listening to them, but...

**Tony:** So it was easy to concentrate?

**Phoebe:** Sure. One of the teachers was a bit worried about the ethics, you know, whether it was right to interview young pupils, and it took a while for him to agree to let me talk to three of the kids in his class. But he relented in the end.

**Tony:** Good. What other methods did you use?

**Phoebe:** I experimented with questionnaires, but I really regret that now. I decided to share the work with another student, but we had such different agendas it ended up taking twice as long.

**Tony:** That's a shame. It might be worth you reflecting on ways you might improve on that for future projects.

**Phoebe:** You're right, yeah.

**Tony:** Okay.

**Phoebe:** And the other thing I did was still photography. I didn't take as many pictures as I'd hoped to.

**Tony:** Lack of time?

**Phoebe:** It’s pretty easy just snapping away, but I wanted each snap to have a purpose, you know, that would contribute to my research aims, and I found that difficult.

**Tony:** Well, that’s understandable, but remember...

**Narrator:** That is the end of Section 3. You now have half a minute to check your answers.

## Part 4

**Narrator:** Test 1. Section 4. You will hear an environmental studies student giving a presentation about his project on saving an endangered species of plant. Now you have some time to look at questions 31 to 40.

*(Pause)*

**Narrator:** Now listen and answer questions 31 to 40.

**Environmental Studies Student:** For my presentation, I’m going to summarize what I’ve found out about efforts to save one plant species, the juniper bush. It once flourished in Britain and throughout the world’s temperate zones, but over the last few decades has declined considerably. Before I go on to explain the steps being taken to save it in England, let me start by looking at some background information and why the juniper has been so important in cultural as well as ecological terms, historically and in the present day.

Firstly, I want to emphasize the fact that juniper is a very ancient plant. It has been discovered that it was actually amongst the first species of plants to establish itself in Britain in the period following the most recent ice age. And as I say, it has a much valued place in British culture. It was used widely as a fuel during the middle ages, because when burnt, the smoke given off is all but invisible, and so any illicit activities involving fire could go on without being detected—for example, cooking game hunted illegally.

It also has valuable medicinal properties. Particularly during large epidemics, oils were extracted from the juniper wood and sprayed in the air to try to prevent the spread of infection in hospital wards. And these days, perhaps its most well-known use is in cuisine, cooking, where its berries are a much valued ingredient used to flavor a variety of meat dishes and also drinks.

Turning now to ecological issues, juniper bushes play an important role in supporting other living things. If juniper bushes are wiped out, this would radically affect many different insect and also fungus species. We simply cannot afford to let this species die out.

*(Pause)*

**Environmental Studies Student:** So, why is the juniper plant declining at such a rapid rate? Well, a survey conducted in the north and west of Britain in 2004 to 5 showed that a major problem is the fact that in present day populations, ratios between the sexes are unbalanced, and without a proper mix of male and female, bushes don’t get pollinated. Also, the survey found that in a lot of these populations, the plants are the same age. So this means that bushes grow old and start to die at similar times, leading to swift extinction of whole populations.

Now the charity Plantlife is trying to do something to halt the decline in juniper species. It’s currently trying out two new major salvage techniques, this time focusing on lowland regions of England. The first thing it’s trying is to provide shelters for the seedlings in areas where juniper populations are fairly well established. These, of course, are designed to help protect the plants at their most vulnerable stage.

A further measure is that in areas where colonies have all but died out, numbers are being bolstered by the planting of cuttings which have been taken from healthy bushes elsewhere. Now, I hope I’ve given a clear picture of the problems facing this culturally and ecologically valuable plant, and of the measures being taken by Plantlife to tackle them. If anyone has any questions, I’d be happy to...

**Narrator:** That is the end of section 4. You now have half a minute to check your answers.

*(Pause)*

**Narrator:** That is the end of the listening test. You now have ten minutes to transfer your answers to the separate answer sheet.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **(an) accountant** | **Market Researcher:** Okay, great. Thanks. And what do you do for a living? **Selena Thompson:** Well, I'm an accountant, but I'm between jobs at the moment. **Market Researcher:** I understand. But that's the job I'll put down on the form |
| 2 | **over 50/over fifty** | And would you mind my asking which age group you fall into: below 30, 31 to 50, and above? **Selena Thompson:** Over 50. I think we can safely say |
| 3 | **family (membership)** | Oh, right. No, it's a family membership |
| 4 | **nine/9** | Oh, I remember now. It's nine, definitely. Sorry |
| 5 | **doctor** | Actually, my doctor. I'd been suffering from high blood pressure, and he said the club was very supportive of people with that condition, so I signed up |
| 6 | **(swimming) pool** | **Market Researcher:** That leads me to the next question. Would you say the swimming pool is the facility you make most use of? **Selena Thompson:** Fair to say that, yeah |
| 7 | **pay (extra)** | It's that I'm not happy having to pay extra for that privilege |
| 8 | **social events** | Well, I'd like to see more social events |
| 9 | **air conditioning** | And another thing that I was thinking: when I had my yoga class in the gym last night, we were all sweltering in the heat. Was that I think they should put in, well, you know, air conditioning |
| 10 | **(the) restaurant** | Oh, but I tell you what: it's a shame the restaurant isn't open in the evening on Saturday, and Sunday as well, for that matter |
| 11 | **E** | Your sticks have to be a bit wider than the pit because you have to put a line of them along the top from one end of the pit to the other |
| 12 | **F** | Before setting light to these you take some large stones and arrange them on top |
| 13 | **B** | At this point brush away any pieces of hot ash from the stones |
| 14 | **D** | After that you cover the whole pit with a thick layer of grass and then you can put your food on it wrapped in more pieces of grass like parcels |
| 15 | **C** | Finally cover the whole thing with earth |
| 16 | **G** | Then all you have to do is take the stick out and pour a bit of water into the opening that it leaves |
| 17 | **B / E** | You pour enough water in the top to fill the bottom section and then light a fire underneath that section to heat the water. Then you put your food inside the top section and the steam coming up the bamboo through the holes you made cooks it |
| 18 | **B / E** | You pour enough water in the top to fill the bottom section and then light a fire underneath that section to heat the water. Then you put your food inside the top section and the steam coming up the bamboo through the holes you made cooks it |
| 19 | **A / D** | But be aware that any amount of cooking won't make poisonous varieties any safer to eat some fungi that are poisonous are very similar in appearance to certain edible varieties. They can easily be mistaken for each other |
| 20 | **A / D** | But be aware that any amount of cooking won't make poisonous varieties any safer to eat some fungi that are poisonous are very similar in appearance to certain edible varieties. They can easily be mistaken for each other |
| 21 | **C** | Actually, it was that I came across a book written by experienced teachers on student attitudes, and that motivated me to go for the topic |
| 22 | **A** | Well, I wanted to look at the way students responded to different teachers, particularly focusing on whether very strict teachers made teenagers less motivated |
| 23 | **B** | Well, what really amazed me was the significant gender differences. I didn't set out to focus on that, but I found that boys were much more positive about being at school. Girls were more impatient; they talked a lot about wanting to grow up and leave school |
| 24 | **A** | Well, I know it's necessary for teachers to prepare lessons carefully, but it's great if they also allow lessons to go their own ways |
| 25 | **B** | I like the way you're already stepping back from the experience and thinking about what you've learned about research. Well done |
| 26 | **E** | It was afterwards that the grueling work started. **Tony:** Yeah, it's very time-consuming, isn't it? Making sense of, analyzing your observation notes. **Phoebe:** Absolutely |

| # | Answer | Explanation |
|---|---|---|
| **27** | **G** | Though I wanted to make sure I used a high-quality recorder to make transcription easier, and I had to wait until one became available |
| **28** | **A** | One of the teachers was a bit worried about the ethics, you know, whether it was right to interview young pupils, and it took a while for him to agree to let me talk to three of the kids in his class. But he relented in the end |
| **29** | **D** | I experimented with questionnaires, but I really regret that now. I decided to share the work with another student, but we had such different agendas it ended up taking twice as long |
| **30** | **B** | It's pretty easy just snapping away, but I wanted each snap to have a purpose, you know, that would contribute to my research aims, and I found that difficult |
| **31** | **ice age** | It has been discovered that it was actually amongst the first species of plants to establish itself in Britain in the period following the most recent ice age |
| **32** | **invisible** | It was used widely as a fuel during the middle ages, because when burnt, the smoke given off is all but invisible, and so any illicit activities involving fire could go on without being detected—for example, cooking game hunted illegally |
| **33** | **infection(s)** | Particularly during large epidemics, oils were extracted from the juniper wood and sprayed in the air to try to prevent the spread of infection in hospital wards |
| **34** | **flavour/flavor** | And these days, perhaps its most well-known use is in cuisine, cooking, where its berries are a much valued ingredient used to flavor a variety of meat dishes and also drinks |
| **35** | **fungus/fungi** | If juniper bushes are wiped out, this would radically affect many different insect and also fungus species |
| **36** | **sexes** | a survey conducted in the north and west of Britain in 2004 to 5 showed that a major problem is the fact that in present day populations, ratios between the sexes are unbalanced, and without a proper mix of male and female, bushes don't get pollinated |
| **37** | **extinction** | Also, the survey found that in a lot of these populations, the plants are the same age. So this means that bushes grow old and start to die at similar times, leading to swift extinction of whole populations |
| **38** | **lowland** | It's currently trying out two new major salvage techniques, this time focusing on lowland regions of England |
| **39** | **shelter(s)** | The first thing it's trying is to provide shelters for the seedlings in areas where juniper populations are fairly well established |
| **40** | **cuttings** | A further measure is that in areas where colonies have all but died out, numbers are being bolstered by the planting of cuttings which have been taken from healthy bushes elsewhere |

# Test 59

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

## Pinder's Animal Park

**Example**

Enquiries about temporary work

**Personal Details:**

| | |
|---|---|
| Name: | Jane [1] _____ |
| Address: | [2] _____<br>Exeter |
| Telephone number: | 07792430921 |
| Availability: | Can start work on [3] _____ |

**Work details:**

| | |
|---|---|
| Preferred type of work: | Assistant [4] _____ |
| Relevant skills: | Familiar with kitchen [5] _____ |
| Relevant qualifications: | A [6] _____ certificate |
| Training required: | A [7] _____ course |

**Referee:**

| | |
|---|---|
| Name: | Dr Ruth Price |
| Position: | [8] _____ |
| Phone number: | [9] _____ |
| Other: | Applicant has a form of [10] _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Choose the correct answer, A, B or C.

**11** The Tamerton Centre was set up in order to encourage people

- **A** ◯ to enjoy being in the countryside.
- **B** ◯ to help conserve the countryside.
- **C** ◯ to learn more about the countryside.

**12** Last year's group said that the course

- **A** ◯ built their self esteem.
- **B** ◯ taught them lots of new skills.
- **C** ◯ made them fitter and stronger.

**13** For the speaker, what's the most special feature of the course?

- **A** ◯ You can choose which activities you do.
- **B** ◯ There's such a wide variety of activities.
- **C** ◯ You can become an expert in new activities.

**14** The speaker advises people to bring

- **A** ◯ their own board games.
- **B** ◯ extra table tennis equipment.
- **C** ◯ a selection of films on DVD.

**15** Bed-time is strictly enforced because

- **A** ◯ it's a way to reduce bad behaviour.
- **B** ◯ tiredness can lead to accidents.
- **C** ◯ it makes it easy to check everyone's in.

### Questions 16-20

What rules apply to taking different objects to the Centre?

Match each object with the correct rule, A-C.

Write the correct letter, A-C.

A. You MUST take this

B. You CAN take this, if you wish

C. You must NOT take this

**16** Electrical equipment _____

**17** Mobile phone _____

**18** Sun cream _____

**19** Aerosol deodorant _____

**20** Towel _____

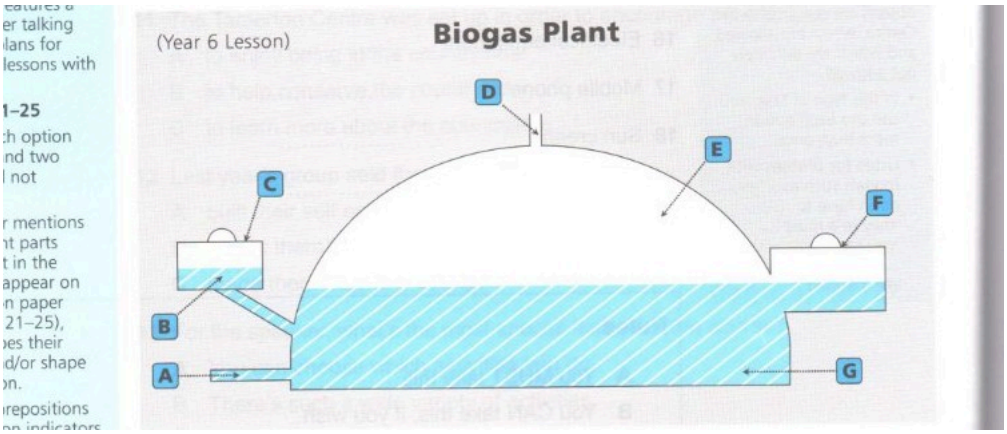
## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Label the diagram below.

Write the correct letter, A-G, next to questions 21-25 below.




| | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| 21 Waste container | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 22 Slurry | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 23 Water inlet | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 24 Gas | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 25 Overflow tank | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

### Questions 26-30

Complete the flow chart below.

Choose FIVE answers from the box and write the correct letter, A-G, next to questions 26-30.

A. Identify sequence. | B. Ask questions. | C. Copy.

D. Demonstrate meaning. | E. Distribute worksheet. | F. Draw pictures.

G. Present sentences.

**LESSON OUTLINE YEAR THREE**

**TOPIC: ENERGY**

**ACTIVITIES**

Teacher: Introduce word

Pupils: look and listen

↓

Teacher: 26 _____

Pupils: look and listen

↓

Teacher: Present question

Pupils: respond

↓

Teacher: **27** _____

Pupils: **28** _____ and expand

↓

Teacher: Display pictures

Pupils: **29** _____

↓

Teacher: **30** _____

Pupils: write

↓

Teacher: Monitor pupils

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

### Creating artificial gills

**Background**

- Taking in oxygen : mammals - lungs; fish - gills
- Long-held dreams - humans swimming underwater without oxygen tanks
- Oxygen tanks considered too **31** _____ and large
- Attempts to extract oxygen directly from water
- 1960s - prediction that humans would have gills added by **32** _____
- Ideas for artificial gills were inspired by research on
  - fish gills
  - fish swim bladders
  - animals without gills - especially bubbles used by **33** _____

**Building a simple artificial gill**

- Make a watertight box of a material which lets **34** _____ pass through
- Fill with air and submerge in water
- Important that the diver and the water keep **35** _____
- The gill has to have a large **36** _____
- Designers often use a network of small **37** _____ on their gill

Main limitation - problems caused by increased **38** _____ in deeper water

**Other applications**

- Supplying oxygen for use on **39** _____
- Powering **40** _____ cells for driving machinery underwater

# Transcripts

## Part 1

Narrator: Test two, section one. You will hear a woman calling an animal park to inquire about a job. First, you have some time to look at questions one to five.

Narrator: You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Employee: Brenda's Animal Park, hello!

Jane: Oh, hello. I'm ringing to ask whether you have any jobs available.

Employee: Hmm, what sort of work are you looking for? Is that permanent, or part-time, or...?

Jane: Actually, I'm just looking for temporary work. I'm a student.

Employee: Oh, right. Uh, I'll just get a form and ask you a few questions.

Narrator: The woman says that she wants temporary work, so "temporary" has been written in the space. Now we shall begin. You should answer the questions as you listen, because you will not hear the recording a second time. Listen carefully and answer questions one to five.

Employee: Brenda's Animal Park, hello!

Jane: Oh, hello. I'm ringing to ask whether you have any jobs available.

Employee: Hmm, what sort of work are you looking for? Is that permanent, or part-time, or...?

Jane: Actually, I'm just looking for temporary work. I'm a student.

Employee: Oh, right. Uh, I'll just get a form and ask you a few questions. Then I'll pass your application on to our recruitment section. Is that okay?

Jane: Fine, thank you.

Employee: So, starting with your name.

Jane: It's Jane Lamerton.

Employee: Is that L-A-double-M-E-R-T-O-N?

Jane: There's only one "m" in it.

Employee: Oh, right. And your address?

Jane: It's 42 West Lane.

Employee: Right. And is that in Exeter?

Jane: Yes.

Employee: Okay. And can you give me your mobile phone number?

Jane: 07792 430 921.

Employee: Right. Now, the next thing is, when are you available to start work?

Jane: I finish college on the 8th of June. That's in three weeks' time. But I can't start work until the 11th because I've got a hospital appointment on the 10th of June.

Employee: Ah, no problem. Now, I need to ask you a few questions about the type of job that might be suitable. Do you have any particular kind of work in mind? It doesn't necessarily mean that you will get work in the field that you want, but I can record your preferences.

Jane: Well, I'd do anything, and I have worked as an assistant animal keeper before when I was still at school. But I'm studying at a catering college now, and I'd really like to get some experience as an assistant cook if possible.

Employee: Right, so that's your first choice. Have you done that kind of job before?

Jane: No, but I've helped my aunt sometimes. She runs a café in Exeter.

Employee: Hmm. Would you say you've got any relevant skills then?

Jane: Well, I'm used to using the kind of equipment you usually find in a kitchen.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions six to ten.

Narrator: Now listen and answer questions six to ten.

Employee: Okay. And I know you're still studying, but do you already have any qualifications related to that kind of work? A hygiene qualification, for example?

Jane: I haven't, no, but I've got a certificate in food handling. I did it before I decided to become a full-time student.

Employee: Fine. Okay. That means you wouldn't need any specific training if you did get the kind of work you wanted. But you'd have to do a short course on first aid. All our new employees do that. It just takes half a day, and most people find it generally useful.

Jane: Oh yes, I'm sure it is.

Employee: Well, that's about it really. Oh, just one last thing. Can you give me the name of someone who would give you a reference, like a previous employer or...?

Jane: Oh yes, you can put Dr. Ruth Price.

Employee: Okay. Is that one of your college lecturers?

Jane: She's my college tutor. She's known me for over two years, and I'm sure she wouldn't mind. In fact, she's given me a reference before.

Employee: Fine. We'd probably contact her by phone. Do you happen to know her number?

Jane: I've got it on my phone, yes. It's 0208 685 1114. That's a landline.

Employee: Good. Well, as I say, I can't promise anything, but I'll pass your application on, and you should hear in a few days. Is there anything else?

Jane: Just one thing. I suffer from a particular type of color blindness, and sometimes employers have to make special arrangements for that.

Employee: Okay. I'll make a note of that. It won't be a problem, but it's good that you've made us aware of it. You can provide us with more details if you're offered a job.

Jane: Okay, thanks very much. Bye.

Employee: Bye.

Narrator: That is the end of section one. You now have half a minute to check your answers.

Narrator: Now turn to section two.

## Part 2

Narrator: Test 2, section 2. You hear a club leader giving information to a group of young people who are planning to do a two-week holiday course at the Tamerton Center. First, you have some time to look at questions 11 to 15. Now listen and answer questions 11 to 15.

Club Leader: Hello everyone. I’ve been asked to talk to you this afternoon about next month’s trip to Tamerton Study Center for the two-week course. Now, some of the things I’m going to say you may have already heard or read about, but I think it’s important to emphasize a few key points. First of all, it’s worth reminding you why Tamerton was set up in the first place, in the late 1960s. That was really before all the concern with preserving the environment which everyone talks about these days. The idea was simply to get people out of the cities and into the country and to find out that just being outdoors can be very rewarding.

This is not going to be a holiday in the usual sense. It’s called an adventure course because you’ll really be stretched to your limits, but that in itself can be a positive thing. The group I took last year, for example, said that although they actually felt pretty weak and exhausted all the time—it really made them learn a lot about themselves and increased their confidence. And in the end, that’s the most important thing.

Now, all of you knew about policies at Tamerton before you signed up for it, so you know that in many ways, it’s quite old-fashioned. You don’t have a lot of choice in what you do, but something which I think makes the place so special is that you get to try so many different things every day. For instance, one day you’ll do climbing and the next you’ll be surveying rock pools. It’s not intended that you become an expert in any of them; it’s more like a taster which you can follow up if you want.

And there isn’t a lot of free time. Organized activities and talks, etc., go on until 9:00 PM and lights go out at 11:00 PM. There are table tennis tables with all the equipment and board games, though I have to say, the pieces often go missing, so it’s a good idea to take your own. There’s a DVD player with a good selection of films suitable for this age group, so don’t take your own. Bedtime at 11:00 PM is strictly enforced, and there’s a good reason for this. You’re all under 18, and we organizers need to know that all group members are accounted for in the house as we close for the night. And of course, you’ll be so exhausted anyway that you’ll be too sleepy to want to cause any trouble.

Narrator: Now you have some time to look at questions 16 to 20. Now listen and answer questions 16 to 20.

Club Leader: Now, what should you pack? The information sheet tells you a lot about what clothing to bring, but what about other things? Well, Tamerton House has its own small shop, but anything larger is several miles away, so you won’t have many opportunities for buying supplies. So, in this last part of my talk, I’m going to explain what objects you should take with you to the center, what you can take if you want, and also very importantly, what you cannot take.

Several of you came up to me before this talk and asked whether you can take things like kettles or hair dryers. The answer is, there are plenty of these electrical appliances available in the center, and they are of the proper voltage and are checked regularly. Yours may not be, so the rules at Tamerton say you can’t bring them into the center because it’s considered a fire risk. Remember, it’s a very old house.

Now, another question was about cell phones. Although you definitely can’t have them on during inside talks, you equally definitely need them when you’re out on exercises. So, they’re a must, I’m afraid. Anybody who wishes to talk to me about borrowing a phone for the fortnight, please see me after this talk.

Now, the weather’s heating up at the moment and you’ll be outdoors a great deal. If you wear proper clothing, especially a hat, sunscreen is optional. Also, they sell high factor cream in the shop, so you don’t have to take any of your own unless there’s a special kind you use.

Now, there’s a special note about things like deodorants which come in aerosol cans. I need to tell you that these are banned in the center because, apparently, they have the habit of setting off the fire alarms. If you want to take an aerosol can, you’ll actually be at risk of being told to leave.

And finally, people have been asking about whether they need to take towels. Well, the center does provide one towel per guest which you’re required to wash yourself. If you’re happy with that, then don’t bring another. If not, take one of your own. Just remember how much outdoor exercise you’ll be doing and how dirty and wet you’ll be getting. You might...

Narrator: That is the end of section 2. You now have half a minute to check your answers.

## Part 3

Narrator: Test 2, section 3. You will hear a trainee teacher called Eve, talking to her university tutor about her preparations for teaching practice. Before you listen, you have some time to look at questions 21 to 25. Now listen and answer questions 21 to 25.

Tutor: Hello Eve. Come in and sit down. How's it going?

Eve: Fine thanks. I'm looking forward to my teaching practice next week.

Tutor: Good. Now you've got two classes, haven't you? Year 3 and Year 6. Have you done your lesson plans?

Eve: Well, I've decided to take the topic of renewable energy. I haven't done a lesson plan for Year 6 yet, but I thought I'd base their lesson on an example of very simple technology. So, I've brought this diagram to show you. I got it from the internet.

Tutor: Let's see. A biogas plant. So this is equipment for producing fuel from organic waste?

Eve: Yes. The smaller container on the left is where you put the waste you've collected.

Tutor: Right, and from there it's piped into the larger tank.

Eve: That's right. And that's slurry on the base of the larger tank.

Tutor: Right, and what exactly is slurry?

Eve: It's a mixture of organic waste and water.

Tutor: So, is that pipe at the bottom where the water comes in?

Eve: Yes it is. As the slurry mixture digests, it produces gas, and that rises to the top of the dome. Then when it's needed, it can be piped off for use as fuel in homes or factories. It's very simple.

Tutor: I suppose there's some kind of safety valve to prevent pressure build-up.

Eve: That's the overflow tank, that container on the right. As the slurry expands, some of it flows into that, and then once some of the gas has been piped off, the slurry level goes down again and the overflow tank empties again.

Tutor: I see. Well I think that's suitably simple for the age level it's for. I look forward to seeing the whole lesson plan.

Eve: Thanks. And can I show you my ideas for the Year 3 lesson?

Tutor: Of course. Let's look.

Narrator: Before you listen to the rest of the conversation, you have some time to look at questions 26 to 30. Now listen and answer questions 26 to 30.

Eve: I thought I'd introduce the topic by writing the word energy on the board and reinforcing the spelling and the pronunciation. Then I'll do a little mime, you know, run on the spot or something to convey the sense.

Tutor: I'd keep it brief at this stage.

Eve: Yes, I will. Then I'll wipe the word off and write the question "where does energy come from?" and see what the pupils come up with.

Tutor: Fine. I'd suggest that you just brainstorm at this stage and don't reject any of their suggestions.

Eve: Yes, that's what I was going to do. Then I've produced a set of simple statements, like energy makes cars move along the road and energy makes our bodies grow. There are eight altogether.

Tutor: Are you going to give them out as a handout or write them up on the board?

Eve: First, I'll write them up on the board, and then I'll read them out loud, and I'll get the pupils to copy them out in their notebooks. I'll also ask them to think up one more similar statement by themselves and add it to the list.

Tutor: Good idea.

Eve: After that, I thought I'd vary things a bit by sticking some pictures up. Of things like the sun and plants and food and petrol and a running child. And I'll get the pupils to work out what order the pictures should come in, in terms of the energy chain.

Tutor: I think that's a very good idea. You could move the pictures around as the pupils give you directions.

Eve: Yes, I think they'd enjoy that. And to finish off, I've made a gap-fill exercise to give out. They'll be doing that individually, and while they're writing, I'll walk round and check their work.

Tutor: Good. And have you worked out the timing of all that? It'll probably take you right through to the end of the lesson.

Narrator: That is the end of section 3. You now have half a minute to check your answers. Now turn to section 4.

## Part 4

Narrator: Test 2, section 4. You will hear a woman giving a talk at a popular science convention. She is describing research into artificial gills designed to enable humans to breathe underwater. Now you have some time to look at questions 31 to 40. Now listen and answer questions 31 to 40.

Presenter: In my talk today, I'll be exploring the idea of artificial gills. I'll start by introducing the concept, giving some background and so forth, and then I'll go on to explain the technological applications, including a short, very simple experiment I conducted. Starting with the background. As everyone knows, all living creatures need oxygen to live. Mammals take in oxygen from the atmosphere by using their lungs, and fishes take oxygen from water by means of their gills, which of course in most fish are located either side of their head.

But human beings have always dreamt of being able to swim underwater like the fishes, breathing without the help of oxygen tanks. I don't know whether any of you have done any scuba diving, but it's a real pain having to use all that equipment. You need special training and it's generally agreed that tanks are too heavy and big to enable most people to move and work comfortably underwater. So scientists are trying a different tack. Rather than humans carrying an oxygen supply as they go underwater, wouldn't it be possible to extract oxygen in situ, that is, directly from the water while swimming?

In the 1960s, the famous underwater explorer Jacques Cousteau, for example, predicted that one day surgery could be used to equip humans with gills. He believed our lungs could be bypassed and we would learn to live underwater just as naturally as we live on land. But of course, most of us would prefer not to go to such extremes. I've been looking at some fairly simple technologies developed to extract oxygen from water. Ways to produce a simple, practical artificial gill, enabling humans to live and breathe in water without harm.

Now, how scientists and inventors went about this was to look at the way different animals handle this. Fairly obviously they looked at the way fishes breathe, but also how they move down and float up to the surface using inflatable sacs called swim bladders. Scientists also looked at animals without gills which use bubbles of air underwater, notably beetles. These insects contrive to stay underwater for long periods by breathing from this bubble which they hold under their wing cases.

By looking at these animal adaptations, inventors began to come up with their own artificial gills. Now, making a crude gill is actually rather easy, more straightforward than you'd think. You take a watertight box which is made of a material which is permeable to gas, that is, it allows it to pass through inwards and outwards. You then fill this with air, fix it to the diver's face and go down underwater.

But a crucial factor is that the diver has to keep the water moving so that water high in oxygen is always in contact with the gill, so he can't really stay still. And to maximize this contact, it's necessary for your gill to have a big surface area. Different gill designers have addressed this problem in different ways, but many choose to use a network or lattice arrangement of tiny tubes as part of their artificial gills. Then the diver is able to breathe in and out, oxygen from the water passes through the outer walls of the gill and carbon dioxide is expelled. In a nutshell, that's how the artificial gill works.

So, having read about these simple gill mechanisms, I decided to create my own. I followed the procedure I've just described and it worked pretty well when I tried it out in the swimming pool. I lasted underwater for nearly 40 minutes. However, I've read about other people breathing through their gill for several hours. So the basic idea works well, but the real limitation is that these simple gills don't work as the diver descends to any great depth because the pressure builds and a whole different set of problems are caused by them.

Research is being done into how these problems might be overcome, but that's another story which has to be a subject of another talk. Despite this serious limitation, many people have high hopes for the artificial gill and they think it might have applications beyond simply enabling an individual to stay underwater for a length of time. For example, the same technology might be used to provide oxygen for submarines, enabling them to stay submerged for months on end without resorting to potentially dangerous technologies such as nuclear power.

Another idea is to use oxygen derived from the water as energy for fuel cells. These could power machinery underwater, such as robotic devices. So in my view, this is an area of technology with great potential. Now, if anyone has any questions I'd be happy to answer. Yes, lady at the back.

Narrator: That is the end of section 4. You now have half a minute to check your answers. That is the end of the listening test. You now have 10 minutes to transfer your answers to the separate answer sheet.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Lamerton** | Jane: It's Jane Lamerton. Employee: Is that L-A-double-M-E-R-T-O-N? Jane: There's only one "m" in it |
| 2 | **42 West Lane** | Jane: It's 42 West Lane |
| 3 | **11th of June/11th June/June 11th/June 11** | But I can't start work until the 11th because I've got a hospital appointment on the 10th of June |
| 4 | **cook** | But I'm studying at a catering college now, and I'd really like to get some experience as an assistant cook if possible |
| 5 | **equipment** | Well, I'm used to using the kind of equipment you usually find in a kitchen |
| 6 | **food-handling** | I haven't, no, but I've got a certificate in food handling |
| 7 | **First Aid/first-aid** | But you'd have to do a short course on first aid. All our new employees do that |
| 8 | **(college) tutor** | Jane: She's my college tutor. She's known me for over two years, and I'm sure she wouldn't mind. In fact, she's given me a reference before |
| 9 | **0208 685114** | It's 0208 685 1114. That's a landline |
| 10 | **colour blindness/color blindness** | Just one thing. I suffer from a particular type of color blindness, and sometimes employers have to make special arrangements for that |
| 11 | **A** | The idea was simply to get people out of the cities and into the country and to find out that just being outdoors can be very rewarding |
| 12 | **A** | The group I took last year, for example, said that although they actually felt pretty weak and exhausted all the time—it really made them learn a lot about themselves and increased their confidence |
| 13 | **B** | You don't have a lot of choice in what you do, but something which I think makes the place so special is that you get to try so many different things every day |
| 14 | **A** | There are table tennis tables with all the equipment and board games, though I have to say, the pieces often go missing, so it's a good idea to take your own. There's a DVD player with a good selection of films suitable for this age group, so don't take your own |
| 15 | **C** | Bedtime at 11:00 PM is strictly enforced, and there's a good reason for this. You're all under 18, and we organizers need to know that all group members are accounted for in the house as we close for the night |
| 16 | **C** | Several of you came up to me before this talk and asked whether you can take things like kettles or hair dryers. The answer is, there are plenty of these electrical appliances available in the center, and they are of the proper voltage and are checked regularly. Yours may not be, so the rules at Tamerton say you can't bring them into the center because it's considered a fire risk |
| 17 | **A** | Now, another question was about cell phones. Although you definitely can't have them on during inside talks, you equally definitely need them when you're out on exercises. So, they're a must, I'm afraid |
| 18 | **B** | If you wear proper clothing, especially a hat, sunscreen is optional. Also, they sell high factor cream in the shop, so you don't have to take any of your own unless there's a special kind you use |
| 19 | **C** | Now, there's a special note about things like deodorants which come in aerosol cans. I need to tell you that these are banned in the center because, apparently, they have the habit of setting off the fire alarms |
| 20 | **B** | And finally, people have been asking about whether they need to take towels. Well, the center does provide one towel per guest which you're required to wash yourself. If you're happy with that, then don't bring another. If not, take one of your own |
| 21 | **C** | The smaller container on the left is where you put the waste you've collected |
| 22 | **G** | And that's slurry on the base of the larger tank |
| 23 | **A** | Tutor: So, is that pipe at the bottom where the water comes in? Eve: Yes it is. As the slurry mixture digests, it produces gas, and that rises to the top of the dome. Then when it's needed, it can be piped off for use as fuel in homes or factories. It's very simple |
| 24 | **E** | As the slurry mixture digests, it produces gas, and that rises to the top of the dome |
| 25 | **F** | That's the overflow tank, that container on the right. As the slurry expands, some of it flows into that, and then once some of the gas has been piped off, the slurry level goes down again and the overflow tank empties again |
| 26 | **D** | Then I'll do a little mime, you know, run on the spot or something to convey the sense |

| # | Answer | Explanation |
|---|---|---|
| **27** | **G** | Then I've produced a set of simple statements, like energy makes cars move along the road and energy makes our bodies grow. There are eight altogether First, I'll write them up on the board, and then I'll read them out loud, and I'll get the pupils to copy them out in their notebooks |
| **28** | **C** | First, I'll write them up on the board, and then I'll read them out loud, and I'll get the pupils to copy them out in their notebooks. I'll also ask them to think up one more similar statement by themselves and add it to the list |
| **29** | **A** | And I'll get the pupils to work out what order the pictures should come in, in terms of the energy chain |
| **30** | **E** | And to finish off, I've made a gap-fill exercise to give out. They'll be doing that individually, and while they're writing, I'll walk round and check their work |
| **31** | **heavy** | You need special training and it's generally agreed that tanks are too heavy and big to enable most people to move and work comfortably underwater |
| **32** | **surgery** | In the 1960s, the famous underwater explorer Jacques Cousteau, for example, predicted that one day surgery could be used to equip humans with gills |
| **33** | **beetles** | Scientists also looked at animals without gills which use bubbles of air underwater, notably beetles |
| **34** | **gas** | You take a watertight box which is made of a material which is permeable to gas, that is, it allows it to pass through inwards and outwards |
| **35** | **moving** | But a crucial factor is that the diver has to keep the water moving so that water high in oxygen is always in contact with the gill, so he can't really stay still |
| **36** | **surface area** | And to maximize this contact, it's necessary for your gill to have a big surface area |
| **37** | **tubes** | Different gill designers have addressed this problem in different ways, but many choose to use a network or lattice arrangement of tiny tubes as part of their artificial gills |
| **38** | **pressure** | So the basic idea works well, but the real limitation is that these simple gills don't work as the diver descends to any great depth because the pressure builds and a whole different set of problems are caused by them |
| **39** | **submarines/a submarine** | For example, the same technology might be used to provide oxygen for submarines, enabling them to stay submerged for months on end without resorting to potentially dangerous technologies such as nuclear power |
| **40** | **fuel** | Another idea is to use oxygen derived from the water as energy for fuel cells. These could power machinery underwater, such as robotic devices |

# Test 60

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write NO MORE THAN ONE WORD OR A NUMBER for each answer.

**Car for sale (Mini)**

*Example*

Age of car: just under *13* years old

Colour: **1** _____

Mileage: **2** _____

Previous owner was a **3** _____

Current owner has used car mainly for **4** _____

Price: may accept offers from £ **5** _____

(Note: **6** _____ not due for 5 months)

Condition: good (recently serviced)

Will need a new **7** _____ soon

Minor problem with a **8** _____

Viewing

Agreed to view the car on **9** _____ a.m.

Address:

238, **10** _____ Road.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Choose the correct letter, A, B or C.

**11** The Treloar Valley passenger ferry

- **A** usually starts services in April.
- **B** departs at the same time each day.
- **C** is the main means of transport for local villagers.

**12** What does the speaker say about the river cruise?

- **A** It can be combined with a train journey.
- **B** It's unsuitable for people who have walking difficulties.
- **C** The return journey takes up to four hours.

**13** What information is given about train services in the area?

- **A** Trains run non-stop between Calton and Plymouth.
- **B** One section of the rail track is raised.
- **C** Bookings can be made by telephone or the Internet.

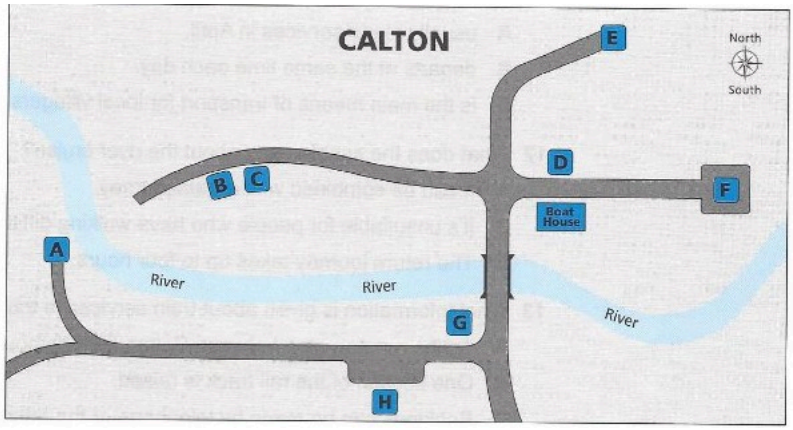
**14** The 'Rover' bus ticket

- **A** can be used for up to five journeys a day.
- **B** is valid for weekend travel only.
- **C** has recently gone down in price.

### Questions 15-20

Label the map below.

Write the correct letter, A-H, next to questions 15-20.




| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| **15** Bus stop | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **16** Car park | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| **17** Museum | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **18** Mill | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **19** Potter's studio | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **20** Café | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Choose the correct letter, A, B or C.

Advice on writing a dissertation

**21** What does Howard say about the experience of writing his dissertation?

- **A** ○ It was difficult in unexpected ways.
- **B** ○ It was more enjoyable than he'd anticipated.
- **C** ○ It helped him understand previous course work.

**22** What is Joanne most worried about?

- **A** ○ Finding enough material.
- **B** ○ Missing deadlines.
- **C** ○ Writing too much.

**23** What does Howard say was his main worry a year previously?

- **A** ○ Forgetting what he'd read about.
- **B** ○ Not understanding what he'd read.
- **C** ○ Taking such a long time to read each book.

**24** What motivated Howard to start writing his dissertation?

- **A** ○ Talking to his tutor about his problems.
- **B** ○ Seeing an inspirational TV show.
- **C** ○ Reading a controversial journal article.

### Questions 25-26

Choose TWO letters, A-E.

**25** **26** What TWO things does Howard advise Joanne to do in the first month of tutorials?

- **A** ☐ See her tutor every week.
- **B** ☐ Review all the module booklists.
- **C** ☐ Buy all the key books.
- **D** ☐ Write full references for everything she reads.
- **E** ☐ Write a draft of the first chapter.

### Questions 27-28

Choose TWO letters, A-E.

**27** **28** What TWO things does Howard say about library provision?

- **A** ☐ Staff are particularly helpful to undergraduates.
- **B** ☐ Inter-library loans are very reliable.
- **C** ☐ Students can borrow extra books when writing a dissertation.
- **D** ☐ Staff recommend relevant old dissertations.
- **E** ☐ It's difficult to access electronic resources.

## Questions 29-30

Choose TWO letters, A-E.

**29** **30** What TWO things does Joanne agree to discuss with her tutor?

- **A** ☐ The best ways to collaborate with other students.
- **B** ☐ Who to get help from during college vacations.
- **C** ☐ The best way to present the research.
- **D** ☐ Whether she can use web sources.
- **E** ☐ How to manage her study time.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the flow chart below.

Write NO MORE THAN TWO WORDS for each answer.

**Expertise in creative writing**

Background – researcher had previously studied **31** _____

↓

Had initial idea for research – inspired by a book (the **32** _____ of a famous novelist).

↓

Posed initial question – why do some people become experts whilst others don't?

↓

Read expertise research in different fields.

Avoided studies conducted in a **33** _____ because too controlled.

Most helpful studies–research into **34** _____, e.g. waiting tables.

↓

Found participants: four true **35** _____ in creative writing (easy to find) and four with extensive experience.

↓

Using 'think aloud' techniques, gathered **36** _____ data from inexperienced writer. (During session – assistant made **37** _____ recordings).

↓

Gathered similar data from experienced writers.

↓

Compared two data sets and generated a **38** _____ for analysis (Identified five major stages in writing – will be refined later).

↓

Got an expert **39** _____ to evaluate the quality of the different products.

↓

Identified the most effective **40** _____ of stages in producing text.

# Transcripts

## Part 1

Narrator: CD 2. Test 3, section 1. You will hear a woman talking on the telephone to a man about a car he is selling. First you have some time to look at questions 1 to 4. You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Brian Parks: Hello, Brian Parks speaking.

Woman: Oh, hello. I'm calling about the advert in the paper.

Brian Parks: For the car?

Woman: Ah, yes, the Mini you've got advertised for sale.

Brian Parks: Oh yes.

Woman: I just wanted to find out a bit more information.

Brian Parks: Of course, what would you like to know?

Woman: It's my brother who's interested actually, but he's not in today, so he asked me to call you.

Brian Parks: Fine.

Woman: Great, thanks. So it's a Mini?

Brian Parks: Yep.

Woman: And how old is it?

Brian Parks: Just coming up to 13 years old.

Narrator: The man says the car is just coming up to 13 years old. So 13 has been written in the space. Now we shall begin. You should answer the questions as you listen, because you will not hear the recording a second time. Listen carefully and answer questions 1 to 4.

Brian Parks: Hello, Brian Parks speaking.

Woman: Oh, hello. I'm calling about the advert in the paper.

Brian Parks: For the car?

Woman: Ah, yes, the Mini you've got advertised for sale.

Brian Parks: Oh yes.

Woman: I just wanted to find out a bit more information.

Brian Parks: Of course, what would you like to know?

Woman: It's my brother who's interested actually, but he's not in today, so he asked me to call you.

Brian Parks: Fine.

Woman: Great, thanks. So it's a Mini?

Brian Parks: Yep.

Woman: And how old is it?

Brian Parks: Just coming up to 13 years old.

Woman: And I seem to remember from the ad that it's gray.

Brian Parks: That's it. Doesn't show the dirt.

Woman: Absolutely. Anyway, the color shouldn't be a problem for Jeff. You know, the important thing is the quality.

Brian Parks: Yes, of course.

Woman: And what about mileage? With it being pretty old, it's probably over 100,000?

Brian Parks: Actually, it's 40,000 less than that. 62,000 on the clock.

Woman: Great, I remember now. I'm confusing it with another ad I was looking at.

Brian Parks: Right, pleasant surprise then.

Woman: Yeah. Have you been the only owner, or was there a previous one?

Brian Parks: I'm the second one. Before, it was owned by a teacher, who was a very careful driver. Didn't have any accidents.

Woman: Very good. And what about you? What do you tend to use it for?

Brian Parks: I haven't used it all that much. Mostly for shopping. You know the sort of thing.

Woman: So not much wear and tear. I'll make a note of that. I know Jeff wanted me to check that.

Brian Parks: Right.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 5 to 10. Now listen and answer questions 5 to 10.

Woman: Now, about the price. I see you've got it down as 1250 pounds. I'm not sure Jeff will be able to come up with that amount.

Brian Parks: In the ad I did say 1250 or nearest offer.

Woman: So would you be prepared to go down to 1000?

Brian Parks: That's really too low, I'm afraid.

Woman: 1100?

Brian Parks: I might be able to go to that.

Woman: Okay, I'll make a note of that. What about tax? Is it due soon?

Brian Parks: Got another five months before it's due.

Woman: Oh, that's a real plus, yes. I'll make a note of that.

Brian Parks: Okay.

Woman: Now, you say it's in good condition.

Brian Parks: For its age, I'd say yes, definitely. It's just been serviced and there were no major problems.

Woman: Major?

Brian Parks: I'd be able to show you the service report. The only thing is, you'd have to get a new tire in the near future. Though it's still okay, you know, it's certainly absolutely safe at the moment.

Woman: Okay, fair enough. Yes, I understand.

Brian Parks: And the garage also mentioned that one headlight could probably do with replacing. They think there's a fault there, you know, intermittent.

Woman: Well, we'd obviously look at all the documents, but that sounds very straightforward.

Brian Parks: Of course. I've got all the service documents up to date and you can look at those.

Woman: Well, it all sounds pretty good. And I know my brother will be interested. So would it be possible for him to see the car? He's back from his trip tomorrow, and away tonight. So how about tomorrow?

Brian Parks: Tomorrow, Wednesday... hmm, I'm afraid that's not possible. I'm out pretty much all day.

Woman: Well, Thursday then?

Brian Parks: That'd be fine, yes.

Woman: In the morning?

Brian Parks: Yes, that'd suit me perfectly.

Woman: Great. Now, you'll need my address.

Brian Parks: Oh, yes, of course. What is it?

Woman: It's number 238.

Brian Parks: 238.

Woman: London Road.

Brian Parks: Oh, that's easy enough.

Woman: Yes, very straightforward.

Brian Parks: So, I'll pass on these notes to Jeff, and he'll see you in a couple of...

Narrator: That is the end of section 1. You now have half a minute to check your answers.

## Part 2

Narrator: Test 3, section 2. You will hear part of a podcast for visitors to the popular holiday region called the Trellor Valley. First, you have some time to look at questions 11 to 14. Now listen and answer questions 11 to 14.

Speaker: The valley and estuary of the River Trellor forms an unspoilt beautiful landscape, rich in both wildlife and sites of historic interest. There are many ways to explore the area and public transport links are good. It is possible to leave your car behind and travel by boat, train, or bus, with just short walks in between stops.

Speaker: The Trellor Valley passenger ferry runs between villages along the river estuary and provides a link with a train station at Berry, which is about 10 minutes' walk from the riverside village of Calton. In the past, the river was the main form of transport in the area, and as in the past, today's ferry service operates according to nature.

Speaker: The river estuary is tidal, and so the ferry timetable differs from day to day, according to the times and height of the tide. The ferry is also seasonal, normally running between April and September, depending on the weather. A timetable for the whole year can be downloaded from the internet by visiting www.trellorferry.co.uk.

Speaker: If you just want to sit and relax and enjoy the lovely scenery, you can take a river cruise to Calton and back from the nearby city of Plymouth. In the past, steamships brought early tourists along the same route. Queen Victoria and her family enjoyed such a trip in 1856. The journey is quicker these days. The round trip takes between four and five hours, depending on tides and weather. If you prefer, you can travel up river by boat and return to Plymouth by train. All cruise boats and trains have wheelchair access. For more information and for departure times, ring Plymouth Boat Cruises on 01752 823104.

Speaker: Trains run several times a day throughout the year between Calton and Plymouth, with various stops in between. They're used by both local commuters and tourists who want to enjoy the beautiful scenery. The highlight of the journey is crossing the river on the stunning viaduct, which was built at the beginning of the 20th century and towers 120 feet over the water. It is unnecessary to book and tickets can be bought on the train. For information about fares and timetables, contact National Rail Inquiries by phone or online.

Speaker: The bus service in the Trellor Valley now connects all train stations and villages in the area. Especially for holidaymakers, there's a rover ticket, which can be used at weekends and on national holidays, and allows unlimited journeys on those days. The rover ticket provides great value for money and is now even cheaper than it was last year. An adult ticket costs 5.50 pounds a day. Senior citizens can travel for 4.50 pounds and a family ticket for up to five people costs just 12 pounds. Tickets can be bought on the bus.

Narrator: Now you have some time to look at questions 15 to 20. Now listen and answer questions 15 to 20.

Speaker: At the center of the Trellor Estuary area is the historic riverside village of Calton. The main road comes into the village from the south, and for those of you who are arriving by bus, it turns left just before the bridge and stops in the layby on the left-hand side.

Speaker: From there, it's just a short walk to Calton's various attractions. If you're arriving by car, you have to leave it in the main car park. Go over the bridge and take the first turning on the right. Then go on until you come to the end of that road. It's the only place to park in Calton, but there's no charge.

Speaker: If you're interested in local history, there's a museum in Calton with farming, fishing, and household implements from the late 19th century. As you come in from the south, cross the river and go straight on the same road until you reach the end.

Speaker: Also on the subject of history, you can go and see the old mill, which has recently been renovated and put back into use. Turn left before you come to the bridge. Then go straight on and then take the first turning on the right. This leads straight there.

Speaker: If you're interested in arts and crafts, there's a pottery studio where you can watch the artist at work. After crossing the bridge, turn left and it's the second building on the left. Finally, when you feel a need of refreshments, there's a cafe opposite the old boathouse and a picnic area near the mill.

Narrator: That is the end of section 2. You now have half a minute to check your answers.

## Part 3

Narrator: Test 3, section 3. You will hear two geography students talking. An older student called Howard is giving advice to a younger student called Joanne on writing her dissertation. First you have some time to look at questions 21 to 24. Now listen and answer questions 21 to 24.

Joanne: Hi Howard, I haven't seen you for a while.

Howard: Hi Joanne. Yeah, they're keeping us really busy on the postgraduate program. But how are you? You'll be starting your dissertation soon, won't you?

Joanne: Yeah, tutorials start next week. I've got Dr. Peterson. You'll remember it all from last year, of course.

Howard: It's not something you forget easily. But seriously, although I didn't expect to enjoy writing my dissertation, and in fact I didn't really find it much fun, I wouldn't have missed the experience. I found it really improved my understanding of the whole degree program, you know, from the first year on.

Joanne: Right. So what are you doing yours on?

Howard: Glaciated landscapes. Although I haven't decided exactly what aspect yet.

Joanne: Hmm, I did mine on climate systems, so I can't help you much, I'm afraid. But you'll be fine once you start your tutorials. Dr. Peterson'll help you focus.

Howard: I know, and he'll set me deadlines for the different stages, which is what I need. My concern is that I've got tons of material on the topic and I won't be able to stick to the word limit, you know?

Joanne: I remember I had different concerns when I was doing my dissertation last year.

Howard: Oh?

Joanne: Yeah. Before my first tutorial, I did a lot of fairly general reading, because I hadn't fixed on my topic at that stage. I actually enjoyed that quite a lot and really improved my reading speed, you know, so I was getting through a lot of material. I was frightened I wouldn't remember it all though, so I got into the habit of making very detailed notes.

Joanne: So did you find your tutor helpful in getting you started?

Howard: Yeah, we certainly had some interesting discussions, but it's funny, I saw a brilliant program about climate change, and it was that that really fired me up. It was talking about some recent research which seemed to contradict some of the articles I'd been reading.

Narrator: Now you have some time to look at questions 25 to 30. Now listen and answer questions 25 to 30.

Howard: So you say your tutorials start next week?

Joanne: Yeah.

Howard: Well, the first month's crucial. You've got to meet your tutor and decide on your focus, but don't become too dependent on him. You know, don't see him every week, only when you want to check something.

Joanne: Right.

Howard: Once you've got the focus, you've got to get reading. It's helpful to look through the bibliographies for all the course modules relating to your topic, and get hold of any books you think you'll need.

Joanne: I haven't got much money.

Howard: I mean get the books from the library. Far better.

Joanne: And I suppose I should prepare a detailed outline of the chapters?

Howard: Yeah, absolutely. But don't feel you have to follow it slavishly. It's meant to be flexible.

Joanne: Okay. Now, I'm someone who likes to get writing quickly. I can't just sit and read for a month.

Howard: Not like me then. But if that's what suits you, you know, your natural approach, then you really ought to start immediately and write the first chapter.

Joanne: Right. Now, Joanne, about the library. It's worthwhile getting on good terms with the staff. They aren't always helpful with undergraduates.

Joanne: I suppose they focus on postgrads more.

Howard: Maybe. But show them you're serious about wanting to do good work.

Joanne: And what if I can't find what I need?

Howard: Well, there's inter-library loans.

Joanne: Borrowing books from other libraries, but I've heard it isn't all that reliable.

Howard: You're right, but you probably won't need it anyway. Be positive. The library is likely to have most things you need. And during the dissertation writing period, you can take out 15 instead of the usual 10 books.

Joanne: Should I look at previous years' dissertations?

Howard: You can do...

Joanne: But I won't know which are the good ones.

Howard: The library only keeps the best, and the staff can advise you.

Joanne: Are they willing to do that?

Howard: Oh, yeah.

Joanne: And I'm worried about getting journal articles from the electronic library. Have you tried to find any yet?

Joanne: No.

Howard: Well, you should. It's really straightforward.

Joanne: That's obviously something I'll have to look into.

Howard: Dr. Peterson will help.

Joanne: Yeah, I know I can go to him if I have any worries.

Howard: Except he will be away in the second month. It's the holidays. You should ask him what to do while he's away.

Joanne: Gosh, yeah. But I suppose I can get a lot of support from coursemates. I know a couple of people who are thinking of doing the same topic as me.

Howard: Take care. Collaboration can become dependency. I think you'd better see how that works out, what the people are like.

Joanne: You're probably right. About other reading, I suppose Dr. Peterson'll recommend plenty of good articles to get me started.

Howard: One thing I'd find out is what his attitude is to internet sources.

Joanne: Surely not in this day and age? I'd better get that sorted out right at the beginning.

Howard: I would if I was you.

Joanne: And I've also got some questions about the research sections. How much time I should spend explaining the process.

Howard: Well, I think that's up to you. You can see how it develops as you're writing.

Joanne: Okay.

Howard: It's the same with things like time management. That's something a tutor can't really help you with.

Joanne: I agree.

Howard: So is there anything else you need me to go over?

Narrator: That is the end of section 3. You now have half a minute to check your answers.

## Part 4

Narrator: Test 3, section 4. You will hear a psychology undergraduate describing the research she is currently doing on expertise in creative writing. First, you have some time to look at questions 31 to 40. Now listen and answer questions 31 to 40.

Student: For my short presentation today, I'm going to summarize the work I've done so far on my research project to explore expertise in creative writing. Essentially, I'll share with you the process I underwent to gather my interim findings.

Student: First of all, I should give a little relevant background information about myself. Before I started my current degree course in cognitive psychology, I studied English literature, and as you can imagine, this meant I spent a great deal of time thinking about the notion of creativity and what makes people develop into successful writers.

Student: However, the idea for this research project came from a very specific source. I became fascinated with the idea of what makes an expert creative writer when I read a well-known 20th-century writer's autobiography. I won't say which one at this stage, because I think that might prejudice your interpretation.

Student: Anyway, this got me thinking about the different routes to expertise. Specifically, I wondered why some people become experts at things whilst others fail to do so, in spite of the fact that they may be equally gifted and work equally hard. I started to read about how other researchers had explored similar questions in other fields.

Student: I began to see a pattern: that those studies which involved research in a lab were too controlled for my purposes, and I decided to avoid reading them. I was quite surprised to find that the clearest guidance for my topic came from investigations into what I call practical skills, such as hairdressing or waiting tables. Most of these studies tended to use a similar set of procedures, which I eventually adopted for my own project.

Student: I'll now explain what these procedures were. I decided to compare what inexperienced writers do with what experienced writers do. In order to investigate this, I looked for four people whom I regarded as real novices in this field, which proved easy, perhaps unsurprisingly. It proved much harder to locate people with suitably extensive experience who were willing to take part in my study.

Student: I asked the first four to do a set writing task and as they wrote, to talk into a tape recorder, a technique known as "think aloud". This was in order to get experimental data. Whilst they were doing this, a research assistant recorded them using video. I thought it might be helpful for me in my transcriptions later on.

Student: I then asked four experienced writers to do exactly the same task. After this, I made a comparison between the two sets of data and this helped me to produce a framework for analysis. In particular, I identified five major stages which all creative writers seem to go through when generating this genre of text. I think it was fairly effective, but still needs some work, so I intend to tighten this up later for use with subsequent data sets.

Student: I then wanted to see whether experienced writers were actually producing the better pieces of writing. So I asked an editor, an expert in reviewing creative writing, to decide which were the best pieces of writing. This person put the eight pieces of work in order of quality, in rank order, and using his evaluations, I was then able to work out which sequence of the five stages seemed to lead to the best quality writing.

Student: Now my findings are by no means conclusive at this point, I still have a long way to go, but if any of you have any questions I'd be happy to answer them and go...

Narrator: That is the end of section 4. You now have half a minute to check your answers. That is the end of the listening test. You now have 10 minutes to transfer your answers to the separate answer sheet.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **grey/gray** | Woman: And I seem to remember from the ad that it's gray. Brian Parks: That's it. Doesn't show the dirt |
| 2 | **62,000/62000** | Actually, it's 40,000 less than that. 62,000 on the clock |
| 3 | **teacher** | I'm the second one. Before, it was owned by a teacher, who was a very careful driver |
| 4 | **shopping** | I haven't used it all that much. Mostly for shopping. You know the sort of thing |
| 5 | **1,100/1000** | Woman: 1100? Brian Parks: I might be able to go to that |
| 6 | **tax** | Woman: Okay, I'll make a note of that. What about tax? Is it due soon? Brian Parks: Got another five months before it's due |
| 7 | **tyre/tire** | The only thing is, you'd have to get a new tire in the near future |
| 8 | **headlight** | And the garage also mentioned that one headlight could probably do with replacing. They think there's a fault there, you know, intermittent |
| 9 | **Thursday** | Woman: Well, Thursday then? Brian Parks: That'd be fine, yes. Woman: In the morning? Brian Parks: Yes, that'd suit me perfectly |
| 10 | **London** | Woman: London Road |
| 11 | **A** | The ferry is also seasonal, normally running between April and September, depending on the weather |
| 12 | **A** | If you prefer, you can travel up river by boat and return to Plymouth by train |
| 13 | **B** | The highlight of the journey is crossing the river on the stunning viaduct, which was built at the beginning of the 20th century and towers 120 feet over the water |
| 14 | **C** | The rover ticket provides great value for money and is now even cheaper than it was last year |
| 15 | **H** | The main road comes into the village from the south, and for those of you who are arriving by bus, it turns left just before the bridge and stops in the layby on the left-hand side |
| 16 | **F** | If you're arriving by car, you have to leave it in the main car park. Go over the bridge and take the first turning on the right. Then go on until you come to the end of that road |
| 17 | **E** | As you come in from the south, cross the river and go straight on the same road until you reach the end |
| 18 | **A** | Also on the subject of history, you can go and see the old mill, which has recently been renovated and put back into use. Turn left before you come to the bridge. Then go straight on and then take the first turning on the right. This leads straight there |
| 19 | **B** | After crossing the bridge, turn left and it's the second building on the left |
| 20 | **D** | Finally, when you feel a need of refreshments, there's a cafe opposite the old boathouse and a picnic area near the mill |
| 21 | **C** | I found it really improved my understanding of the whole degree program, you know, from the first year on |
| 22 | **C** | My concern is that I've got tons of material on the topic and I won't be able to stick to the word limit, you know |
| 23 | **A** | Yeah. Before my first tutorial, I did a lot of fairly general reading, because I hadn't fixed on my topic at that stage. I actually enjoyed that quite a lot and really improved my reading speed, you know, so I was getting through a lot of material. I was frightened I wouldn't remember it all though, so I got into the habit of making very detailed notes |
| 24 | **B** | Yeah, we certainly had some interesting discussions, but it's funny, I saw a brilliant program about climate change, and it was that that really fired me up |
| 25 | **B / E** | Once you've got the focus, you've got to get reading. It's helpful to look through the bibliographies for all the course modules relating to your topic, and get hold of any books you think you'll need Not like me then. But if that's what suits you, you know, your natural approach, then you really ought to start immediately and write the first chapter |
| 26 | **B / E** | Once you've got the focus, you've got to get reading. It's helpful to look through the bibliographies for all the course modules relating to your topic, and get hold of any books you think you'll need Not like me then. But if that's what suits you, you know, your natural approach, then you really ought to start immediately and write the first chapter |
| 27 | **C / D** | The library only keeps the best, and the staff can advise you And during the dissertation writing period, you can take out 15 instead of the usual 10 books |
| 28 | **C / D** | The library only keeps the best, and the staff can advise you And during the dissertation writing period, you can take out 15 instead of the usual 10 books |

| # | Answer | Explanation |
|---|---|---|
| **29** | **B / D** | Except he will be away in the second month. It's the holidays. You should ask him what to do while he's away. Joanne: Gosh, yeah Howard: One thing I'd find out is what his attitude is to internet sources. Joanne: Surely not in this day and age? I'd better get that sorted out right at the beginning |
| **30** | **B / D** | Except he will be away in the second month. It's the holidays. You should ask him what to do while he's away. Joanne: Gosh, yeah Howard: One thing I'd find out is what his attitude is to internet sources. Joanne: Surely not in this day and age? I'd better get that sorted out right at the beginning |
| **31** | **English literature** | Before I started my current degree course in cognitive psychology, I studied English literature, and as you can imagine, this meant I spent a great deal of time thinking about the notion of creativity and what makes people develop into successful writers |
| **32** | **autobiography** | I became fascinated with the idea of what makes an expert creative writer when I read a well-known 20th-century writer's autobiography |
| **33** | **lab(oratory)** | I began to see a pattern: that those studies which involved research in a lab were too controlled for my purposes, and I decided to avoid reading them |
| **34** | **practical skills** | I was quite surprised to find that the clearest guidance for my topic came from investigations into what I call practical skills, such as hairdressing or waiting tables |
| **35** | **novices/beginners** | I looked for four people whom I regarded as real novices in this field, which proved easy, perhaps unsurprisingly |
| **36** | **experimental** | This was in order to get experimental data |
| **37** | **video** | Whilst they were doing this, a research assistant recorded them using video |
| **38** | **framework** | After this, I made a comparison between the two sets of data and this helped me to produce a framework for analysis |
| **39** | **editor** | So I asked an editor, an expert in reviewing creative writing, to decide which were the best pieces of writing |
| **40** | **sequence/order** | This person put the eight pieces of work in order of quality, in rank order, and using his evaluations, I was then able to work out which sequence of the five stages seemed to lead to the best quality writing |

# Test 61

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

**Things to do before we go**

Example

• Collect the currency.

- Cancel appointment with the **1** _____ (Monday)
- Begin taking the **2** _____ (Tuesday)
- Buy

  **3** _____ ,

  a small bag,

  a spare **4** _____ ,

  an electrical **5** _____ .

- Book a **6** _____ .

Instructions for Laura's mum

- Feed the cat

Vet's details:

Name: Colin **7** _____

Tel: **8** _____

Address: Fore Street (opposite the **9** _____ )

- Water the plants
- Meet the heating engineer on **10** _____ .

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

Choose the correct answer, A, B or C.

**11** Why was the Film Festival started?

- **A** To encourage local people to make films.
- **B** To bring more tourists to the town.
- **C** To use money released from another project.

**12** What is the price range for tickets?

- **A** £1.00 – £2.50
- **B** 50p – £2.00
- **C** £1.50 – £2.50

**13** As well as online, tickets for the films can be obtained

- **A** from the local library.
- **B** from several different shops.
- **C** from the two festival cinemas.

**14** Last year's winning film was about

- **A** farms of the future.
- **B** schools and the environment.
- **C** green transport options.

**15** This year the competition prize is

- **A** a stay in a hotel.
- **B** film-making equipment.
- **C** a sum of money.

**16** The deadline for entering a film in the competition is the end of

- **A** May.
- **B** June.
- **C** July.

### Questions 17-18

Choose TWO letters, A-E.

17 18 What TWO main criteria are used to judge the film competition?

- A ☐ Ability to persuade.
- B ☐ Quality of the story.
- C ☐ Memorable characters.
- D ☐ Quality of photography.
- E ☐ Originality.

## Questions 19-20

Choose TWO letters, A-E.

19 20 What TWO changes will be made to the competition next year?

- A ☐ A new way of judging.
- B ☐ A different length of film.
- C ☐ An additional age category.
- D ☐ Different performance times.
- E ☐ New locations for performances.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Choose the correct letter, A, B or C.

**21** Leela and Jake chose this article because

- **A** ○ it was on a topic familiar to most students.
- **B** ○ it covered both IT and education issues.
- **C** ○ it dealt with a very straightforward concept.

**22** How did Leela and Jake persuade students to take part in their research?

- **A** ○ They convinced them they would enjoy the experience.
- **B** ○ They said it would help them do a particular test.
- **C** ○ They offered to help them with their own research later on.

**23** Leela and Jake changed the design of the original questionnaire because

- **A** ○ it was too short for their purposes.
- **B** ○ it asked misleading questions.
- **C** ○ it contained out-of-date points.

**24** Leela was surprised by the fact that

- **A** ○ it is normal for questionnaire returns to be low.
- **B** ○ so many students sent back their questionnaires.
- **C** ○ the questionnaire responses were of such high quality.

### Questions 25-26

Choose TWO letters, A-E.

**25** **26** What TWO things did respondents say they liked most about doing the crossword?

- **A** ☐ It helped them spell complex technical terms.
- **B** ☐ It was an enjoyable experience.
- **C** ☐ It helped them concentrate effectively.
- **D** ☐ It increased their general motivation to study.
- **E** ☐ It showed what they still needed to study.

### Questions 27-28

Choose TWO letters, A-E.

**27** **28** In which TWO areas did these research findings differ from those of the original study?

- **A** ☐ Students' interest in doing similar exercises.
- **B** ☐ How much students liked doing the crossword.
- **C** ☐ Time taken to do the crossword.
- **D** ☐ Gender differences in appreciation.
- **E** ☐ Opinions about using crosswords for formal assessment.

## Questions 29-30

Choose TWO letters, A-E.

**29** **30** What TWO skills did Leela and Jake agree they had learned from doing the project?

- **A** ☐ How to manage their time effectively.
- **B** ☐ How to process numerical data.
- **C** ☐ How to design research tools.
- **D** ☐ How to reference other people's work.
- **E** ☐ How to collaborate in research.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- Workers involved in the study were employed at a **31** _____ .
- Despite some apparent differences between groups of workers, the survey results were statistically **32** _____ .
- The speaker analysed the study's **33** _____ to identify any problems with it.
- The various sub-groups were **34** _____ in size.
- Workers in the part-time group were mainly **35** _____ .
- The **36** _____ of workers who agreed to take part in the study was disappointing.
- Researchers were unable to **37** _____ the circumstances in which workers filled out the questionnaire.
- In future, the overall size of the **38** _____ should be increased.
- In future studies, workers should be prevented from having discussions with **39** _____ .
- Workers should be reassured that their responses to questions are **40** _____ .

# Transcripts

## Part 1

Narrator: Test 4, section 1. You will hear a man called Tim and a woman called Laura discussing preparations for their holiday. First you have some time to look at questions 1 to 6. You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Laura: Our plane tickets arrived this morning. It reminded me how much there is to do before we go.

Tim: Let's write everything down, shall we, so we don't forget anything?

Laura: Yes. And last time we went away, we almost forgot to collect our currency from the bank. So let's start with that.

Narrator: Laura says that they should collect their currency. So currency has been written in the space. Now we shall begin. You should answer the questions as you listen, because you will not hear the recording a second time. Listen carefully and answer questions 1 to 6.

Laura: Our plane tickets arrived this morning. It reminded me how much there is to do before we go.

Tim: Let's write everything down, shall we, so we don't forget anything?

Laura: Yes. And last time we went away, we almost forgot to collect our currency from the bank. So let's start with that.

Tim: Good thinking. And wasn't there an appointment you said you'd got to cancel?

Laura: Yes, the hairdresser. Thanks for reminding me. Can you write that down too? The shop will be closed now, but I'll do it first thing on Monday.

Tim: Okay. Then starting on Tuesday, we've got to take the tablets we got from the pharmacy. We really mustn't forget to do that. We're not protected against malaria until we've been taking them for at least seven days.

Laura: No, so that's really important.

Tim: And what about shopping? There's still a few things we've got to buy the next time we're in town. We need some more sunblock, don't we? We've only got that factor 10 stuff. It won't be strong enough.

Laura: I've already bought that. But what we do still need to get is sunglasses. The ones I've got aren't good enough, and I don’t think yours are either.

Tim: Okay, I've noted that down. And I think I'm going to get another bag too, just a small one. We always seem to come back with more things than we take.

Laura: Should we get an extra lock for our suitcase as well? Just in case the one we've got breaks. They don't seem to last long.

Tim: Yes, they are a bit flimsy. Okay, right. Oh yes, and we need an adapter for our electrical things. Your hairdryer and my shaver. The plugs on them are bound to be the wrong type.

Laura: We could get one at the airport. They always have them there.

Tim: Well, I'd rather get it beforehand, so I'm writing it down. And then I think that's it, isn't it?

Laura: I think so, as far as shopping's concerned. But we also need to order a taxi to take us to the airport. We should do that well in advance. My sister left it too late and she had to take the train with that huge suitcase of hers.

Tim: I know, she really struggled with it.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 7 to 10. Now listen and answer questions 7 to 10.

Tim: Now let's see. Your mother said she'd come in regularly while we're away. So what do we want her to do? I'll write some instructions and we can give them to her tomorrow.

Laura: Good idea. Well, the cat's the main thing.

Tim: Okay, feed the cat.

Laura: We ought to leave her the vet's details as well, just in case there's a problem.

Tim: Yes, have you got them handy?

Laura: Hang on, I'm just looking. Yes. His name's Colin Jeffrey.

Tim: Is that spelled with a G?

Laura: Actually, it's J-E-double F-R-E-Y. Quite an unusual spelling, isn't it?

Tim: Hmm. And his number?

Laura: 0-triple-7, 594, 128. It's a mobile.

Tim: Okay.

Laura: And you should write down where it is. It's Fore Street. Not sure what number, but it's next to the bus stop, isn't it?

Tim: That's not a very good landmark, but it's on the other side of the road to the church. So I'll tell her that. Let's hope she won't need a vet anyway.

Laura: Yes. Right, apart from that, there are the plants to water. Ask her to make sure they don't dry out.

Tim: Oh yes. And I've already mentioned the problem with the boiler and your mom said she'd come round to meet the heating engineer and let him in.

Laura: Yes, it's a lot for her to do, but we really need to get the problem sorted out. And the earliest date I could get an appointment was April the 30th.

Tim: Isn't it the day after we go?

Laura: Yes, we leave on the 29th, and she'll have to hang around till the job's finished.

Tim: Oh well, she won't mind, I'm sure. She likes helping people out.

Laura: Yes, she does. Okay, that's it then, I think. Unless you can think of anything else.

Tim: Not at the moment. Leave the list there and I'll add to it.

Narrator: That is the end of section 1. You now have half a minute to check your answers. Now turn to section 2.

## Part 2

Host: Today we are pleased to have on the show Fatima Johnson, who is the organizer of the Adborn Film Festival. Welcome, Fatima.

Fatima: Hello.

Host: Can you tell us a bit about the background to the festival and what it brings to the town?

Fatima: Well, the festival was started in 1996 by the then Mayor of Adborn, Joanne Smith. She wasn't a filmmaker herself. She'd actually been a very energetic tourism development officer for many years. But Adborn had run a classical music festival which had been becoming less and less popular in recent years. Joanne was looking around for something to replace it and to use funds allocated to it to promote something which local people can enjoy.

Host: Great. So tell us about the festival nowadays.

Fatima: Well, it's held in the last two weeks of August every year and short films from all over the world are shown in three places: in the theater and our two cinemas. Several films are shown in one performance and the whole thing lasts about 90 minutes. Tickets are very reasonably priced. Under 12s used to get in for 50p, but now we charge just one pound, which is still very good value. 1.50 for students and 2.50 for everyone else. Performances are advertised all around town and also on our website, www.adbornfest.com. If you're interested in attending any performance, you can buy tickets online, of course, and you can also get them in the library, which is right next to the main shopping area. I'm afraid this year tickets are no longer available from either of the two cinemas because of restricted opening times.

Host: I understand you also run a film competition?

Fatima: Yes, for under 18s. We have a different theme every year. Last year, for example, the theme was "Future Planet" and the winner was a 10-minute documentary encouraging youngsters to be more aware of environmental issues, focusing on getting school kids to cycle to school instead of going by car. This year the theme is "Sporting Nation", so there'll also be lots of ideas to choose from. Now, we're always on the lookout for new local talent, so if you live in the Adborn area and are under 18, you should have a go. We have an excellent prize every year donated by local businesses: shops, hotels, etc. This year you can win a high-spec movie camera worth over 800 pounds. Application forms are on the website and the deadline for sending in your film to enter the competition is the last day of July. It's May now, so you'll have the whole of June to be working on it.

Host: And what are the judges looking for?

Fatima: Well, although we choose very topical issues like the environment, we're not looking for propaganda—you know, trying to get people to do something. Instead, we're looking for a new angle, a fresh way of looking at a theme. And of course, because it's a short film festival, it's not really about a fully worked story with well-rounded characters. It's more about good photography, conveying things visually.

Host: And who judges the films?

Fatima: A panel of three people who know a lot about film. We've used the same judges for many years and we're very happy with their expertise. One thing we probably will change next year, though, is we want to add another class and another prize for older filmmakers. We'll keep it at a maximum of 10 minutes, though—the length works well for our festival. We also want to use different venues for the film shows, such as community centers and at least one school. It might make performances more accessible to a wider audience. We did explore the possibility of having late-night showings, but that's unlikely to happen in the coming year. So, as I say, if anyone's interested in submitting a film for our competition, go onto our website and you'll be able to access everything you need.

## Part 3

Narrator: Test 4, section 3. You will hear two undergraduate students doing a research methods course, a girl called Lila and a boy called Jake, having a seminar with their tutor. Now you have some time to look at questions 21 to 24. Now listen and answer questions 21 to 24.

Tutor: So, the task I gave you both was to choose an article about a small-scale research project.

Lila: Yes.

Tutor: You were then required to try to reproduce the research procedures in your own context, i.e., try it out for yourself.

Jake: Yeah, and that's what we've done.

Tutor: Great. So, I'd like you to tell me a bit about the article and why you chose it.

Lila: Well, the article's written by two university lecturers who had started using crosswords to help their students revise terminology, for example.

Jake: And the crosswords were designed and set on computers.

Lila: And we selected the article because, well, it seemed an accessible topic even though we weren't familiar with the technique—you know, using IT to design crosswords for higher education.

Tutor: That's a good reason. So, these lecturers wanted to see how well this innovation was received by their students.

Lila: Yes.

Tutor: So, how did you go about reproducing the research?

Lila: Well, we drew up a list of terms from one of our own modules and designed a crossword for revising these terms.

Jake: Then we asked our classmates to try out the crossword and give us feedback, you know, their opinions on how they felt about using the technique.

Tutor: Was it easy to find participants?

Jake: It wasn't easy at first, but then we convinced them that by taking part in the research, they were actually benefiting themselves by preparing for an exam which is coming up later this term.

Lila: And it worked. Good.

Tutor: So, how did you find out what the students thought about doing the crossword?

Jake: A questionnaire. The original article used a two-page long questionnaire. There were lots of excellent questions on it, but the whole section on difficulties using IT is now obsolete—old-fashioned even—even though it had only been written a couple of years ago.

Tutor: So, you designed a shorter version.

Lila: Yeah, then we sent it to the 40 students by email and got 28 replies. I was taken aback by the fact that everybody we talked to thought this was a good return. I mean, the responses were well written, you know, people had taken a lot of care, but I was really disappointed with the low numbers.

Tutor: Yes, an important lesson to learn for an apprentice researcher.

Jake: Yeah.

Narrator: Now you have some time to look at questions 25 to 30. Now listen and answer questions 25 to 30.

Tutor: So, what results did you get?

Jake: Well, basically, the responses were extremely positive. The students said that doing the crossword on a computer helped them really focus on the work in hand and not be distracted, which is something that commonly happens with other ways of doing revision.

Lila: Yeah, that was really clear. But something that struck me was that having fun hardly featured in their responses, nor did anything to do with spelling of hard words, which I thought would be an obvious benefit.

Tutor: No? Okay.

Jake: Respondents also said that doing the crossword hadn't really increased their general motivation to study, but that it had highlighted the gaps in their memory, so they knew what further work was necessary.

Tutor: Right. So, how did your findings tally with those of the original researchers?

Jake: There were lots of similarities, but...

Lila: There were probably two main differences. We found that more males than females liked the technique, whereas the original study found the reverse.

Jake: Also, our respondents said they wouldn't mind doing a crossword as a final official exam, whereas in the original study, students said they would hate doing it even if it meant having a shorter test.

Lila: But of course, both sets of respondents said they'd be interested in doing more crosswords for informal purposes—revision and so forth.

Tutor: Right. So, let's have a think about the whole project and what you've learned from doing it.

Jake: Well, it was very time-consuming.

Lila: Yeah, and I don't think we managed that aspect very well.

Jake: It could have been worse. I mean, we didn't have a lot of data, so we didn't have to spend ages processing it. And of course, we'd already done a course on numerical data processing, so there wasn't much new there.

Lila: Yeah, that's true. Anyway, I think we designed our questions well so that they gave us manageable data.

Jake: Yeah, it really helped having the original study to guide us, as it were. And that helped us to see what a good research instrument is, what a good questionnaire should be like.

Lila: Absolutely, we got a lot from that. But when we were writing up the project, I'm not sure whether we'll know how to acknowledge the work of the original study—you know, our referencing.

Jake: No, that's something we'll both have to work on in the future.

Lila: Actually, that part's been great—finding ways to share and support another person.

Jake: That's the real plus from the project—learning ways to do that.

Tutor: Well, it's obviously been very successful.

Narrator: That is the end of section 3. You now have half a minute to check your answers. Now turn to section 4.

## Part 4

Narrator: Test 4, section 4. You will hear a postgraduate psychology student talking to other students about a job satisfaction study he has investigated. First, you have some time to look at questions 31 to 40. Now listen and answer questions 31 to 40.

Student: Good morning, everyone. For my presentation today, I'm going to report on an assignment that I did recently. My brief was to analyze the methods used in a small study about job satisfaction and then to make recommendations for future studies of a similar kind.

The study that I looked at had investigated the relationship between differences in gender and differences in working hours and levels of job satisfaction amongst workers. For this purpose, employees at a call center had been asked to complete a questionnaire about their work. I'll summarize the findings of that study briefly now.

First of all, female full-time workers reported slightly higher levels of job satisfaction than male full-time workers. Secondly, female part-time workers reported slightly higher levels of satisfaction than female full-time ones did. On the other hand, male part-time workers experienced slightly less job satisfaction than male full-time workers.

But although these results seemed interesting and capable of being explained, perhaps the most important thing to mention here is that in statistical terms, they were inconclusive. Personally, I was surprised that the findings hadn't been more definite, because I would have expected to find that men and women, as well as full and part-time workers, would experience different levels of satisfaction.

So I then looked more carefully at the methodology employed by the researchers to see where there may have been problems. This is what I found. First of all, the size of the sample was probably too small. The overall total of workers who took part in the survey was 223, which sounds quite a lot, but they had to be divided up into subgroups. Also, the numbers in the different subgroups were unequal. For example, there were 154 workers in the full-time group but only 69 in the part-time group. And amongst this part-time group, only 10 were male compared to 59 who were female.

Secondly, although quite a large number of people had been asked to take part in the survey, the response was disappointingly low. A lot of them just ignored the invitation. And workers who did respond may have differed in important respects from those who didn't.

Thirdly, as the questionnaires had been posted to the call center for distribution, the researchers had had very limited control over the conditions in which participants completed them. For instance, their responses to questions may have been influenced by the views of their colleagues. All these problems may have biased the results.

In the last part of my assignment, I made recommendations for a similar study, attempting to remove the problems that I've just mentioned. Firstly, a much larger sample should be targeted and care should be taken to ensure that equal numbers of both genders and both full and part-time workers are surveyed.

Secondly, the researchers should ensure that they are present to administer the questionnaires to the workers themselves and should require the workers to complete the questionnaire under supervised conditions so that the possibility of influence from other colleagues is eliminated.

Finally, as workers may be unwilling to provide details of their job satisfaction when they are on work premises, it's important that the researchers reassure them that their responses will remain confidential and also that they have the right to withdraw from the study at any time if they want to. By taking measures like these, the reliability of the responses to the questionnaires is likely to be increased and any comparisons that are made are likely to be more valid.

So, that was a summary of my assignment. Does anyone have any questions?

Narrator: That is the end of section 4. You now have half a minute to check your answers. That is the end of the listening test. You now have 10 minutes to transfer your answers to the separate answer sheet.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **hairdresser** | Laura: Yes, the hairdresser. Thanks for reminding me. Can you write that down too? The shop will be closed now, but I'll do it first thing on Monday |
| 2 | **tablets** | Tim: Okay. Then starting on Tuesday, we've got to take the tablets we got from the pharmacy. We really mustn't forget to do that. We're not protected against malaria until we've been taking them for at least seven days |
| 3 | **sunglasses** | But what we do still need to get is sunglasses. The ones I've got aren't good enough, and I don't think yours are either |
| 4 | **lock** | Laura: Should we get an extra lock for our suitcase as well? Just in case the one we've got breaks. They don't seem to last long. Tim: Yes, they are a bit flimsy. Okay, right |
| 5 | **adaptor/adapter** | Oh yes, and we need an adapter for our electrical things. Your hairdryer and my shaver. The plugs on them are bound to be the wrong type |
| 6 | **taxi** | But we also need to order a taxi to take us to the airport |
| 7 | **Jefferey** | His name's Colin Jeffrey Actually, it's J-E-double F-R-E-Y |
| 8 | **0777594128** | Laura: 0-triple-7, 594, 128. It's a mobile |
| 9 | **church** | That's not a very good landmark, but it's on the other side of the road to the church. So I'll tell her that. Let's hope she won't need a vet anyway |
| 10 | **30th April/30 April/April 30** | And the earliest date I could get an appointment was April the 30th |
| 11 | **C** | Joanne was looking around for something to replace it and to use funds allocated to it to promote something which local people can enjoy |
| 12 | **A** | Under 12s used to get in for 50p, but now we charge just one pound, which is still very good value. 1.50 for students and 2.50 for everyone else |
| 13 | **A** | If you're interested in attending any performance, you can buy tickets online, of course, and you can also get them in the library, which is right next to the main shopping area |
| 14 | **C** | Last year, for example, the theme was "Future Planet" and the winner was a 10-minute documentary encouraging youngsters to be more aware of environmental issues, focusing on getting school kids to cycle to school instead of going by car |
| 15 | **B** | This year you can win a high-spec movie camera worth over 800 pounds |
| 16 | **C** | Application forms are on the website and the deadline for sending in your film to enter the competition is the last day of July |
| 17 | **D / E** | Instead, we're looking for a new angle, a fresh way of looking at a theme. And of course, because it's a short film festival, it's not really about a fully worked story with well-rounded characters. It's more about good photography, conveying things visually |
| 18 | **D / E** | Instead, we're looking for a new angle, a fresh way of looking at a theme. And of course, because it's a short film festival, it's not really about a fully worked story with well-rounded characters. It's more about good photography, conveying things visually |
| 19 | **C / E** | One thing we probably will change next year, though, is we want to add another class and another prize for older filmmakers. We'll keep it at a maximum of 10 minutes, though—the length works well for our festival. We also want to use different venues for the film shows, such as community centers and at least one school |
| 20 | **C / E** | One thing we probably will change next year, though, is we want to add another class and another prize for older filmmakers. We'll keep it at a maximum of 10 minutes, though—the length works well for our festival. We also want to use different venues for the film shows, such as community centers and at least one school |
| 21 | **C** | And we selected the article because, well, it seemed an accessible topic even though we weren't familiar with the technique—you know, using IT to design crosswords for higher education |
| 22 | **B** | It wasn't easy at first, but then we convinced them that by taking part in the research, they were actually benefiting themselves by preparing for an exam which is coming up later this term |
| 23 | **C** | The original article used a two-page long questionnaire. There were lots of excellent questions on it, but the whole section on difficulties using IT is now obsolete—old-fashioned even—even though it had only been written a couple of years ago |
| 24 | **A** | I was taken aback by the fact that everybody we talked to thought this was a good return. I mean, the responses were well written, you know, people had taken a lot of care, but I was really disappointed with the low numbers |

| # | Answer | Explanation |
|---|---|---|
| **25** | **C / E** | The students said that doing the crossword on a computer helped them really focus on the work in hand and not be distracted, which is something that commonly happens with other ways of doing revision Respondents also said that doing the crossword hadn't really increased their general motivation to study, but that it had highlighted the gaps in their memory, so they knew what further work was necessary |
| **26** | **C / E** | The students said that doing the crossword on a computer helped them really focus on the work in hand and not be distracted, which is something that commonly happens with other ways of doing revision Respondents also said that doing the crossword hadn't really increased their general motivation to study, but that it had highlighted the gaps in their memory, so they knew what further work was necessary |
| **27** | **D / E** | We found that more males than females liked the technique, whereas the original study found the reverse Also, our respondents said they wouldn't mind doing a crossword as a final official exam, whereas in the original study, students said they would hate doing it even if it meant having a shorter test |
| **28** | **D / E** | We found that more males than females liked the technique, whereas the original study found the reverse Also, our respondents said they wouldn't mind doing a crossword as a final official exam, whereas in the original study, students said they would hate doing it even if it meant having a shorter test |
| **29** | **C / E** | Jake: Yeah, it really helped having the original study to guide us, as it were. And that helped us to see what a good research instrument is, what a good questionnaire should be like. Lila: Absolutely, we got a lot from that Lila: Actually, that part's been great—finding ways to share and support another person. Jake: That's the real plus from the project—learning ways to do that |
| **30** | **C / E** | Jake: Yeah, it really helped having the original study to guide us, as it were. And that helped us to see what a good research instrument is, what a good questionnaire should be like. Lila: Absolutely, we got a lot from that Lila: Actually, that part's been great—finding ways to share and support another person. Jake: That's the real plus from the project—learning ways to do that |
| **31** | **call centre** | For this purpose, employees at a call center had been asked to complete a questionnaire about their work |
| **32** | **inconclusive** | But although these results seemed interesting and capable of being explained, perhaps the most important thing to mention here is that in statistical terms, they were inconclusive |
| **33** | **methodology/methods** | So I then looked more carefully at the methodology employed by the researchers to see where there may have been problems |
| **34** | **unequal** | Also, the numbers in the different subgroups were unequal |
| **35** | **female/women** | And amongst this part-time group, only 10 were male compared to 59 who were female |
| **36** | **response** | Secondly, although quite a large number of people had been asked to take part in the survey, the response was disappointingly low |
| **37** | **control** | Thirdly, as the questionnaires had been posted to the call center for distribution, the researchers had had very limited control over the conditions in which participants completed them |
| **38** | **sample/group** | Firstly, a much larger sample should be targeted and care should be taken to ensure that equal numbers of both genders and both full and part-time workers are surveyed |
| **39** | **their colleagues/other colleagues** | Secondly, the researchers should ensure that they are present to administer the questionnaires to the workers themselves and should require the workers to complete the questionnaire under supervised conditions so that the possibility of influence from other colleagues is eliminated |
| **40** | **confidential** | it's important that the researchers reassure them that their responses will remain confidential |

# Test 62

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-2

Complete the notes below.

Write NO MORE THAN ONE WORD for each answer.

### Advice on plumbers and decorators

*Example*

Make sure the company is: *local*.

Don't call a plumber during the **1** _____

Look at trade website: www.**2** _____.com

## Questions 3-10

Complete the table below.

Write NO MORE THAN ONE WORD for each answer.

| Name | Positive points | Negative points |
|---|---|---|
| Peake's Plumbing | • Pleasant and friendly<br>• Give **3** _____ information<br>• Good quality work | • Always **4** _____ |
| John Damerol Plumbing Services | • **5** _____ than other companies<br>• Reliable | • Not very polite<br>• Tends to be **6** _____ |
| Simonson Plasterers | • Able to do lots of different **7** _____ | • More **8** _____ than other companies |
| H.L. Plastering | • Reliable.<br>• Also able to do **9** _____ | • Prefers not to use long **10** _____ |

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-15

Choose the correct answer, A, B or C.

**11** On Monday, what will be the students' working day?

- **A** ○ 9.00 a.m. – 5.00 p.m.
- **B** ○ 8.45 a.m. – 5.00 p.m.
- **C** ○ 9.00 a.m. – 4.45 p.m.

**12** While working in the museum, students are encouraged to wear

- **A** ○ formal clothing such as a suit.
- **B** ○ a cap with the museum logo.
- **C** ○ their own casual clothes.

**13** If students are ill or going to be late, they must inform

- **A** ○ the museum receptionist.
- **B** ○ their museum supervisor.
- **C** ○ their school placement tutor.

**14** The most popular task whilst on work placement is usually

- **A** ○ making presentations in local primary schools.
- **B** ○ talking to elderly people in care homes.
- **C** ○ conducting workshops in the museum.

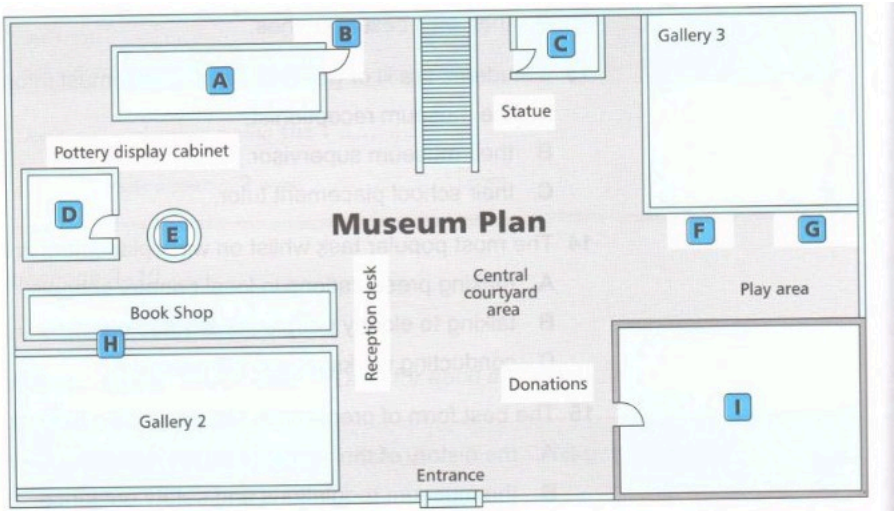
**15** The best form of preparation before starting their work placement is to read

- **A** ○ the history of the museum on the website.
- **B** ○ the museum regulations and safety guidance.
- **C** ○ notes made by previous work placement students.

## Questions 16-20

Label the plan below.

Write the correct letter, A–I.




| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| 16 Sign-in office | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 17 Gallery 1 | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 18 Key box | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19 Kitchen area | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20 Staff noticeboard | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-26

What is the tutor's opinion of the following company projects?

Choose FIVE answers from the box, and write the correct letter, A–H.

A. It would be very rewarding for the student.

B. It is too ambitious.

C. It would be difficult to evaluate.

D. It wouldn't be sufficiently challenging.

E. It would involve extra costs.

F. It is beyond the student's current ability.

G. It is already being done by another student.

H. It would probably have the greatest impact on the company.

**21** Customer database _____

**22** Online sales catalogue _____

**23** Payroll _____

**24** Stock inventory _____

**25** Internal security _____

**26** Customer services _____

### Questions 27-28

Choose TWO letters, A–E.

**27** **28** Which TWO problems do Sam and the tutor identify concerning group assignments?

- **A** ☐ Personal relationships.
- **B** ☐ Cultural differences.
- **C** ☐ Division of labour.
- **D** ☐ Group leadership.
- **E** ☐ Group size.

### Questions 29-30

Choose TWO letters, A–E.

**29** **30** Which TWO problems does Sam identify concerning the lecturers?

- **A** ☐ Punctuality.
- **B** ☐ Organisation.
- **C** ☐ Accessibility.
- **D** ☐ Helpfulness.
- **E** ☐ Teaching materials.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

### The Tawny Owl

Most **31** _____ owl species in UK

Strongly nocturnal

Habitat

Mainly lives in **32** _____, but can also be seen in urban areas, e.g. parks.

Adaptations:

- Short wings and **33** _____, for navigation
- Brown and **34** _____ feathers, for camouflage
- Large eyes (more effective than those of **35** _____), for good night vision
- Very good spatial **36** _____, for predicting where prey might be found
- Excellent **37** _____, for locating prey from a perch

Diet

Main food is small mammals.

Owls in urban areas eat more **38** _____

Survival

Two thirds of young owls die within a **39** _____

Owls don't disperse over long distances.

Owls seem to dislike flying over large areas of **40** _____

# Transcripts

## Part 1

Narrator: Test 5, section 1. You will hear a woman who has just moved into the area talking to a neighbor about problems she is having in her house. First, you have some time to look at questions 1 to 2.

Narrator: You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Alastair: Oh, hi Ruth. How are you?

Ruth: I'm sorry to bother you Alastair, but I've been having some problems.

Alastair: Oh, come on in. What's happened?

Ruth: Basically, I had a leak from one of the pipes in the bathroom and water started coming through downstairs and the kitchen ceiling's badly stained. I've got the leak fixed temporarily, but I wasn't happy with the plumber and I wanted to ask your advice.

Alastair: Of course. Well, the first thing I'd say is make sure you choose a local company. That way if things go wrong, you're close by and it just makes things easier.

Narrator: Alastair says that Ruth should choose a local company. So, local has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 2.

Alastair: Oh, hi Ruth. How are you?

Ruth: I'm sorry to bother you Alastair, but I've been having some problems.

Alastair: Oh, come on in. What's happened?

Ruth: Basically, I had a leak from one of the pipes in the bathroom and water started coming through downstairs and the kitchen ceiling's badly stained. I've got the leak fixed temporarily, but I wasn't happy with the plumber and I wanted to ask your advice.

Alastair: Of course. Well, the first thing I'd say is make sure you choose a local company. That way if things go wrong, you're close by and it just makes things easier.

Ruth: Let me write this down. Right. Yes, the plumber who fixed things yesterday was from quite far away, but I chose him because his advert said he did emergency repairs.

Alastair: Well, fair enough. You needed something in a hurry. But another piece of advice I'd give is try to avoid calling anybody on weekends. That'll really bump up the prices. Leave it till Monday if you can.

Ruth: Well, yes, I think I can do that because the temporary fix should hold. And obviously I'll need the ceiling plastered and eventually redecorated.

Alastair: Yeah, sure.

Ruth: So who would you recommend? Is there a directory?

Alastair: Well, there's quite a good website covering this sort of work. It's www.plasdeco.com.

Ruth: Is that with a K?

Alastair: A C. P-L-A-S-D-E-C-O.com.

Ruth: Got it. Well, I'll try to have a look at that.

Alastair: Yes, it gives price and quality comparisons.

Ruth: Oh, that'll be useful. But I find personal recommendations really helpful as well. You know, you can find out whether you can rely on the company.

Alastair: Well, I know a couple of reasonable plumbers and also some plasterers.

Ruth: Great.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 3 to 10.

Narrator: Now listen and answer questions 3 to 10.

Alastair: There's a company called Peak's Plumbing. Now, they're a father and son team. They're really friendly and they tell you information you need in a clear way, you know, so they really understand what the problem is.

Ruth: Right. Well, that's good to know. Are they reliable?

Alastair: Well, that's a downside. Every single time I've used them, they arrive late. And friends have said the same thing.

Ruth: But is the work good quality?

Alastair: Absolutely. Another one is John Dameral Plumbing Services. He's very good.

Ruth: How do you spell the surname?

Alastair: D-A-M-E-R-O-L.

Ruth: Right, got that. And does he do high quality work?

Alastair: Well, it's fine, you know, but I wouldn't say that was his main point. Basically, he comes out cheaper, you know, than other people.

Ruth: I sense there's a but. Is he unreliable?

Alastair: Oh, he comes when he says he's coming. But he's not very courteous. And he has the tendency to be messy, you know, so you have quite a bit of clearing up to do.

Ruth: Hmm, okay.

Alastair: So it's up to you. They're both good workers and they won't cheat you.

Ruth: Right. And you said you knew some plasterers.

Alastair: Yes. A company called Simonsen Plasterers did our living room last year. We chose them because we wanted some fancy work on the ceiling, around the lights.

Ruth: So they can do a variety of designs?

Alastair: You've got it. But it comes at a premium because they are more expensive, you know.

Ruth: Than the others?

Alastair: Yes. Or you could go for a one-man firm called HL Plastering. Harry Lester. He's fine, very reliable if all you want is a simple job.

Ruth: Do either of them do painting for you if you want, after the plastering's dried out, of course?

Alastair: That's what I was going to say, but I should explain that Harry's quite old now and so he avoids doing jobs which involve tall ladders, you know.

Ruth: But my kitchen isn't too bad for that. I'd have to ask him if he's prepared to do it.

Alastair: Yeah, sure.

Ruth: So I'll start by looking at the website.

Alastair: All those companies are on there with their phone numbers, etc.

Ruth: Thanks ever so much. You've been such a help.

Narrator: That is the end of section 1. You now have half a minute to check your answers.

## Part 2

Narrator: Test 5, section 2. You will hear the education officer in a museum giving a talk to school students who are about to start a one-week work placement in the museum. First, you have some time to look at questions 11 to 15. Now listen and answer questions 11 to 15.

Education Officer: Good morning and welcome. We're really pleased that you're going to be joining us next week for your work placement. Now, each of you will already have met the member of museum staff assigned to supervise you. In this short talk today, I'll be giving you more general information which will be relevant to all six of you. Your normal working day is 9:00 to 5:00 p.m., but on Monday, because it's your first day, we'd like you to arrive at quarter to nine. Please note, though, that you'll finish at the usual time. A lot of you have been asking what you should wear for work. Well, you may have noticed that we're not exactly a formal institution, so you'd really be out of place if you wear smart attire like a suit. If you go out on a trip with us, then we'd like you to wear a museum cap. It has our logo on and we feel it helps people recognize you. But on a day-to-day basis in the museum itself, we say put on your own casual clothing because you'll be doing lots of dusty, messy work.

Education Officer: Now, we don't have an enormous number of rules, but work placement is an excellent preparation for the real world of work, and we expect you to be very punctual and reliable. If you're not well or there's been a hold-up, then what we ask you to do is ring the museum receptionist. He will be in the museum well ahead of opening time and he'll inform your own personal supervisor in the museum. If you're away for more than one day, we'll inform your school tutor. They'll obviously need to make a note of your absence and follow up if necessary. But most of all, we hope you really enjoy yourselves during the placement. Students say they have a lot of fun, whether it's working with kids in our art workshops held every Monday or, the most popular, when they go out on our outreach work to residential homes, recording elderly people's memories of school days for our oral history project. So, we hope you feel excited by the prospect of starting next week and well-prepared. Your personal supervisor will be there to help you with our health and safety requirements when you start next week, and your supervisors will also brief you about the background to the museum, summarizing all the huge amount of information on our website. In the next couple of days, it might be worthwhile if you get hold of evaluations and other notes made by students who've worked with us before. You can get a lot of pointers from them.

Narrator: Now you have some time to look at questions 16 to 20. Now listen and answer questions 16 to 20.

Education Officer: Now, before I finish today, I wanted to help you find your way around the museum. When you start next Monday, the first thing you'll need to do is sign in. Come through the main entrance and you'll see the main staircase straight ahead. To the right of this is the statue of the horse, and just behind that is a door. Go through that and that's the sign-in office. Now, on the first day, you'll be working in Gallery 1. You'll find this as follows: In the central courtyard area close to the entrance, there's a large chest where visitors put donations for the museum. The door just behind that leads to Gallery 1. The workshop you'll be taking part in starts at 11:00, but if you want to go in earlier, you can get the key and let yourself in. The key box is quite hard to find. Walk behind reception, and it's between the large gallery and the bookshop.

Education Officer: I haven't mentioned breaks, lunch, etc. Unfortunately, our cafe's closed at the moment, so your best bet is to bring a packed lunch. We tend to have our sandwiches in the kitchen area. Go round the reception desk and you'll see a small circular cabinet. The door to the kitchen area is just behind that. Now, every day we put up notices about what's happening in the museum. Your supervisor will brief you, but if you want to check up on details, look on our staff noticeboard. This is in the corner of the play area, at the back, on the wall of Gallery 3. If you have any questions, I'd be happy to help.

Narrator: That is the end of section 2. You now have half a minute to check your answers.

## Part 3

Narrator: CD 3. Test 5, section 3. You will hear a business studies student called Sam talking to his tutor about an IT project he is going to do for a local company called Turners. First, you have some time to look at questions 21 to 26. Now listen and answer questions 21 to 26.

Tutor: Hello Sam, come in and sit down.

Sam: Thanks.

Tutor: You are here to discuss your company-based IT project, aren't you?

Sam: Yes, I've been to see the manager and he's given me a lot of ideas about projects that the company would find useful, but I wanted to ask your opinion about them before I choose one.

Tutor: Yes, that's fine. Now, this company is called Turners, isn't it?

Sam: That's right. It's a small engineering company. They make machine components for trade use. They're well-established—they started in 1976—but they're a bit old-fashioned.

Tutor: Okay, and what kind of projects did Turners suggest you could do for the company?

Sam: Well, they want some improvements made to their customer database. The one that they've got at the moment isn't very useful in some ways. I had a quick look at it.

Tutor: That would be a very straightforward project and it'd be simple enough to evaluate, but I don't think you'd get enough out of a project like that. You wouldn't learn anything new.

Sam: Well, another project they suggested is to do with their online sales catalog. At the moment, customers can look at their products but they can't actually order them online, which must affect their competitiveness. But I said I thought it would take too long. It's quite a big task.

Tutor: You're right, it's too much for the time you've got. It's a pity, though.

Sam: Then they want some help with their payroll system. At the moment, the way they calculate pay involves a lot of manual accounting. I suggested they could have a system where employees register electronically when they arrive and leave work, so the hours they do could be transferred automatically.

Tutor: Hmm, I think you'd get a lot out of a project like that. It would extend your skills, but it wouldn't be too much to take on. A student did something similar a couple of years ago, but this is slightly different.

Sam: Well, then they need help with their stock inventory. They do everything manually.

Tutor: Really?

Sam: Yes, and it takes so much time.

Tutor: It's probably very inaccurate, too. An electronic inventory would probably be the biggest single benefit for the company. I'm surprised they haven't had it done before.

Sam: I know. Then they wanted to improve their internal security. The manager had visited other companies where the staff use swipe cards to access various areas of the building. It sounded useful, but the trouble is I'm not really sure how to do it.

Tutor: Well, I think you're right in that assessment. At the moment, it's probably a bit beyond your level of knowledge. Is that all?

Sam: Just one more. Customer service. They want to be able to collect feedback from their customers in a more systematic way. At the moment, it's a bit of a mess and they probably lose business as a result.

Tutor: Would that involve you going to see customers at their own premises? Because in that case, you might have to do a fair amount of traveling, and that would incur expenses that haven't been agreed with these companies.

Sam: I never thought of that.

Tutor: Well, it might not be a problem, but it's something that needs clarifying. Well, I hope that's been helpful in narrowing down the options.

Sam: Yes, it has, thanks. I'll be able to make a decision now. But while I'm here, can I talk to you about coursework?

Tutor: Sure.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 27 to 30. Now listen and answer questions 27 to 30.

Sam: I'm not very happy about the way our group assignment is working. There are some problems.

Tutor: Oh dear. Are people just not getting on with each other? That's the worst thing.

Sam: Actually, we're all friends. It's not that, but when we're having a discussion about the assignment, one or two people end up doing all the talking and the rest don't say anything. It's a bit frustrating because we need plenty of debate.

Tutor: Well, that's a common observation. You're studying in a group with people from all over the world, and you all have your own ways of participating. In some places, students are more used to listening than talking, and vice versa.

Sam: I suppose you're right. I'll try to remember that.

Tutor: Does everyone pull their weight as far as sharing the workload is concerned?

Sam: I'd say they do, yes. And our group elected a leader. She's very good at making sure no one is overloaded. But personally, I feel that there are just too many of us in the group. Whenever we try to arrange a meeting, there's always at least one person who can't make it. It's not anyone's fault; it's just that we've all got slightly different timetables.

Tutor: Well, I'm glad you've talked to me about it. Feedback is always useful. Is there anything else you're concerned about?

Sam: There are a couple of problems with lecturers that all the students are talking about.

Tutor: Hmm. Last semester we had negative feedback about the way lectures were organized. There were several occasions when the wrong room had been booked or the same room had been booked twice—that sort of thing. Is that still a problem?

Sam: That hasn't happened at all as far as I know.

Tutor: Oh, good. It's sorted out then.

Sam: But I don't know the reason, but some of the staff often turn up late, so we miss ten or fifteen minutes of our lecture time. It might be because they've been copying handouts for students. I think there's a queue for the machine sometimes.

Tutor: Well, I'll look into that. Thank you for telling me. Anything else?

Sam: The other thing is that it can be very difficult to get to see a lecturer individually. They're all very supportive and friendly when you do manage to find them, but often they're not in their office, even at times when they're meant to be available for consultation.

Tutor: Okay, that's helpful.

Narrator: That is the end of section 3. You now have half a minute to check your answers.

## Part 4

Narrator: Test 5, section 4. You will hear a wildlife expert giving a talk to a group of bird lovers in the UK about a species called the Tawny Owl. Before you listen, you have some time to look at questions 31 to 40. Now listen and answer questions 31 to 40.

Wildlife Expert: Good evening, everyone. You're all likely to be familiar with pictures of the Tawny Owl because of all the owl species in the UK, it's actually the most common one. But the chances are that you're more likely to have heard one than actually seen one, as it's also strongly nocturnal. This means that it normally ventures out at night.

So, what kind of habitats does the Tawny Owl prefer? Well, a survey carried out in the 1980s confirmed that this owl is most likely to be found in woodland. If you look at a map of Tawny Owl distribution across Britain, you'll only see gaps in the treeless marshy areas of eastern England and in some of the more upland parts of northwest Scotland. However, you can sometimes find populations of Tawny Owls in urban areas too, either in parks or in large gardens.

The Tawny Owl shows some obvious adaptations to its natural habitat. For example, both its wings and its tail are short, which helps it to maneuver through the trees. Also, the bird's plumage is a mixture of brown and grey, and this provides suitable camouflage for when the owl perches up against a tree trunk.

Then there are its large eyes. The Tawny Owl's visual capacities are considerably better than those of humans, and although it can't see in complete darkness, it's sufficiently well equipped to be able to navigate its way around woodland on all but the most overcast nights.

Another factor that contributes to the Tawny Owl's success as a hunter is its excellent memory of the layout of different areas. If you combine this ability with the owl's strongly territorial and sedentary nature—most populations of Tawny Owl are "sit and wait" predators—you realize that it has a good opportunity to predict where prey might be found. Finally, as well as having large eyes, the owl's sense of hearing is excellent, and this helps it to locate potential prey as it sits on its perch.

Turning now to the Tawny Owl's diet. Woodland Tawny Owls feed mainly on mammals, especially small ones such as wood mice and bank voles. But they'll also take things like frogs or bats, or even fish if they happen to be available. In urbanized landscapes, the owls seem to prey more on birds. So there are some differences there.

Let's just look briefly now at survival rates in the Tawny Owl. Young Tawny Owls face a difficult time once they leave home, and two out of every three are likely to die within their first year. So, with such high mortality levels, it's a good job that established breeding pairs can produce young over a number of seasons and maximize their chances of passing their genes on to the next generation of owls.

I've already mentioned the sedentary nature of the Tawny Owl. But it's not just adult Tawny Owls that are sedentary in their habits. Young birds dispersing away from where they were born rarely move far. The average distance is just four kilometers. There also appears to be some reluctance to cross large bodies of water. The owl is absent from many of the islands around our shores, with only occasional sightings in Ireland and the Isle of Wight off the south coast of England.

Right. Well, now I'll show you some photographs that have been taken in one or two of the natural...

Narrator: That is the end of section 4. You now have half a minute to check your answers. That is the end of the listening test. You now have 10 minutes to transfer your answers to the separate answer sheet.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **weekend(s)** | But another piece of advice I'd give is try to avoid calling anybody on weekends. That'll really bump up the prices. Leave it till Monday if you can |
| 2 | **plasdeco** | Well, there's quite a good website covering this sort of work. It's www.plasdeco.com |
| 3 | **clear** | There's a company called Peak's Plumbing. Now, they're a father and son team. They're really friendly and they tell you information you need in a clear way, you know, so they really understand what the problem is |
| 4 | **late/unreliable** | Well, that's a downside. Every single time I've used them, they arrive late. And friends have said the same thing |
| 5 | **cheaper** | Basically, he comes out cheaper, you know, than other people |
| 6 | **messy** | Oh, he comes when he says he's coming. But he's not very courteous. And he has the tendency to be messy, you know, so you have quite a bit of clearing up to do |
| 7 | **designs** | Ruth: So they can do a variety of designs? Alastair: You've got it. But it comes at a premium because they are more expensive, you know |
| 8 | **expensive** | Alastair: You've got it. But it comes at a premium because they are more expensive, you know |
| 9 | **painting** | Ruth: Do either of them do painting for you if you want, after the plastering's dried out, of course? Alastair: That's what I was going to say, but I should explain that Harry's quite old now and so he avoids doing jobs which involve tall ladders, you know |
| 10 | **ladder(s)** | That's what I was going to say, but I should explain that Harry's quite old now and so he avoids doing jobs which involve tall ladders, you know |
| 11 | **B** | Your normal working day is 9:00 to 5:00 p.m., but on Monday, because it's your first day, we'd like you to arrive at quarter to nine. Please note, though, that you'll finish at the usual time |
| 12 | **C** | But on a day-to-day basis in the museum itself, we say put on your own casual clothing because you'll be doing lots of dusty, messy work |
| 13 | **A** | If you're not well or there's been a hold-up, then what we ask you to do is ring the museum receptionist |
| 14 | **B** | Students say they have a lot of fun, whether it's working with kids in our art workshops held every Monday or, the most popular, when they go out on our outreach work to residential homes, recording elderly people's memories of school days for our oral history project |
| 15 | **C** | In the next couple of days, it might be worthwhile if you get hold of evaluations and other notes made by students who've worked with us before. You can get a lot of pointers from them |
| 16 | **C** | Come through the main entrance and you'll see the main staircase straight ahead. To the right of this is the statue of the horse, and just behind that is a door. Go through that and that's the sign-in office |
| 17 | **I** | In the central courtyard area close to the entrance, there's a large chest where visitors put donations for the museum. The door just behind that leads to Gallery 1 |
| 18 | **H** | The key box is quite hard to find. Walk behind reception, and it's between the large gallery and the bookshop |
| 19 | **D** | Go round the reception desk and you'll see a small circular cabinet. The door to the kitchen area is just behind that |
| 20 | **G** | Your supervisor will brief you, but if you want to check up on details, look on our staff noticeboard. This is in the corner of the play area, at the back, on the wall of Gallery 3 |
| 21 | **D** | That would be a very straightforward project and it'd be simple enough to evaluate, but I don't think you'd get enough out of a project like that. You wouldn't learn anything new |
| 22 | **B** | Sam: Well, another project they suggested is to do with their online sales catalog. At the moment, customers can look at their products but they can't actually order them online, which must affect their competitiveness. But I said I thought it would take too long. It's quite a big task. Tutor: You're right, it's too much for the time you've got. It's a pity, though |
| 23 | **A** | Hmm, I think you'd get a lot out of a project like that. It would extend your skills, but it wouldn't be too much to take on |
| 24 | **H** | An electronic inventory would probably be the biggest single benefit for the company |
| 25 | **F** | Sam: I know. Then they wanted to improve their internal security. The manager had visited other companies where the staff use swipe cards to access various areas of the building. It sounded useful, but the trouble is I'm not really sure how to do it. Tutor: Well, I think you're right in that assessment. At the moment, it's probably a bit beyond your level of knowledge |

| # | Answer | Explanation |
|---|---|---|
| **26** | **E** | Would that involve you going to see customers at their own premises? Because in that case, you might have to do a fair amount of traveling, and that would incur expenses that haven't been agreed with these companies |
| **27** | **B / E** | You're studying in a group with people from all over the world, and you all have your own ways of participating. In some places, students are more used to listening than talking, and vice versa But personally, I feel that there are just too many of us in the group. Whenever we try to arrange a meeting, there's always at least one person who can't make it |
| **28** | **B / E** | You're studying in a group with people from all over the world, and you all have your own ways of participating. In some places, students are more used to listening than talking, and vice versa But personally, I feel that there are just too many of us in the group. Whenever we try to arrange a meeting, there's always at least one person who can't make it |
| **29** | **A / C** | But I don't know the reason, but some of the staff often turn up late, so we miss ten or fifteen minutes of our lecture time The other thing is that it can be very difficult to get to see a lecturer individually. They're all very supportive and friendly when you do manage to find them, but often they're not in their office, even at times when they're meant to be available for consultation |
| **30** | **A / C** | But I don't know the reason, but some of the staff often turn up late, so we miss ten or fifteen minutes of our lecture time The other thing is that it can be very difficult to get to see a lecturer individually. They're all very supportive and friendly when you do manage to find them, but often they're not in their office, even at times when they're meant to be available for consultation |
| **31** | **common** | You're all likely to be familiar with pictures of the Tawny Owl because of all the owl species in the UK, it's actually the most common one |
| **32** | **woodland/woods/forest(s)** | Well, a survey carried out in the 1980s confirmed that this owl is most likely to be found in woodland |
| **33** | **tail** | For example, both its wings and its tail are short, which helps it to maneuver through the trees |
| **34** | **grey/gray** | Also, the bird's plumage is a mixture of brown and grey, and this provides suitable camouflage for when the owl perches up against a tree trunk |
| **35** | **humans/people** | The Tawny Owl's visual capacities are considerably better than those of humans, and although it can't see in complete darkness, it's sufficiently well equipped to be able to navigate its way around woodland on all but the most overcast nights |
| **36** | **memory** | Another factor that contributes to the Tawny Owl's success as a hunter is its excellent memory of the layout of different areas |
| **37** | **hearing** | Finally, as well as having large eyes, the owl's sense of hearing is excellent, and this helps it to locate potential prey as it sits on its perch |
| **38** | **birds** | In urbanized landscapes, the owls seem to prey more on birds |
| **39** | **year** | Young Tawny Owls face a difficult time once they leave home, and two out of every three are likely to die within their first year |
| **40** | **water** | There also appears to be some reluctance to cross large bodies of water |

# Test 63

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the table below.

Write ONE WORD AND/OR A NUMBER for each answer.

**HOLIDAY RENTALS** Dates: Example *10th-22nd July*

| Name of Property | Location | Features | Disadvantage(s) | Booking details |
|---|---|---|---|---|
| 1 _____ | • rural<br>• surrounded by 2 _____ | • apartment<br>• two bedrooms<br>• open plan | distance from 3 _____ | www. 4 _____ .com |
| Kingfisher | • rural<br>• next to the 5 _____<br>• nice views | • house<br>• three bedrooms<br>• 6 _____ room<br>• living room<br>• kitchen | expensive? | Phone the owner (01752 669218) |
| Sunnybanks | • in a village<br>• next to the 7 _____ | • house<br>• has private 8 _____ | no 9 _____ | Contact the 10 _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Choose the correct letter, A, B or C.

**11** According to the speaker, why is it a good time for D-I-Y painting?

- **A** ○ There are better products available now.
- **B** ○ Materials cost less than they used to.
- **C** ○ People have more free time than before.

**12** What happened in 2009 in the UK?

- **A** ○ A record volume of paint was sold.
- **B** ○ A large amount of paint was wasted.
- **C** ○ There was a major project to repaint public buildings.

**13** What does the speaker say about paint quantity?

- **A** ○ It's not necessary to have exact room measurements.
- **B** ○ It's better to overestimate than to underestimate.
- **C** ○ An automatic calculator can be downloaded from the Internet.

**14** What does Community RePaint do?

- **A** ○ It paints people's houses without payment.
- **B** ○ It collects unwanted paint and gives it away.
- **C** ○ It sells unused paint and donates the money to charity.

### Questions 15-16

Choose TWO letters, A-E.

**15** **16** What TWO pieces of advice does the speaker give about paint?

- **A** ☐ Don't buy expensive paint.
- **B** ☐ Test the colour before buying a lot.
- **C** ☐ Choose a light colour.
- **D** ☐ Use water-based paint.
- **E** ☐ Buy enough paint for more than one application.

### Questions 17-18

Choose TWO letters, A-E.

**17** **18** What TWO pieces of advice does the speaker give about preparation?

- **A** ☐ Replace any loose plaster.
- **B** ☐ Don't spend too long preparing surfaces.
- **C** ☐ Use decorators' soap to remove grease from walls.
- **D** ☐ Wash dirty walls with warm water.
- **E** ☐ Paint over cracks and small holes.

## Questions 19-20

Choose TWO letters, A-E.

**19** **20** What TWO pieces of advice does the speaker give about painting?

- **A** ☐ Put a heater in the room.
- **B** ☐ Wash brushes in cold water.
- **C** ☐ Use a roller with a short pile.
- **D** ☐ Apply paint directly from the tin.
- **E** ☐ Open doors and windows.

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

Choose the correct letter, A, B or C.

**21** Why is Matthew considering a student work placement?

- **A** ◯ He was informed about an interesting vacancy.
- **B** ◯ He needs some extra income.
- **C** ◯ He wants to try out a career option.

**22** Which part of the application process did Linda find most interesting?

- **A** ◯ The psychometric test.
- **B** ◯ The group activity.
- **C** ◯ The individual task.

**23** During her work placement, Linda helped find ways to

- **A** ◯ speed up car assembly.
- **B** ◯ process waste materials.
- **C** ◯ calculate the cost of design faults.

**24** Why did Linda find her work placement tiring?

- **A** ◯ She wasn't used to full-time work.
- **B** ◯ The working hours were very long.
- **C** ◯ She felt she had to prove her worth.

**25** What did Linda's employers give her formal feedback on?

- **A** ◯ engineering ability
- **B** ◯ organisational skills
- **C** ◯ team working

**26** What was the main benefit of Linda's work placement?

- **A** ◯ Improved academic skills.
- **B** ◯ An offer of work.
- **C** ◯ The opportunity to use new software.

## Questions 27-30

What does Linda think about the books on Matthew's reading list?

Choose FOUR answers from the box and write the correct letter, A-F.

A. helpful illustrations

B. easy to understand

C. up-to-date

D. comprehensive

E. specialised

F. useful case studies

**27** The Science of Materials _____

**28** Materials Engineering _____

**29** Engineering Basics _____

**30** Evolution of Materials _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

### Researching the origin of medieval manuscripts

*Background*

- Medieval manuscripts – handwritten books produced between the fifth and fifteenth centuries
- Origin of many manuscripts unknown until 2009; scientists started using DNA testing

*Animal hides – two types*

Parchment

Sheep skin: white in colour and **31** _____

Greasy – writing can't be erased so often used for **32** _____

Vellum

Calf skin: most popular for prestigious work because you can get **33** _____ lettering.

*Preparation of hides*

- Treated in barrels of lime – where this was not available, skins were **34** _____ (removed hair → more flexible)
- Stretched tight on a frame
- Scraped to create same **35** _____
- Vellum was **36** _____ – for correct colour

*Genetic testing – finding origins*

Previously – analysed handwriting and **37** _____ used by the writer

Now – using genetic data from 'known manuscripts' to create a **38** _____

*Uses of new data*

Gives information on individual books

Shows the **39** _____ of the book industry

Helps define **40** _____ in medieval period

# Transcripts

## Part 1

Narrator: Test 6, section 1. You will hear a man called Ken talking on the phone to a friend called Liz about holiday accommodation. First, you have some time to look at questions 1 to 6. You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Liz: Hello.

Ken: Hi, Liz. It’s Ken here.

Liz: Hi, Ken. Nice to hear from you. Are you...

Ken: This is just a quick call, but Mary and I have just been talking about our summer holiday. We haven’t booked a place yet and we’ve left it a bit late. We were just wondering if you know of any holiday rentals in your area. It’s so nice there.

Liz: Well, yes. I can think of two or three places that are very nice. What dates have you got in mind?

Ken: The 10th of July to the 22nd of July.

Narrator: Ken says that they need accommodation from the 10th to the 22nd of July. So the 10th to the 22nd of July has been written in the space. Now we shall begin. You should answer the questions as you listen, because you will not hear the recording a second time. Listen carefully and answer questions 1 to 6.

Liz: Hello.

Ken: Hi, Liz. It’s Ken here.

Liz: Hi, Ken. Nice to hear from you. Are you...

Ken: This is just a quick call, but Mary and I have just been talking about our summer holiday. We haven’t booked a place yet and we’ve left it a bit late. We were just wondering if you know of any holiday rentals in your area. It’s so nice there.

Liz: Well, yes. I can think of two or three places that are very nice. What dates have you got in mind?

Ken: The 10th of July to the 22nd of July.

Liz: Oh yes, that is quite soon, isn't it? Well, there's a place near here called Moonfleet.

Ken: Is that M-double O-N-F-L-double E-T?

Liz: That's right. It's quite a rural location and it's next to the owner's house, but it's got fields all around it, so it's very pretty.

Ken: Hmm, sounds okay. Can you tell me a bit more about it?

Liz: Well, it's an annex to the owner's house and it's an apartment with two bedrooms and an open-plan living area.

Ken: Well, I like the sound of it. Is there anything we might not like about it?

Liz: Well, it's quite a distance from the nearest shops, that's all.

Ken: Okay. And well, I'll tell Mary, but I don't think she'd mind that. Do you know how you book it?

Liz: You have to book on the internet. There's a web address. It's www.summerhouses

Ken: One word?

Liz: Yes. Then .com. You'll be able to look at a photograph on that.

Ken: Okay. And what about the others? Where are they?

Liz: The second one I'm thinking of is called Kingfisher, and that's even more rural. It's a really beautiful location, in fact. It's by the river and it's got nice views. It overlooks woodland on the other side.

Ken: Is that an apartment?

Liz: No, it's a three-bedroomed house, and that's got a dining room as well as a separate living room and a kitchen. But I expect it's more expensive. You'll have to check the prices.

Ken: Hmm, it's probably a bit bigger than we need, but our nephew might be joining us, we're not sure yet. How do you book Kingfisher?

Liz: You have to phone the owner directly. Shall I give you the number? I've got it here in my phone book. It's 01752 669218.

Ken: Right.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 7 to 10. Now listen and answer questions 7 to 10.

Ken: And you mentioned a third place?

Liz: Yes, there's a house that my sister stayed in last year. It's called Sunnybanks.

Ken: Nice name.

Liz: And the location of that one is rather different. It's in the center of a village, but it's a very small and quaint place.

Ken: Did your sister like it?

Liz: Oh yes. It's by the sea, so her children really loved it.

Ken: What's the accommodation like?

Liz: I'm not sure about the number of rooms, because I haven't been in it myself, but I think she said it's quite spacious, and I know it's got its own garden. It's not very big, but it's not shared with anyone else, and it's supposed to be very pretty.

Ken: Any snags? Problems?

Liz: The only other thing I can think of is that there's nowhere for parking. The streets are too narrow, so you have to leave your car somewhere else and then walk to the house. It's only about 10 minutes away, but...

Ken: Okay. Well, I don't think it matters personally. How do you book it?

Liz: There's an agent you have to contact. I don't know his details, but I can ask my sister and let you know tomorrow.

Ken: Thanks, Liz. That would be great. I'll talk to Mary and see what she says. Thanks for your help.

Liz: That's okay, Ken. I'll speak to you again tomorrow. I hope you find what you're looking for!

Narrator: That is the end of section 1. You now have half a minute to check your answers. Now turn to section 2.

## Part 2

Narrator: Test 6, section 2. You will hear part of a radio program about do-it-yourself house painting. First, you have some time to look at questions 11 to 14. Now listen and answer questions 11 to 14.

Speaker: Good morning everyone, and welcome to our weekly series on home improvements. Today's program is about do-it-yourself house painting. There's never been a better time for people who like to do their own interior house painting. Although people still lead very busy lives, thanks to the availability of various new DIY materials, you can now decorate your home in a more efficient and a more environmentally friendly way. In 2009 alone, approximately 53 million liters of the paint that was sold in the UK were left untouched. That's enough to fill 21 Olympic-sized swimming pools.

Speaker: It's easy to overestimate how much paint you'll need to decorate your room if you use guesswork. And if you know exactly how much paint is needed, you avoid unnecessary waste. There are automatic paint calculators available now. Most of the major paint manufacturers provide them. Look on their websites or just Google "paint calculator" and see what comes up. Then simply measure the circumference and height of the room in meters, enter this into the calculator along with the type of surface you're painting, and it will tell you how many liters of paint you'll need.

Speaker: But if you do end up with leftover paint, you can donate it to an organization like Community RePaint. They will take the paint from you and redistribute it to local charities and voluntary organizations, so it goes to a good home. You can find more information about Community RePaint on communityrepaint.org.uk.

Narrator: Now you have some time to look at questions 15 to 20. Now listen and answer questions 15 to 20.

Speaker: Another way of avoiding paint wastage is to check you're completely happy with your color choice before starting to paint. For example, you can get a small sample of the color you're thinking of using, then paint a board and move it around the room, so you can see how it looks against your furnishings and in different lights. Also, it's always better to buy high-quality paints because you get what you pay for. If you buy cheap paint, you might need to apply two or three coats to achieve the same coverage that you'd get from one coat of a good quality paint. You could also spend a week on a job that could have been done in a day or two.

Speaker: And consider the environment. Most paint manufacturers now sell water-based paints that don't contain harmful chemicals or give off harmful odors, so get one of these. You can also buy paint that's packaged in recyclable containers. There's a lot more choice than there used to be.

Speaker: You can only do a good job which will last if you prepare the surfaces thoroughly before painting. In fact, in many ways if you want to do a professional-looking job, this is more important than the painting itself. If there are any cracks or patches of loose plaster, painting over them won't solve the problem. Take the plaster out and fill the holes, allowing enough time for the new plaster to dry. And you won't get a smooth finish if the walls are dusty or greasy, so washing with water isn't enough. Use a solution of decorator's soap and rinse well with warm water afterwards.

Speaker: When you're ready to paint, we suggest you use a medium pile roller for walls and ceilings. A lot of people tend to use short pile rollers, but these give a patchy finish and that wastes paint and time. Similarly, long pile rollers can create a thick textured effect which looks messy. The same goes for brushes. The stronger the bristles, the easier they are to wash and reuse. And as you've chosen a water-based paint, clean your brushes with cold water, because it's more energy-efficient that way.

Speaker: As you're decorating, keep transferring small amounts of paint into a tray and keep topping it up when you need to. This reduces the chance of it being contaminated by dust and pieces of dirt. And finally, water-based paint doesn't have a lingering smell, so that's not an issue anymore. But it's airflow rather than heat that helps the paint dry quicker. So to help finish the job in the quickest time, leave your doors and windows open. The faster the paint is dried and the job finished, the quicker you can start enjoying your room.

Speaker: In tomorrow's program, I'll be giving some advice on...

Narrator: That is the end of section 2. You now have half a minute to check your answers.

## Part 3

Narrator: CD 3. Test 6, section 3. You will hear two engineering students, a woman in her sixth year called Linda and a man in his fifth year called Matthew, discussing the benefits of student work placements. Before you listen, you have some time to look at questions 21 to 26. Now listen and answer questions 21 to 26.

Matthew: Hi Linda, can you spare a few minutes?

Linda: Hello Matthew, no problem.

Matthew: I just wanted to talk to you about temporary work placements. I've never really thought there was a good reason for doing one. I've got some savings, so I don't really need the money at the moment. But I've had an email from the university about a vacancy that looks quite interesting. You did a placement last year, didn't you?

Linda: I did, yes. In my case, I wanted to find out if I was making the right career choice before I began applying for permanent jobs. I thought I wanted to work in car manufacturing, but I wasn't sure, so I applied to Toyota.

Matthew: What was the application process like?

Linda: Lengthy. There were a lot of different parts to it. The dullest one was a psychometric test. You know, when you have to answer loads of questions about yourself.

Matthew: And you're trying to guess what's the best thing to say.

Linda: Yes. Then there was an activity that we did in groups, which I found really fascinating. Engineers are renowned for being a bit unsociable, but I thought we made a great team. And we had an individual task too. We had to sort through various business documents and prioritize them. It was just like what you have to do as a student, really, just with different content.

Matthew: What exactly were you doing on the placement?

Linda: I was helping to design some diagnostic software to identify any waste in the car assembly process.

Matthew: Do you mean waste of materials?

Linda: No, time. Anything that can speed the process up helps to cut costs.

Matthew: How did the work placement compare to being a student? Was it hard work?

Linda: Yes, it was. I'd had full-time work before. I've done various unskilled jobs during university holidays, and some of those involved long hours. So I thought I'd find it easy. I was wrong, though. I think when you're on placement, you're always trying to prove yourself.

Matthew: So you push yourself hard to succeed?

Linda: Yes. But I got a lot of support from my employers. They were always helpful. And then, at the end of the placement, I was given formal feedback.

Matthew: Do you mean on your engineering ability?

Linda: Well, no. I didn't really need that because we had team meetings every other day, and so I had the chance to discuss technical issues and ask about anything that wasn't clear. The evaluation was about general workplace things, like organizational ability, initiative, that sort of thing.

Matthew: I get the impression you think you benefited from the placement.

Linda: Well, the best thing is that they've offered me a job for next year, depending on my exam results, of course, but still.

Matthew: A permanent one?

Linda: Yes. But apart from that, I learned so much. The industrial environment was much more demanding than the academic one, so my general skills improved, like time management, meeting deadlines. And on the technical side, I learned new software packages, like MS Project.

Matthew: Well, I think you've convinced me that work placements are worthwhile. But while you're here, can you give me advice on something else?

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 27 to 30. Now listen and answer questions 27 to 30.

Matthew: I'm about to make a start on the Engineering Materials module, and I've got a booklist here. Can you have a quick look and tell me what you would recommend? That's if you can remember.

Linda: Let's see. I do remember some of them. Hmm. Yes, this one, The Science of Materials. I found the subject quite hard generally, but this book is very accessible, so it suited me. It doesn't cover everything, though.

Matthew: What about this one then, Materials Engineering?

Linda: Oh, yes. I do remember that. But it's a bit out of date now, isn't it? Unless it's a new edition.

Matthew: I don't think so.

Linda: But what I liked about it were the pictures. They really helped to understand the descriptions. It's useful just from that point of view. Let's see, hmm, what else? Oh, yes, that one there, Engineering Basics. I think out of all these, that's got the widest coverage.

Matthew: But I've looked at the contents page and it hardly mentions nanotechnology.

Linda: Yes, you're right. The Evolution of Materials does, though. It's a recent publication, so it covers all the latest developments. It's a bit thin on the 1960s, though, and that decade was quite important.

Matthew: Well, it sounds as if they all complement each other in some ways. I don't suppose you can lend me...

Narrator: That is the end of section 3. You now have half a minute to check your answers. Now turn to section 4.

## Part 4

Historian: My presentation today is on how the science of genetics is being used to shed light on the origin of manuscripts, anything written by hand, produced in the medieval period. That is, the period between the 5th and 15th centuries AD. As many of you know, thousands of medieval handwritten books still exist today. Some of them have a clear provenance, that is, we know exactly where and when they were written. But the origin of many manuscripts has been a complete mystery. That is, until 2009, when geneticists started using DNA testing to shed light on their origins.

But before looking at the new research, I need to explain something about the way the manuscripts were produced, particularly what they were written on. Virtually all were written on treated animal skins, and there were essentially two types. The first was parchment, which is made of sheepskin. It has the quality of being very white, but also being thin. It has a naturally greasy surface, which meant it was hard to erase writing from it. This made it much sought after for court documents in medieval times.

The second type is vellum, which is calfskin. This was most often used for any very high-status documents because it provided the best writing surface, so scribes could achieve lettering of high quality.

So, once the animal hides had been chosen, they had to be prepared. Where the right materials were on hand, the skins were put into large barrels or vats of lime, where they were agitated or stirred frequently. But if lime wasn't available, then the hides were buried. Both these techniques were designed to cause the hair to slough off and the skins to become gelatinous and therefore more flexible.

The next stage was to put the hides on stretcher frames and pull them very tight. While on the frame, they were scraped with a moon-shaped knife in order to create a uniform thickness. For parchment, that was the end of the process. But for vellum, there was an additional stage where it was bleached in order to achieve the desired color.

So, what does all this preparation mean for the quest to identify the origins of mystery manuscripts? Well, until recently, the only way historians and other academics were able to guess at origins was either through the analysis of the handwriting style or from the dialect in which the piece was written. But these techniques have proved unreliable for a number of reasons.

It was thus decided to try to look at the problem from a different angle, to start from what is known. That is, the small number of manuscripts whose origins we do already know. Because these parchments and vellum are both made from animal hides, it was possible to subject them to DNA testing and to identify the genetic markers for the date and location of production. From this was created what is known as a baseline.

The next stage was to test the mystery manuscripts, finding their DNA characteristics and then making comparisons between the known and the mystery scripts. Genetic similarities and differences enabled the scientists to gain more information about the origins of the many manuscripts we had known virtually nothing about up to that point.

Now you might ask, what are the potential uses of this new information? Well, obviously, it can shed light on the origin of individual books and manuscripts. But that's not all. It can also shed light on the evolution of the whole of the manuscript production industry in medieval times. And because that was such a thriving business involving very large-scale movements right across the globe, the new data in turn help historians establish which trade routes were in operation during the whole millennium.

Now, if anyone has any questions, I'd be happy to answer.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Moonfleet** | Well, there's a place near here called Moonfleet |
| 2 | **fields** | It's quite a rural location and it's next to the owner's house, but it's got fields all around it, so it's very pretty |
| 3 | **shops** | Well, it's quite a distance from the nearest shops, that's all |
| 4 | **summerhouses** | Liz: You have to book on the internet. There's a web address. It's www.summerhouses |
| 5 | **river** | It's by the river and it's got nice views |
| 6 | **dining** | No, it's a three-bedroomed house, and that's got a dining room as well as a separate living room and a kitchen |
| 7 | **sea** | Oh yes. It's by the sea, so her children really loved it |
| 8 | **garden** | and I know it's got its own garden. It's not very big, but it's not shared with anyone else, and it's supposed to be very pretty |
| 9 | **parking** | The only other thing I can think of is that there's nowhere for parking |
| 10 | **agent** | There's an agent you have to contact |
| 11 | **A** | Although people still lead very busy lives, thanks to the availability of various new DIY materials, you can now decorate your home in a more efficient and a more environmentally friendly way |
| 12 | **B** | In 2009 alone, approximately 53 million liters of the paint that was sold in the UK were left untouched. That's enough to fill 21 Olympic-sized swimming pools |
| 13 | **C** | There are automatic paint calculators available now. Most of the major paint manufacturers provide them. Look on their websites or just Google "paint calculator" and see what comes up |
| 14 | **B** | But if you do end up with leftover paint, you can donate it to an organization like Community RePaint. They will take the paint from you and redistribute it to local charities and voluntary organizations, so it goes to a good home |
| 15 | **B / D** | For example, you can get a small sample of the color you're thinking of using, then paint a board and move it around the room, so you can see how it looks against your furnishings and in different lights Most paint manufacturers now sell water-based paints that don't contain harmful chemicals or give off harmful odors, so get one of these |
| 16 | **B / D** | For example, you can get a small sample of the color you're thinking of using, then paint a board and move it around the room, so you can see how it looks against your furnishings and in different lights Most paint manufacturers now sell water-based paints that don't contain harmful chemicals or give off harmful odors, so get one of these |
| 17 | **A / C** | Take the plaster out and fill the holes, allowing enough time for the new plaster to dry. And you won't get a smooth finish if the walls are dusty or greasy, so washing with water isn't enough. Use a solution of decorator's soap and rinse well with warm water afterwards |
| 18 | **A / C** | Take the plaster out and fill the holes, allowing enough time for the new plaster to dry. And you won't get a smooth finish if the walls are dusty or greasy, so washing with water isn't enough. Use a solution of decorator's soap and rinse well with warm water afterwards |
| 19 | **B / E** | And as you've chosen a water-based paint, clean your brushes with cold water, because it's more energy-efficient that way But it's airflow rather than heat that helps the paint dry quicker. So to help finish the job in the quickest time, leave your doors and windows open |
| 20 | **B / E** | And as you've chosen a water-based paint, clean your brushes with cold water, because it's more energy-efficient that way But it's airflow rather than heat that helps the paint dry quicker. So to help finish the job in the quickest time, leave your doors and windows open |
| 21 | **A** | But I've had an email from the university about a vacancy that looks quite interesting |
| 22 | **B** | Then there was an activity that we did in groups, which I found really fascinating |
| 23 | **A** | I was helping to design some diagnostic software to identify any waste in the car assembly process No, time. Anything that can speed the process up helps to cut costs |
| 24 | **C** | I think when you're on placement, you're always trying to prove yourself |
| 25 | **B** | The evaluation was about general workplace things, like organizational ability, initiative, that sort of thing |
| 26 | **B** | Well, the best thing is that they've offered me a job for next year, depending on my exam results, of course, but still |
| 27 | **B** | Yes, this one, The Science of Materials. I found the subject quite hard generally, but this book is very accessible, so it suited me |
| 28 | **A** | But what I liked about it were the pictures. They really helped to understand the descriptions. It's useful just from that point of view |

| # | Answer | Explanation |
|---|---|---|
| **29** | **D** | Oh, yes, that one there, Engineering Basics. I think out of all these, that's got the widest coverage |
| **30** | **C** | The Evolution of Materials does, though. It's a recent publication, so it covers all the latest developments |
| **31** | **(very) thin** | The first was parchment, which is made of sheepskin. It has the quality of being very white, but also being thin |
| **32** | **court documents** | It has a naturally greasy surface, which meant it was hard to erase writing from it. This made it much sought after for court documents in medieval times |
| **33** | **high-quality** | This was most often used for any very high-status documents because it provided the best writing surface, so scribes could achieve lettering of high quality |
| **34** | **buried** | But if lime wasn't available, then the hides were buried |
| **35** | **thickness** | While on the frame, they were scraped with a moon-shaped knife in order to create a uniform thickness |
| **36** | **bleached/whitened** | For parchment, that was the end of the process. But for vellum, there was an additional stage where it was bleached in order to achieve the desired color |
| **37** | **dialect** | Well, until recently, the only way historians and other academics were able to guess at origins was either through the analysis of the handwriting style or from the dialect in which the piece was written |
| **38** | **baseline** | Because these parchments and vellum are both made from animal hides, it was possible to subject them to DNA testing and to identify the genetic markers for the date and location of production. From this was created what is known as a baseline |
| **39** | **evolution** | It can also shed light on the evolution of the whole of the manuscript production industry in medieval times |
| **40** | **trade routes** | the new data in turn help historians establish which trade routes were in operation during the whole millennium |

# Test 64

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

### Travel information

Example

Will email the *flight number*

- must find out which **1** _____ arriving at
- best taxi company **2** _____
- *Note: Simon lives in the* **3** _____ *of the city*
- *Simon's cell phone number:* **4** _____

**What to pack**

*(to wear)*

- casual clothes
- one smart dress – to wear at a **5** _____
- a good **6** _____
- tough **7** _____

*(to read)*

- try to find book named '**8** _____' by Rex Campbell.

*(for presents)*

- for Janice: **9** _____
- for Alec: **10** _____ (with racing pictures)

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

Choose the correct answer, A, B or C.

**11** According to the speaker, in what way is Camber's different from other theme parks?

- **A** It's suitable for different age groups.
- **B** It offers lots to do in wet weather.
- **C** It has a focus on education.

**12** The Park first opened in

- **A** 1980.
- **B** 1997.
- **C** 2004.

**13** What's included in the entrance fee?

- **A** most rides and parking
- **B** all rides and some exhibits
- **C** parking and all rides

**14** Becoming a member of the Adventurers Club means

- **A** you can avoiding queuing so much.
- **B** you can enter the Park free for a year.
- **C** you can visit certain zones closed to other people.

**15** The Future Farm zone encourages visitors to

- **A** buy animals as pets.
- **B** learn about the care of animals.
- **C** get close to the animals.

**16** When is hot food available in the park?

- **A** 10.00 a.m. – 5.30 p.m.
- **B** 11.00 a.m. – 5.00 p.m.
- **C** 10.30 a.m. – 5.00 p.m.

### Questions 17-20

What special conditions apply to the following rides?

Choose FOUR answers from the box and write the correct letter, A-F.

A. Must be over a certain age

B. Must use special safety equipment

C. Must avoid it if they have health problems

D. Must wear a particular type of clothing

E. Must be over a certain height

F. Must be accompanied by an adult if under 16

**17** River Adventure _____

**18** Jungle Jim Rollercoaster _____

**19** Swoop Slide _____

**20** Zip Go-carts _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose TWO letters, A-E.

**21** **22** What TWO things do Brad and Helen agree to say about listening in groups?

- **A** ☐ Listening skills are often overlooked in business training.
- **B** ☐ Learning to listen well is a skill that's easy for most people to learn.
- **C** ☐ It's sometimes acceptable to argue against speakers.
- **D** ☐ Body language is very important when listening.
- **E** ☐ Listeners should avoid interrupting speakers.

### Questions 23-24

Choose TWO letters, A-E.

**23** **24** What TWO things does the article say about goal-setting?

- **A** ☐ Meetings should start with a clear statement of goals.
- **B** ☐ It's important for each individual's goals to be explained.
- **C** ☐ Everybody in the group should have the same goals.
- **D** ☐ Goals should be a mix of the realistic and the ideal.
- **E** ☐ Goals must always to be achievable within a set time.

### Questions 25-26

Choose TWO letters, A-E.

**25** **26** What TWO things do Brad and Helen agree are weak points in the article's section on conflict resolution?

- **A** ☐ It doesn't explore the topic in enough detail.
- **B** ☐ It only discusses conservative views.
- **C** ☐ It says nothing about the potential value of conflict.
- **D** ☐ It talks too much about 'winners and losers'.
- **E** ☐ It doesn't provide definitions of key terms.

### Questions 27-30

What actions do Brad and Helen agree to do regarding the following preparation tasks?

Choose FOUR answers from the box and write the correct letter, A-F.

A. Contact the tutor for clarification.

B. Check the assignment specifications.

C. Leave it until the last task.

D. Ask a course-mate to help.

E. Find information on the Internet.

F. Look through course handbooks.

**27** Preparing the powerpoint _____

**28** Using direct quotations _____

**29** Creating a handout _____

**30** Drawing up a bibliography _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

### Engineering for sustainable development

**The Greenhouse Project (Himalayan mountain region)**

**Problem**

- Short growing season because of high altitude and low **31** _____
- Fresh vegetables imported by lorry or by **32** _____, so are expensive
- Need to use sunlight to prevent local plants from **33** _____
- Previous programmes to provide greenhouses were **34** _____

**New greenhouse**

*Meets criteria for sustainability*

- Simple and **35** _____ to build
- Made mainly from local materials (mud or stone for the walls, wood and **36** _____ for the roof)
- Building and maintenance done by local craftsmen
- Runs solely on **37** _____ energy
- Only families who have a suitable **38** _____ can own one

**Design**

- Long side faces south
- Strong polythene cover
- Inner **39** _____ are painted black or white

**Social benefits**

- Owners' status is improved
- Rural **40** _____ have greater opportunities
- More children are educated

# Transcripts

## Part 1

Narrator: Test 7, Section 1. You will hear a woman, called Tanya, talking to her friend called Simon, who lives abroad. Tanya is planning to visit Simon. First, you have some time to look at questions 1 to 4. You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Simon: Hello?

Tanya: Hi, is that Tanya?

Simon: Yes, Simon! Lovely to hear you. How are you?

Tanya: Very well, and we're so looking forward to seeing you.

Simon: So am I. Now I don't have a lot of time, I'm afraid, so I wanted to make sure we've got all your details. Have you confirmed your flights?

Tanya: Yes, I'm definitely coming on the 22nd of June.

Simon: Excellent. Have you got your flight number?

Tanya: Not with me, I'm afraid, but I promise I'll email it. Let me make a note of all this.

Narrator: Tanya promises to send her flight number. So, flight number has been written in the space. Now we shall begin. You should answer the questions as you listen, because you will not hear the recording a second time. Listen carefully and answer questions 1 to 4.

Simon: Hello?

Tanya: Hi, is that Tanya?

Simon: Yes, Simon! Lovely to hear you. How are you?

Tanya: Very well, and we're so looking forward to seeing you.

Simon: So am I. Now I don't have a lot of time, I'm afraid, so I wanted to make sure we've got all your details. Have you confirmed your flights?

Tanya: Yes, I'm definitely coming on the 22nd of June.

Simon: Excellent. Have you got your flight number?

Tanya: Not with me, I'm afraid, but I promise I'll email it. Let me make a note of all this.

Simon: Yes, do, because one of us will try to come and collect you from the airport if we can. I presume you'll be coming into Terminal 1?

Tanya: Uh, I don't know. I'll have to find out which one it is.

Simon: Yes, you must. We don't want to be waiting at the wrong one.

Tanya: But hang on, I'll be arriving at about lunchtime, and that'll mean you have to take time off work to pick me up. You really must not do that.

Simon: Look, we're not all that busy at work, and if there's a problem, I can text you when you arrive and you can take a taxi.

Tanya: Okay.

Simon: There is a really good company called Pantera.

Tanya: Can you spell that?

Simon: It's P-A-N-T-E-R-A. They have a stand at the airport. You can't miss it, and they're really reliable.

Tanya: Great, thanks. How far are you from the airport?

Simon: About 40 minutes.

Tanya: And you're near the city center, aren't you?

Simon: We're east of it actually. Don't tell the driver city center, because you'll really get caught up in traffic.

Tanya: Okay, and I'll make sure I carry your address with me. Now, have you got my mobile, cell phone number?

Simon: Yes, you sent it last month.

Tanya: But I tell you what, I don't think I've got yours. I'd better have it now just in case.

Simon: Okay, and I changed it recently anyway. Ready? It's 07765 328 411.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 5 to 10. Now listen and answer questions 5 to 10.

Tanya: Thanks. Now, what should I pack?

Simon: Well, all the usual. Casual clothes mainly. Though you'd better bring an evening dress. We'll be having at least one fancy dinner in a hotel restaurant. Okay, now, when you're coming, unfortunately the weather is not going to be brilliant.

Tanya: I know, it's the rainy season. I'm bringing an umbrella.

Simon: Ah, we have tons of those. So don't pack one. But pack a raincoat, a good one, cause we'll try and get out for plenty of hikes.

Tanya: Okay, sure. Sounds super, just what I love. And I'd better remember to pack my sturdy walking shoes.

Simon: Excellent idea. It's pretty rugged around here, so they have to be tough.

Tanya: I can imagine. I'm so looking forward to getting out. Oh, Simon, before I forget, you recommended I read a book about your area.

Simon: Yeah.

Tanya: What was the name again? I'd like to read it to get an idea of the history, etc.

Simon: It's called "Mountain Lives", and it's...

Tanya: Hang on, I'm just writing it down. Okay.

Simon: And it's by Rex Campbell.

Tanya: Great. I'll try and get hold of that.

Simon: Well worth it.

Tanya: Now, the really important things are gifts.

Simon: Oh, don't worry about that. Just bring yourself.

Tanya: I know, but I'd like to get something for your parents. What about Janice? I know she loves English tea.

Simon: Ah, that's very kind, but she's not drinking so much of that these days. But she'd love some chocolate. You know her favorite.

Tanya: Oh yes, that would be nice. I'll do that. And Alec, is he still into racing?

Simon: Oh, very much so.

Tanya: I was thinking of bringing a calendar, you know, with horse racing pictures.

Simon: What a good idea! He'd love that.

Tanya: Great. So that's about it, I think.

Simon: Yes, I think so. So you'll send me your number again?

## Part 2

Narrator: Test 7, Section 2. You will hear a podcast on Cambus Theme Park. Now you have some time to look at questions 11 to 16. Now listen and answer questions 11 to 16.

Presenter: Welcome to Cambus Park podcast. In the next few minutes, I'll tell you a little about the park and the amazing things we have to offer. We like to think that Cambus offers more than other theme parks. Like them, we have a variety of exciting rides for people of all ages, but Cambus also places strong emphasis on the educational experience for its visitors—not boring facts, but lots of interactive exhibits. Although it's mainly an outdoor experience, we do have some indoor activities if the weather gets too dreadful.

The park's got a lovely well-established feel, set in 80 acres of beautiful countryside, about three miles south of the tourist resort of Dalchester. The park was set up in 1997 by the Cambus family, but then taken over by new owners in 2004, who have maintained the original vision of the Cambuses. It has lots of old trees, hundreds of flower beds, and a gorgeous lake.

Cambus has over 45 different rides, exhibits, and arcades. All but one of these is free once you've paid your entrance fee. We charge a small fee for our newest ride to reduce the length of the queues. You don't pay anything for parking. A family ticket, for a family of four, works out at about eight pounds per person, which is amazing value. Full details of current prices are shown on our website, along with full details of rides, etc., and directions for getting to us.

We also have a number of special offers. For example, if you live locally, why not join our Adventurers Club, which entitles you to 50% off ticket prices all year round, and a special lane for all rides and exhibits, which means you don't have to wait to get into any part of the park. See the offers tab on the website.

We've recently added a number of new exhibits to the park, and we're particularly proud of our Future Farm zone, which houses over 20 different species of animals, from chipmunks to dairy cows. The emphasis is on getting near to the animals. All of them can be petted, and you can buy food for feeding the animals. Many of our younger visitors say that this is the high point of their visit.

And speaking of food, don't let the animals have all the fun. We have a total of seven different catering outlets on the site. We're open 10:00 to 5:30 all year round, and cold drinks and snacks can be bought at any time during opening hours. And hot food is available most of the day in the Hungry Horse Cafe from 11:00 until 5:00, just half an hour before closing time.

Narrator: Now you have some time to look at questions 17 to 20. Now listen and answer questions 17 to 20.

Presenter: Now, we want all our visitors to have an exciting time when they come to the park, but our first priority must be safety. Parents and guardians know their children's behavior and capabilities, but here at the park, we have set certain conditions for each of the rides to ensure that all visitors get the maximum enjoyment out of the experience and feel secure at all times.

There are four major rides at the park. Our newest ride is the River Adventure, which is designed to reproduce the experience of white-water rafting. No amount of protective clothing would make any difference, so only go on this ride if you're prepared to get wet. Children under eight can go on this ride, but all under 16s must have an adult with them.

Not all of our rides are designed for thrills and spills. Our Jungle Jim Roller Coaster is a gentler version of the classic loop-the-loop, specially created for whole family enjoyment, from the smallest children to elderly grandparents. Suitable for all levels of disability and health conditions. Carriages have comfortable seating for up to eight people with safety belts for each passenger, which must be worn at all times. Sit back and enjoy the scenery.

One of the best established and most popular of Cambus's rides is the Massive Swoop Slide. Whiz down the polished vertical slide, nine meters in height, and scream to your heart's content! There are no age or height restrictions. Be careful, though; you must have on long trousers so you won't get any speed burns.

And then there's the famous Zip Go-kart Stadium, with 16 karts: eight for single drivers and eight for kids preferring to ride along with Mom, Dad, or carer. Take part in high-speed races in our specially designed Formula 1-style karts, but no bumping other karts, please. All riders must be above 1.2 meters because they have to be able to reach the pedals, even in the shared karts. Full details of all safety features are available on our website at www.cambuspark.com. So come and make a day of it at Cambus Theme Park!

Narrator: That is the end of section 2. You now have half a minute to check your answers.

## Part 3

Helen: So, Brad, what did you think of the article on group work?

Brad: Oh, hi Helen. Yeah, it was pretty good, with helpful pieces of advice on how to make group work effective.

Helen: I think we were lucky to be given such a straightforward text to present at the management skills seminar.

Brad: Yeah, actually shall we discuss it now? Have you got time?

Helen: Sure. It's only a 10-minute presentation, so we just need to explain and then give our views on the main points raised in the article.

Brad: I'll jot down some notes. Right. So, there are three main sections. I suggest we start with listening.

Helen: Yeah, effective listening in groups, because it's not something that's frequently covered on courses in our field.

Brad: No, and we should say that in the presentation.

Helen: Yeah, and also effective listening's pretty simple, you know. I don't think it's hard to learn.

Brad: Well, people think it's easy, but in my experience, most of us tend to be very lazy listeners.

Helen: Okay, I wouldn't argue with that. Something I do think we should emphasize is the power of the listener's posture, gestures, etc. in making speakers feel respected.

Brad: Not that you're just waiting for them to finish before jumping in with your own ideas.

Helen: Uh-huh. Okay, right. The next section is on goal setting. Let's make sure we're clear what the article says on this.

Brad: Yeah. Well, firstly, it says that all group members must be given time to explain their own goals.

Helen: That's it, yeah. And then did it say that the whole group should agree on common goals?

Brad: That's a bit too strong. It's more that everyone's agendas should be equally acceptable. But it does say that goals have to be realistic, you know.

Helen: Achievable within a particular time?

Brad: You've got it. That's really what the article's saying. There isn't really any point in having ideals if group members know they won't come to anything within a reasonable period. So, I think a summary covering those points will be enough for that part of the presentation, don't you?

Helen: Yep. Now, the last section is about conflict resolution.

Brad: Actually, I thought it was the worst part of the article.

Helen: Me too. I don't think it went into sufficient detail on the issue.

Brad: Actually, I thought it devoted too much space to it, but that it was all rather boring, you know. It didn't mention some of the more radical theories.

Helen: Absolutely. I found that really irritating.

Brad: Right. And also I think it could have said more about conflict sometimes being healthy in groups.

Helen: Absolutely. It just mentioned rather glibly about how we should avoid thinking of winners and losers, and that quick resolution of conflict is always desirable.

Brad: Without explaining what these terms mean?

Helen: Well, it gives quite detailed definitions, but doesn't develop a proper argument.

Brad: Right. So for the presentation, I think we just give some definitions and...

Helen: And then explain what we felt were the weaknesses in the article's treatment of conflict resolution.

Brad: Yeah, good. So, let's think about what we have to prepare for the actual presentation.

Helen: Well, I suppose we'll use PowerPoint, but I'm hopeless at using it, especially if it has any visuals. I really have to look into doing a course on it because I know I'll need it in the future.

Brad: Don't worry. I'm quite happy using PowerPoint and I'll put it together when everything else is ready.

Helen: That's a relief. But yes, do that later.

Brad: Okay. Now, I heard the tutor saying we have to include some well-chosen quotations from the article.

Helen: I'm not sure if we do. I'll email him to find out.

Brad: No need. I can just have a look at the specs he gave us when he set the task.

Helen: That'll be quicker.

Brad: But the tutor definitely said we have to prepare a handout to go with the talk. I'm not really sure how we do that.

Helen: Sarah did one last year.

Brad: Who's she?

Helen: She's doing the same option as me in marketing. I'll ask her advice on what to include.

Brad: Great. So that just leaves the bibliography at the end. I suppose it'll mainly be articles.

Helen: Yeah, so we'll just look on the web, and we can leave that to later.

Brad: But we've been advised against that.

Helen: Well, we could have a look through some journals in the library.

Brad: I think we should start by looking through module handbooks. I think that'll give us some good leads.

Helen: Yeah, you're probably right. So that's all the topics covered.

## Part 4

Narrator: Test 7, Section 4. You will hear a lecturer talking to a group of engineering students about the design of a greenhouse. Before you listen, you have some time to look at questions 31 to 40. Now listen and answer questions 31 to 40.

Lecturer: Good afternoon. This is the first of a series of lectures I'll be giving about engineering for sustainable development. I'll be presenting examples of engineering projects from a variety of contexts, and today I'm going to talk about a project to design a new kind of greenhouse for use in the Himalayan mountain regions.

First of all, I'll tell you about the problem which was the context for this project. In the Himalayan mountains, fresh vegetables and other crops can only be grown outside for about 90 days during the summer, because the altitude of the region is around 3,500 meters and because the rainfall is so low. In winter, temperatures fall below -25°C, so fresh vegetables have to be imported. They arrive by truck in summer or by air in winter, which makes them expensive. Local people rely on dried leafy vegetables and stored root crops during the winter and rarely eat fresh vegetables.

But despite the sub-zero temperatures, the skies over the region are cloudless, and there are over 300 sunny days per year. So, an engineering solution was needed to exploit the sun's energy and protect locally produced plants from freezing during winter. And in fact, there had been programs in the past to provide greenhouses, but these were unsuccessful. The greenhouses weren't adapted for local conditions, so they tended to fall into disuse. So, a few years ago, a project was initiated to design a better greenhouse, one which would meet the criteria for sustainability.

So, what are the criteria for sustainability? Well, first of all, the new greenhouse is designed to be relatively simple, so construction is cheap. Locally available materials are used wherever possible. The walls are generally constructed of mud bricks made locally, although in areas of high snowfall, more resilient walls of stone are needed. Rammed earth is also used.

The main roof is generally made from locally available poplar wood, with water-resistant local grass for the covering. In addition, the construction and maintenance of the greenhouse is done by local craftsmen. So local stonemasons are employed to build the greenhouse walls, and specialized training is provided for them wherever necessary.

Then, the greenhouse is designed to run on solar power alone. There's no supplementary heating. And lastly, families are selected to own one of the new greenhouses with great care. They have to have a site which is suitable for constructing it on. They also have to be keen to make a success of using it, and also to share the produce with the wider community through sale or barter. Potential owners are taken to see existing greenhouses before they make a final decision about having one.

So, those are the features which make the project sustainable. And now, I'll briefly describe the design of the greenhouse. The greenhouses are oriented very carefully along an east-west axis, so that there's a long south-facing side. The transparent cover on the south-facing side is made from a heavy-duty

polythene, which should last for at least five years.

On the inside of the greenhouse, the walls are painted. The rear and west-facing walls are black to improve heat absorption, but the east-facing wall is white to reflect the morning sunlight onto the crops inside. Finally, there's a door in the wall at one end, and vents are incorporated into the roof, the door, and the wall at the other end, to enable control of humidity and prevent overheating.

I'll turn now to the benefits which have resulted from the introduction of these new greenhouses. These benefits are of various kinds, but for now, I'll just mention the social benefits. First of all, people who own a greenhouse gain social standing in their communities because they provide vegetables for the wider community for regular consumption as well as for festivals, and they also earn income.

Secondly, because in rural areas it is women who usually grow the food, the greenhouses have increased their opportunities. They bring the benefits of improved nutrition and increased family income from the sale of surplus produce. And thirdly, as a result of their improved financial position, some families can now afford to educate their children for the first time.

Narrator: That is the end of section 4. You now have half a minute to check your answers. That is the end of the listening test. You now have 10 minutes to transfer your answers to the separate answer sheet.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **terminal** | I presume you'll be coming into Terminal 1? Tanya: Uh, I don't know. I'll have to find out which one it is. Simon: Yes, you must. We don't want to be waiting at the wrong one |
| 2 | **Pantera** | Simon: There is a really good company called Pantera. Tanya: Can you spell that? Simon: It's P-A-N-T-E-R-A. They have a stand at the airport. You can't miss it, and they're really reliable |
| 3 | **east** | We're east of it actually |
| 4 | **07765 328411** | Simon: Okay, and I changed it recently anyway. Ready? It's 07765 328 411 |
| 5 | **hotel (restaurant)** | Though you'd better bring an evening dress. We'll be having at least one fancy dinner in a hotel restaurant |
| 6 | **raincoat** | Ah, we have tons of those. So don't pack one. But pack a raincoat, a good one, cause we'll try and get out for plenty of hikes |
| 7 | **(walking) shoes** | And I'd better remember to pack my sturdy walking shoes. Simon: Excellent idea. It's pretty rugged around here, so they have to be tough |
| 8 | **Mountain Lives** | Simon: It's called "Mountain Lives", and it's Tanya: Hang on, I'm just writing it down. Okay. Simon: And it's by Rex Campbell |
| 9 | **chocolate(s)** | Ah, that's very kind, but she's not drinking so much of that these days. But she'd love some chocolate. You know her favorite |
| 10 | **(a) calendar** | Tanya: I was thinking of bringing a calendar, you know, with horse racing pictures. Simon: What a good idea! He'd love that |
| 11 | **C** | Like them, we have a variety of exciting rides for people of all ages, but Cambus also places strong emphasis on the educational experience for its visitors—not boring facts, but lots of interactive exhibits |
| 12 | **B** | The park was set up in 1997 by the Cambus family, but then taken over by new owners in 2004, who have maintained the original vision of the Cambuses |
| 13 | **A** | Cambus has over 45 different rides, exhibits, and arcades. All but one of these is free once you've paid your entrance fee. We charge a small fee for our newest ride to reduce the length of the queues. You don't pay anything for parking |
| 14 | **A** | if you live locally, why not join our Adventurers Club, which entitles you to 50% off ticket prices all year round, and a special lane for all rides and exhibits, which means you don't have to wait to get into any part of the park |
| 15 | **C** | The emphasis is on getting near to the animals. All of them can be petted, and you can buy food for feeding the animals |
| 16 | **B** | And hot food is available most of the day in the Hungry Horse Cafe from 11:00 until 5:00, just half an hour before closing time |
| 17 | **F** | Children under eight can go on this ride, but all under 16s must have an adult with them |
| 18 | **B** | Carriages have comfortable seating for up to eight people with safety belts for each passenger, which must be worn at all times |
| 19 | **D** | One of the best established and most popular of Cambus's rides is the Massive Swoop Slide. Whiz down the polished vertical slide, nine meters in height, and scream to your heart's content! There are no age or height restrictions. Be careful, though; you must have on long trousers so you won't get any speed burns |
| 20 | **E** | All riders must be above 1.2 meters because they have to be able to reach the pedals, even in the shared karts |
| 21 | **A / D** | Helen: Yeah, effective listening in groups, because it's not something that's frequently covered on courses in our field. Brad: No, and we should say that in the presentation Helen: Okay, I wouldn't argue with that. Something I do think we should emphasize is the power of the listener's posture, gestures, etc. in making speakers feel respected. Brad: Not that you're just waiting for them to finish before jumping in with your own ideas |
| 22 | **A / D** | Helen: Yeah, effective listening in groups, because it's not something that's frequently covered on courses in our field. Brad: No, and we should say that in the presentation Helen: Okay, I wouldn't argue with that. Something I do think we should emphasize is the power of the listener's posture, gestures, etc. in making speakers feel respected. Brad: Not that you're just waiting for them to finish before jumping in with your own ideas |
| 23 | **B / E** | Well, firstly, it says that all group members must be given time to explain their own goals But it does say that goals have to be realistic, you know Achievable within a particular time You've got it. That's really what the article's saying |
| 24 | **B / E** | Well, firstly, it says that all group members must be given time to explain their own goals But it does say that goals have to be realistic, you know Achievable within a particular time You've got it. That's really what the article's saying |
| 25 | **B / C** | Brad: Actually, I thought it devoted too much space to it, but that it was all rather boring, you know. It didn't mention some of the more radical theories. Helen: Absolutely. I found that really irritating. Brad: Right. And also I think it could have said more about conflict sometimes being healthy in groups. Helen: Absolutely |

| # | Answer | Explanation |
|---|---|---|
| **26** | **B / C** | Brad: Actually, I thought it devoted too much space to it, but that it was all rather boring, you know. It didn't mention some of the more radical theories. Helen: Absolutely. I found that really irritating. Brad: Right. And also I think it could have said more about conflict sometimes being healthy in groups. Helen: Absolutely |
| **27** | **C** | Brad: Don't worry. I'm quite happy using PowerPoint and I'll put it together when everything else is ready. Helen: That's a relief. But yes, do that later |
| **28** | **B** | Brad: No need. I can just have a look at the specs he gave us when he set the task. Helen: That'll be quicker |
| **29** | **D** | Helen: Sarah did one last year. Brad: Who's she? Helen: She's doing the same option as me in marketing. I'll ask her advice on what to include |
| **30** | **F** | Brad: I think we should start by looking through module handbooks. I think that'll give us some good leads. Helen: Yeah, you're probably right. So that's all the topics covered |
| **31** | **rainfall** | In the Himalayan mountains, fresh vegetables and other crops can only be grown outside for about 90 days during the summer, because the altitude of the region is around 3,500 meters and because the rainfall is so low |
| **32** | **air/plane** | They arrive by truck in summer or by air in winter, which makes them expensive |
| **33** | **freezing** | So, an engineering solution was needed to exploit the sun's energy and protect locally produced plants from freezing during winter |
| **34** | **unsuccessful** | And in fact, there had been programs in the past to provide greenhouses, but these were unsuccessful |
| **35** | **cheap/inexpensive** | Well, first of all, the new greenhouse is designed to be relatively simple, so construction is cheap |
| **36** | **grass** | The main roof is generally made from locally available poplar wood, with water-resistant local grass for the covering |
| **37** | **solar** | Then, the greenhouse is designed to run on solar power alone |
| **38** | **site/location/place** | They have to have a site which is suitable for constructing it on |
| **39** | **walls** | On the inside of the greenhouse, the walls are painted. The rear and west-facing walls are black to improve heat absorption, but the east-facing wall is white to reflect the morning sunlight onto the crops inside |
| **40** | **women** | Secondly, because in rural areas it is women who usually grow the food, the greenhouses have increased their opportunities |

# Test 65

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-6

Complete the form below.

Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.

### Moving Company Service Report

| Example<br><br>Full Name: | Answer<br><br>Jane Bond |
|---|---|
| Phone Number: | 1 _____ |
| USA Address: | 509 2 _____,<br><br>1137 3 _____ in Seattle |
| Packing Day: | 4 _____ |
| Date: | 11th March |
| Clean-up by: | 5:00 p.m. |
| Day: | 5 _____ |
| About the Price: | Rather expensive |
| Storage Time: | 6 _____ |

## Questions 7-10

Where does the speaker decide to put items in?

Write the correct letter, A, B, or C.

A. in emergency pack

B. in personal package

C. in storage with the furniture

7 cutlery and dishes _____

8 kettle _____

9 alarm clock _____

10 CD player _____

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-16

Complete the table below.

Write NO MORE THAN THREE WORDS AND / OR A NUMBER for each answer.

### ANNUAL WULLABALLOO CONFERENCE

| TIME | CONTENT | LOCATION |
|---|---|---|
| 9:00 a.m. | Title of the lecture:<br>11 _____<br>Lecturer: John Smith from the 12 _____ | Main Hall |
| 10:30 a.m. | Presentation of papers | Garden Room on the ground floor |
| 11:15 a.m. | Coffee break | Main Hall |
| 1:00 p.m. | Lunch | Sea View Restaurant on the 13 _____<br>The lift on the 14 _____ |
| 2:00 p.m. | Presentation of further papers | Ballroom |
| 15 _____ p.m. | Afternoon tea | Ballroom |
| 5:00 p.m. | Conference will be finished | Main Hall |
| 5:10-6:10 p.m. | Informal reception | 16 _____ |

## Questions 17-20

Choose the correct letter, A, B, or C.

**17** Tickets are available

- **A** ○ only at the reception desk.
- **B** ○ tomorrow evening.
- **C** ○ at any time before the reception.

**18** The delegates will be charged ..... for lunch.

- **A** ○ $6.50
- **B** ○ $15.00
- **C** ○ $25.00

**19** The restaurant is famous for

- **A** ○ steak.
- **B** ○ fish.
- **C** ○ barbecue.

**20** The trip on Sunday costs

- **A** ○ $35 in total.
- **B** ○ $35 plus entrance fees.
- **C** ○ $35 plus lunch.

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

Choose the correct letter, A, B, or C.

### GENERAL COURSE DETAILS

**21** What is the defining characteristic of a specialised course?

- **A** ○ Taking a proficiency exam
- **B** ○ Attending the class frequently
- **C** ○ Compulsory and regular

**22** The Microbiology courses are available for

- **A** ○ full-time and flexible-time students.
- **B** ○ Microbiology students only.
- **C** ○ students on a flexible schedule.

**23** The Biology courses are available for

- **A** ○ all students.
- **B** ○ full-time students only.
- **C** ○ freshmen only.

**24** Who are interested in Microbiology courses?

- **A** ○ People who need work experience
- **B** ○ People from off-campus
- **C** ○ People who work at hospital

**25** A Medical Science course will be opened next year because

- **A** ○ there are no experimental facilities.
- **B** ○ the lab equipment is too expensive.
- **C** ○ the building is damaged.

**26** Which is the quickest increasing subject in enrolment?

- **A** ○ Medical Science
- **B** ○ Statistics
- **C** ○ Environmental Science

## Questions 27-29

Choose THREE letters, A-G.

27 28 29 Which THREE compulsory courses must be taken?

- A ☐ Medical Science
- B ☐ Computing
- C ☐ Mathematics
- D ☐ Laboratory Techniques
- E ☐ Statistics
- F ☐ Medicine
- G ☐ Environmental Science

## Questions 30-30

Complete the sentence below.

Write NO MORE THAN TWO WORDS for the answer.

- There are three full scholarships that cover tuition and provide $1,500 cash as a 30 _____.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-37

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

### How to Choose Flooring Materials

**Source**

There are some man-made materials like **31** _____.

Before being used, material undergoes **32** _____.

Wood should be cut and **33** _____.

Stone should be cut and **34** _____.

**Selection**

Aside from environmental factors, one should take **35** _____ into account during construction.

Some properties of materials affect mood, such as **36** _____, texture, and colour.

Use a mathematical formula to choose the type of wood, because **37** _____ are subjective, which are ambiguous in verbal description.

## Questions 38-40

Complete the table below.

Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.

| MATERIAL | REFLECTANCE RATE |
|---|---|
| Polished silver | Almost 1.0 |
| White-painted plastic | Approximately **38** _____ |
| Quarry tile | Approximately **39** _____ |
| **40** _____ | Almost 0.0 |

# Transcripts

## Part 1

CLERK: Good morning, ma'am, and welcome to "Australia's Moving Experience"! How can I help you?

WOMAN: Well, I... I hope you can help me. I'm so up in the air right now... I...

CLERK: Just calm down, now. Let me guess: you're moving and it has you a little confused.

WOMAN: That's it exactly. You see, I'm relocating to the United States next month and I'm having a hard time getting organised.

CLERK: Here, fill out your name and address, and let me ask you a few questions. Oh, what should I call you?

WOMAN: My name is Jane, Jane Bond.

CLERK: OK, Jane, first of all, what's your work phone number? In case I have any questions about things.

WOMAN: My work phone is 94635550. But please try not to call me too often there. My boss hates personal calls.

CLERK: So does mine, ma'am, so does mine. And what address should we ship your things to?

WOMAN: My new company is letting me stay temporarily at 509 Clark House, that's C-L-A-R-K, 1137 University Drive in Seattle.

CLERK: Seattle? Beautiful city, I hear. Mountains right beside the ocean, almost. Cooler than Australia, too. OK, and when should we come pack your things?

WOMAN: I guess that would be on Monday, March 11th.

CLERK: Do you want any help with an after-packing clean-up? We do that for a small additional charge.

WOMAN: Yes, that would be helpful. I promised the landlord I'd give her the keys back by 5:00 p.m. on Thursday, the 14th.

CLERK: Great, we'll just schedule the clean-up for that day. That way, the place will smell clean and there'll be no dust.

WOMAN: Well, you do think of everything! Oh, how much is this going to cost?

CLERK: Here is a list of our basic prices.

WOMAN: Oh dear, this seems rather expensive!

CLERK: Yes ma'am, but you're paying for the best. We're careful and we're fast. Like we say, the only thing we break are speed records getting you moved.

WOMAN: Well... maybe that's so... Oh, I nearly forgot to tell you. I don't want my furniture shipped with me. I won't be looking for an apartment till after I arrive in America. Would it be possible to put my furniture in storage here for a month, then have it sent along later?

CLERK: Of course, we do that all the time. A couple of other things. Here at "A Moving Experience", we try to pack your things logically. We don't just throw stuff in boxes.

CLERK: Do you have any special requests? You know, things you want packed in some special place, so you know where to find them?

WOMAN: Like what?

CLERK: Oh, I don't know... Things like dishes maybe. Not to be rude, but you look like a lady who likes to eat.

WOMAN: Ahhh! Yes, I need my dishes and things where I can find them quickly.

CLERK: Great. We'll put those dishes and cutlery in what we call the emergency pack. Can you think of anything else?

WOMAN: Ummm, I do have an antique tea kettle my great-grandmother gave my mother. I wouldn't want to lose that. So I guess you'd better put that in storage with the furniture.

CLERK: Grandma's tea kettle with the furniture, got it! Say, how about things like your alarm clock? You don't want to miss your plane on the big day, right?

WOMAN: Well, you certainly think of everything! Yes, that's right. I'll also need my alarm clock where I can find it.

CLERK: Fine, we'll put that in your personal package. And of course, we'll give you a list of where we pack everything. So, all you'll have to do on Thursday, the 14th is grab your luggage on your way out the door. Um, I couldn't help noticing the new CD player you're carrying. Is that a Samsung?

WOMAN: Why? Yes, it is. One of their best. Cost me nearly a hundred dollars, it did!

CLERK: Do you want to take special care of it? I mean it's brand new.

WOMAN: Take care of it, but nothing special. You can just put it in storage with the furniture.

CLERK: That looks like everything we need here. I guess you're all set.

WOMAN: That was certainly quick. Thank you, young man. This has been a most moving experience!

## Part 2

Good morning everyone, and welcome to the 2nd Annual Wullaballoo Conference on Mastering Computer Languages. I hope you all had a good trip. Before we get underway with today's programme, let me fill you in as to what's on tap for tomorrow, Sunday, February 19th.

At 9:00 a.m. right here in the Main Hall, we'll be hearing a lecture from Dr John Smith about "Computer as Teacher". Professor Smith, from the University of Melbourne, is a world-class expert in the field of computer-assisted education, and his talk promises to be both stimulating and informative.

Immediately afterwards, at 10:30, there will be a presentation of papers by various delegates. That, however, will take place in the Garden Room on the ground floor. If you don't yet know, the Garden Room is also called the Ballroom, and we'll be gathering at the west end, the slightly raised area called Level 2. Just look for the crowd. If you get lost, there are signs in the foyer.

After all that thinking, talking, and listening, I expect everyone will be a bit weary. So at 11:15, there will be a break for coffee, cookies, and other light refreshments. These will be available at the aptly named Refreshment Stand, placed by the door back here in the Main Hall. Also, if you choose to skip the formal lunch, you can buy a packed lunch at the stand for a reasonable price.

I strongly urge you, however, to join us at the formal lunch. That won't be till one o'clock sharp, so you have time to stroll about town a bit. We'll be eating at the Sea View Restaurant. The restaurant is located right here in the hotel, on the top floor. It's a good dozen flights of stairs, so I suggest you take the lift on the ground floor, eh? If you're not fond of fish, there is an all-you-can-eat barbecue available as well. They even offer wallaby meat!

After lunch, we'll troop back downstairs to Level 2 in the Ballroom for the presentation of further papers, which will begin at 2:00 p.m. Please try to be on time. I know you'll be a bit tired after lunch, but the Ballroom echoes so with people coming in late. Thank you in advance.

Once we've heard the papers, we'll break for afternoon tea at 3:10 p.m. No need to walk. The manager of the refreshment stand has graciously agreed to have tea served in the Ballroom. He's even promised us some special scones, baked from a recipe of his dear old Scottish grandmother.

Then, tea being drunk and scones munched, we'll retire here to the Main Hall for some closing remarks and questions. So, by 5:00 we should have the conference wrapped up. But the fun isn't over! This is Australia mates! We'll be flocking to the hotel's own Palm Lounge on the east side of the foyer for an informal reception. You can relax, mingle with the other delegates, and let your hair down a bit. This will run from 5:10 to 6:10, though you're free to stay as long as you like. The lounge manager has informed me that, for the duration of the actual reception, you can have all-you-can-drink beer for $20.00 with purchase of an advance ticket.

And, yes, tickets can be purchased from any conference organiser or at the front desk anytime between now and the start of the reception. I suggest you come by tomorrow evening to pick up the tickets since the conference hall only holds 800 people. That way, you can also get your journey planned ahead of time and be sure not to miss this truly memorable conference. If you want cocktails, however, I'm sorry. You'll have to pay for those at the regular price.

Oh my goodness! Speaking of paying, I see I forgot to tell you a couple of things. The first is about lunch. The charge for the lunch will be $15.00 for all you delegates. If you have guests with you, the cost is $25.00 for the general public, and $6.50 for children under the age of 10. That's fifteen dollars each, not total for everyone! Another item is about the lunch menu. I very much urge you to try the fish. I mean, look at the restaurant's name: Sea View. As the name suggests, it is a famous seafood restaurant. The chef is a Basque from Spain, and he really gets quite put out when people ignore his fish specialties for burgers or barbecue. If fish isn't your thing though, try the steak - he makes an exquisite Filet mignon topped with bleu cheese and mushrooms.

Finally, if you'd like to buy a ticket, you can have both lunch and the unlimited beer for $35.00. I should have mentioned that earlier, but I am a bit forgetful. Maybe I should avoid the beer after the conference, eh?

Well, I've said my bit. Are there any questions?

## Part 3

STUDENT: Hello... are you Professor Van Diezen?

PROFESSOR: Yes, I am. And who might you be?

STUDENT: Oh! Sorry, my name is Tina. I'm a freshman here. They told me I should ask you for advice in choosing courses.

PROFESSOR: Well, that's part of what I'm here for. Please come in and sit down. Now, what are your questions?

STUDENT: I, I almost don't know! Everything is so confusing! Like what is a "specialised course"?

PROFESSOR: Oh, easy. A specialised course is one that is compulsory, meaning it's a requirement for your major and regular, so you can't place out by taking a proficiency exam.

STUDENT: That sounds pretty strict. Then what are all these general courses? I seem to have to take so many.

PROFESSOR: Nothing to be alarmed over. These are courses open to all students and not directly related to your major. The university offers these general courses to choose so that you can become more well-rounded individuals. For example, I see you're a Microbiology major. So it might be a good idea to take some literature or history courses so that you can know something besides all science.

STUDENT: You mean these courses are, like, for fun?

PROFESSOR: That might be one way to look at it, but don't tell the literature professor such a thing. Think of a general course as the opposite of a specified course. A specified course is one that pertains directly to your major.

STUDENT: So can I take any Microbiology course I want?

PROFESSOR: Let's see. Oh, those courses used to be open to Microbiology students only. The good thing is, now it's open to students on a flexible schedule, so it's not only for full-time students. So the answer is yes, if you have the instructor's permission. May I ask you why you chose Microbiology?

STUDENT: Well, I also like plain old Biology, too. You know, full-sized animals. I might even become a veterinarian. Could I take some Biology classes?

PROFESSOR: Well, they are open to full-time students only, which I believe is what you are. I don't know how a freshman would get along with Microbiology, though. I mean, most of the students presently looking into it are from off-campus.

STUDENT: Off-campus?

PROFESSOR: Yes, you know, people who use it in their work at hospitals, laboratories, even a police detective. Why did you choose Microbiology, if I may ask? I don't think you quite answered that.

STUDENT: Well, eventually I want to be a doctor. At least my dad tells me so.

PROFESSOR: If I may say so, young lady, you seem a little uncertain. Still, I think that might be a good idea for a career. Of course, if you're thinking about being either a doctor or a vet, you should take some Medical Science classes before you even think of applying to med school.

STUDENT: Great! What should I take?

PROFESSOR: There is one small problem. The new Medical Sciences building is under construction, so there are no experimental facilities available until next year. I'm afraid you'll have to wait. But don't forget to take those courses at the first opportunity!

STUDENT: Oh, bummer. Is there any other course you'd recommend for someone like me?

PROFESSOR: Well, since you seem to like animals, have you ever thought about looking into Environmental Science?

STUDENT: No, I never really thought about it before. Is it worthwhile?

PROFESSOR: Quite! In fact, it's the fastest growing subject on this campus.

PROFESSOR: I'm sorry, I couldn't help noticing the long list of classes you've written out there. May I have a look?

STUDENT: Oh, sure.

PROFESSOR: Medical Science, Statistics, Laboratory Techniques, Medicine, Mathematics, Computing. My, my, a bit of everything here.

STUDENT: Is it too much?

PROFESSOR: For your first semester, yes. What I suggest is starting out by taking the compulsory courses. Like we said before, the Medical Science can wait. Consider taking that in your sophomore year. I think I'd put off Computing, too. I recommend to all freshmen that I talk to to get the compulsory Mathematics out of the way as early as possible, so take that one. It'll be one less difficult course you have to focus on when the science lab opens next year, and you have to catch up on classes like Laboratory Techniques. Your major also requires Statistics so you have to balance two Maths classes, and no doubt you should take that. Otherwise, get your required Medicine course out of the way by taking something theory-based. Oh, of course and your Environmental Science class if you're interested. The others can wait, though I think Computing is definitely a good idea, even though it's not required. I see too, on your paper there, you seem to have had high marks on the entrance exam.

STUDENT: Uhhh, yeah. I guess so.

PROFESSOR: Don't be shy! Have you thought about applying for a scholarship?

STUDENT: Do they have any? I mean, my dad is always complaining about how much money it costs him.

PROFESSOR: In your department, there are actually three full scholarships available. They cover tuition and provide $1,500 cash.

STUDENT: $1,500 cash?! Party!

PROFESSOR: Please, Miss. The money is intended more as a textbook allowance, not party money. If you promise to behave, I'll show you how to apply.

STUDENT: Great, and thanks!

## Part 4

We've been talking about choosing building materials in the last week. Now, a great many factors influence the choice of building materials. You can't make a house of cards, right? And "people who live in glass houses..." and all that... Anyhow, today I'd like to say a few words about flooring.

Some artificial materials can be used, like plastic for instance, which offer mixed blessings when used as a flooring surface. On the one hand, plastic is cheaper than nearly any other alternative, short of bare ground. Plastic also does not warp like wood. On the other hand, the best that can be said about plastic is that it "looks like" wood or stone. However, it cannot replace the real materials. As I have mentioned, I'm fixing up a new house. The decorator my wife hired told me, "Plastic does a great job of looking exactly like plastic." Besides, it scratches easily, fades or discolours, and starts cracking within a year or two. So, if you're fitting out a sleazy hotel or plan to live in a trailer park, go with the plastic. Really, though, for all intents and purposes, this leaves us with wood or stone as choices for flooring.

Stone and wood are alike in at least one respect: both go through processing before they can be put to use. Since few of us cut our own lumber or quarry our own stone, this is not perhaps a pressing concern. Still, do-it-yourselfers would do well to remember to buy only properly seasoned wood. Unseasoned wood warps and a warped floor quickly becomes firewood (and its owner quickly becomes poorer). Likewise, except for dull-hued materials like slate or sandstone, most stone floors are polished before installation. The choice goes well beyond just wood or stone - each type requires many further considerations. A few special remarks are called for when considering wood, for example. As always, aesthetics, personal taste, and layout all play roles as well as the type of house or room. Oh, and certainly don't forget the cost. When it comes to cost, a rule of thumb is that the softer and less exotic the wood, the lower the cost. In the US, for instance, pine is both ubiquitous and cheap. Mahogany is imported and exorbitantly expensive. If you're on any kind of budget when remodeling, it's really helpful to remember to go for the softer woods.

Aside from cost, there are still lots of different factors that are important in choosing the best flooring for the job. Continuing with the example of wood, one must consider the effects of each type of wood on the mood of the room. When selecting the best wood to use, particular attention needs to be paid to its grain patterns, texture, and colour. In rooms where relaxation or deep thought is the aim - say bedrooms or the study - dark, strong grained woods are the rule. Here the grain ought to match the furniture for a feeling of homogeneity. In rooms where activity and motion are typical - the dining room or living room - lighter, finer-grained lumber is more suitable. In such a setting, the wood grain might be useful in offering a contrast to the furniture. This leads to a feel of subconscious excitement, in keeping with the room's function.

In either case, though, consult a decorator. It is a decorator's job to know what materials to use to fit the function of the room. Though some things about putting together a room are subjective and based on one's individual taste, materials appropriate to a room's function are much more straightforward. A decorator takes the needs of the customer and uses a mathematical formula, rather than subjective words. Since feelings vary from person to person, verbal descriptions of wood types tend to be ambiguous. You want the wood you select, not something approximate! And if you do decide to do it yourself, remember that all wood must be treated with preservatives to enhance its appearance and preserve its natural beauty.

In the case of stone, or "quarry tile" as flat-cut flooring stone is properly called, a new set of considerations must be weighed up. Simple colour aside, the degree of reflection must be kept in mind. This is called the "reflectance rate", which is expressed in a number between 0.0 and 1.0, depending on the amount of light it reflects.

At one end of the scale is polished silver. At a rating of 1.0, this shiny surface reflects nearly all of the light directed at it. Numbers closer to zero describe materials that absorb more light. Moving down the scale a bit, we see the plastic that has been painted white has a rate of 0.8, which makes sense. We know that the colour white reflects all other colours while black absorbs all colours, and plastic itself is a relatively reflective material.

Materials that are denser and darker have reflectance rates much closer to zero. The quarry tile I mentioned a while ago has a rate of 0.1. As you may know, quarry tile is generally dark brown and made from clay so it is quite dense. Of course, there is considerable variation among types of quarry tile because of the hue or treatment of the clay during its creation.

Does anyone have any guesses as to what materials may have a rate of almost 0.0? We can guess most of these materials are black in colour, but plastic, wood, and even stone reflect some light. One material with a rate of almost 0.0 is black velvet. The texture produces almost no shine at all.

Carrara marble, despite its white hue, is actually lower in reflectivity than black onyx! In any case, the fact that tiles vary somewhat should not be forgotten. A highly reflective floor would not be suitable in a library; it would be indispensable in a ballroom (should your home be large enough to feature one). Again, a rule of thumb is that "light means lively". Since form and material follow function, one should only use the more reflective materials in rooms where the cultivation and expression of energy is important. Bear in mind too that most types of stone cost more than all but the rarest of woods.

Of course, there is no reason why some rooms of a house should not feature wood floors or other stone tiles. You can even mix the two. A room with wood panels on the walls can have a beautiful stone floor. My bedroom has white birch walls and a light blue slate floor. The place looks like a Russian hunting lodge. Remember, though, go with what feels right for you. Good taste and the "laws" of interior design are the homeowner's servants, not his master. It's only beautiful when you decide it is. I mean, you're the one who lives there, not the decorator, right? OK, are there any questions?

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **94635550** | My work phone is 94635550 |
| 2 | **Clark House** | WOMAN: My new company is letting me stay temporarily at 509 Clark House, that's C-L-A-R-K, 1137 University Drive in Seattle |
| 3 | **University Drive** | My new company is letting me stay temporarily at 509 Clark House, that's C-L-A-R-K, 1137 University Drive in Seattle |
| 4 | **Monday** | WOMAN: I guess that would be on Monday, March 11th |
| 5 | **Thursday** | I promised the landlord I'd give her the keys back by 5:00 p.m. on Thursday, the 14th. CLERK: Great, we'll just schedule the clean-up for that day |
| 6 | **a month/one month** | Would it be possible to put my furniture in storage here for a month, then have it sent along later |
| 7 | **A** | Great. We'll put those dishes and cutlery in what we call the emergency pack |
| 8 | **C** | Ummm, I do have an antique tea kettle my great-grandmother gave my mother. I wouldn't want to lose that. So I guess you'd better put that in storage with the furniture |
| 9 | **B** | CLERK: Grandma's tea kettle with the furniture, got it! Say, how about things like your alarm clock? You don't want to miss your plane on the big day, right? WOMAN: Well, you certainly think of everything! Yes, that's right. I'll also need my alarm clock where I can find it. CLERK: Fine, we'll put that in your personal package |
| 10 | **C** | Take care of it, but nothing special. You can just put it in storage with the furniture |
| 11 | **Computer as Teacher** | At 9:00 a.m. right here in the Main Hall, we'll be hearing a lecture from Dr John Smith about "Computer as Teacher" |
| 12 | **University of Melbourne** | Professor Smith, from the University of Melbourne, is a world-class expert in the field of computer-assisted education, and his talk promises to be both stimulating and informative |
| 13 | **top floor** | We'll be eating at the Sea View Restaurant. The restaurant is located right here in the hotel, on the top floor |
| 14 | **ground floor** | It's a good dozen flights of stairs, so I suggest you take the lift on the ground floor, eh |
| 15 | **3:10 / 3.10** | Once we've heard the papers, we'll break for afternoon tea at 3:10 p.m |
| 16 | **Palm Lounge** | We'll be flocking to the hotel's own Palm Lounge on the east side of the foyer for an informal reception |
| 17 | **C** | And, yes, tickets can be purchased from any conference organiser or at the front desk anytime between now and the start of the reception |
| 18 | **B** | The charge for the lunch will be $15.00 for all you delegates |
| 19 | **B** | As the name suggests, it is a famous seafood restaurant |
| 20 | **A** | Finally, if you'd like to buy a ticket, you can have both lunch and the unlimited beer for $35.00 |
| 21 | **C** | A specialised course is one that is compulsory, meaning it's a requirement for your major and regular, so you can't place out by taking a proficiency exam |
| 22 | **A** | Oh, those courses used to be open to Microbiology students only. The good thing is, now it's open to students on a flexible schedule, so it's not only for full-time students |
| 23 | **B** | Well, they are open to full-time students only, which I believe is what you are |
| 24 | **B** | I mean, most of the students presently looking into it are from off-campus |
| 25 | **A** | The new Medical Sciences building is under construction, so there are no experimental facilities available until next year |
| 26 | **C** | Quite! In fact, it's the fastest growing subject on this campus |
| 27 | **C / E / F** | I recommend to all freshmen that I talk to to get the compulsory Mathematics out of the way as early as possible, so take that one. It'll be one less difficult course you have to focus on when the science lab opens next year, and you have to catch up on classes like Laboratory Techniques. Your major also requires Statistics so you have to balance two Maths classes, and no doubt you should take that. Otherwise, get your required Medicine course out of the way by taking something theory-based |
| 28 | **C / E / F** | I recommend to all freshmen that I talk to to get the compulsory Mathematics out of the way as early as possible, so take that one. It'll be one less difficult course you have to focus on when the science lab opens next year, and you have to catch up on classes like Laboratory Techniques. Your major also requires Statistics so you have to balance two Maths classes, and no doubt you should take that. Otherwise, get your required Medicine course out of the way by taking something theory-based |

| # | Answer | Explanation |
|---|---|---|
| **29** | **C / E / F** | I recommend to all freshmen that I talk to to get the compulsory Mathematics out of the way as early as possible, so take that one. It'll be one less difficult course you have to focus on when the science lab opens next year, and you have to catch up on classes like Laboratory Techniques. Your major also requires Statistics so you have to balance two Maths classes, and no doubt you should take that. Otherwise, get your required Medicine course out of the way by taking something theory-based |
| **30** | **textbook allowance** | The money is intended more as a textbook allowance, not party money |
| **31** | **plastic** | Some artificial materials can be used, like plastic for instance, which offer mixed blessings when used as a flooring surface |
| **32** | **processing** | Stone and wood are alike in at least one respect: both go through processing before they can be put to use |
| **33** | **seasoned** | Still, do-it-yourselfers would do well to remember to buy only properly seasoned wood |
| **34** | **polished** | Likewise, except for dull-hued materials like slate or sandstone, most stone floors are polished before installation |
| **35** | **(the) cost** | As always, aesthetics, personal taste, and layout all play roles as well as the type of house or room. Oh, and certainly don't forget the cost |
| **36** | **grain patterns** | When selecting the best wood to use, particular attention needs to be paid to its grain patterns, texture, and colour |
| **37** | **words** | A decorator takes the needs of the customer and uses a mathematical formula, rather than subjective words |
| **38** | **0.8** | Moving down the scale a bit, we see the plastic that has been painted white has a rate of 0.8, which makes sense |
| **39** | **0.1** | The quarry tile I mentioned a while ago has a rate of 0.1 |
| **40** | **black velvet** | One material with a rate of almost 0.0 is black velvet |

# Test 66

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Complete the notes below.

Write ONE WORD ONLY for each answer.

### Notes on Customer's Information

| Example<br><br>Information Source: | Answer<br><br>found in the brochure |
|---|---|
| Included Services: | 1 _____ and accommodation |
| Sydney Arrival Date: | 15th of 2 _____ |
| Accommodation Criteria: | 3 _____ |

### Questions 4-6

Complete the form below.

Write NO MORE THAN THREE WORDS AND / OR A NUMBER for each answer.

### BOOKING INFORMATION

| | |
|---|---|
| Room type: | 4 _____ |
| Credit card holder: | 5 _____ |
| Total cost for one night: | 6 _____ |

### Questions 7-10

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- The 7 _____ is within walking distance of the accommodation.
- The customer books a 8 _____.
- The aboriginal stone carvings are in the 9 _____.
- The Dreamtime can be experienced beneath the 10 _____.

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-15

Complete the notes below.

Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.

### Public Service Broadcast

Volunteer workers must be at least **11** _____ years old.

Job applicants should not have **12** _____.

Job applicants are asked to submit **13** _____ and **14** _____.

The employer will pay the expenses of **15** _____ and phone calls.

## Questions 16-18

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

| TYPE OF PEOPLE | DUTIES | SERVICE TIME |
|---|---|---|
| Wheelchair users | Drive them in volunteer's **16** _____ to view nature | Tuesday afternoons |
| The blind | Read books to them | **17** _____ |
| Disabled children | Take care of them on holiday | for one week in **18** _____ |

## Questions 19-20

Complete the notes below.

Write NO MORE THAN THREE WORDS AND / OR A NUMBER for each answer.

If you are willing to become a volunteer, here is some information to help:

Contact Person: Mary Smith

Post Office Box: **19** _____

E-mail Address: **20** _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-25

Complete the notes below.

Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.

### ENVIRONMENTAL CHANGE DISCUSSION

- In Southeast Mexico, farmers did too much **21** _____ so the environment has been destroyed.
- According to Dick, vegetation problems caused **22** _____.
- A back issue of a periodical reported interviews with **23** _____.
- According to one of the articles in the periodical, land **24** _____ show it is very tough for plant growth there.
- In the past ten years, almost **25** _____ kilometres of forest has disappeared.

## Questions 26-30

Complete the sentences below.

Write ONE WORD AND / OR A NUMBER for each answer.

- "Growing Area" is about **26** _____ kilometres.
- Scientists have taken **27** _____ of the soil in the Yucatan.
- The university's own Geology Department has also analysed the **28** _____ at the site.
- The **29** _____ in Dr Horst's book are very useful and worth studying.
- The student needs a **30** _____ to do the presentation.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-32

Choose the correct letter, A, B, or C.

**31** Bees that help with pollination benefit flowers and

- **A** ○ female plants only.
- **B** ○ pollen.
- **C** ○ fruit trees.

**32** Bees produce wax that can be made into candles and

- **A** ○ honey.
- **B** ○ polish.
- **C** ○ pollen.

### Questions 33-35

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- Dragonflies eat **33** _____.
- Insects in summer can be harmful because they can carry such deadly diseases as malaria, yellow fever, and **34** _____.
- Harmful insects may destroy crops, clothes, furniture, and even the **35** _____.

### Questions 36-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

#### How to kill bad insects

- Chemical methods

  These solutions to insect problems are often not worthwhile because:

  a) They are effective on a **36** _____.

  b) They can bring harm to **37** _____.

  c) Insects become **38** _____ to the chemicals quickly.

- Biological methods

  These methods are **39** _____ than chemical methods of eliminating harmful insects.

- Breeding control method

  In order to control the breeding of insects, one needs to understand the insects' **40** _____.

# Transcripts

## Part 1

CUSTOMER: Good morning. I've been looking at your holidays to Australia in your brochure. I'm thinking of going during the second half of next month.

AGENT: Good morning. As you can see from our brochure, we offer a wide variety of packages to various destinations in Australia. Is there anything in particular that interests you?

CUSTOMER: Yes, my husband and I are very interested in the holidays in the Outback.

AGENT: These holidays are becoming increasingly popular. Would you like to arrange flights and accommodation with us, or just accommodation?

CUSTOMER: Can you arrange flights from Sydney?

AGENT: Certainly.

CUSTOMER: OK, flights and accommodation then.

AGENT: Right. You said that you wanted to travel next month. Which date would you prefer? I should point out that there are no daily flights available, so if you have a flexible itinerary, that's better.

CUSTOMER: Well, we arrive in Sydney on the 15th of April and we were thinking of travelling to the Outback on the 18th of August, er... I mean April.

AGENT: OK. There's only one flight from Sydney to Alice Springs on the 18th, so I'll book you on that. It leaves at 10 in the morning, which is quite convenient. Shall I book two seats for you?

CUSTOMER: Yes, please.

AGENT: As for your stay in the Outback, you can see from the brochure that we offer three packages - budget, standard, and luxury. The budget package is about 500 Australian dollars. The standard package is about 700 and the luxury one is approximately 1,000, though it does depend on exactly what you would like regarding extras. Which one would you prefer?

CUSTOMER: Well, we can't decide between the budget and standard options.

AGENT: Ah, well, actually, just looking at my computer here, on the date that you want to fly into Alice Springs, there is no standard accommodation available. It's fully booked, I'm afraid.

CUSTOMER: That's OK. We think that the cheapest one should be fine for us. We don't mind roughing it for a few days and we don't expect to be spending much time at the accommodation. We prefer the outdoors.

AGENT: Right. Let's look at the room options. First of all, would you prefer a non-smoking room?

CUSTOMER: Yes. Neither of us smokes.

AGENT: OK.

CUSTOMER: Oh, before I forget, could you book everything in my husband's name, please?

AGENT: Yes, of course. Are you paying by credit card?

CUSTOMER: Yes.

AGENT: In that case, I'll need your husband's name exactly as it appears on the card.

CUSTOMER: Of course. It's John A. Smyth. That's Smyth with a "Y".

AGENT: John... middle initial "A"... surname Smyth, S-M-Y-T-H. Is that correct?

CUSTOMER: Correct.

AGENT: Thank you. I'll just check the price. The room will cost 100 dollars a night plus 10 dollars tax, so 110 dollars per night in total. Is that OK?

CUSTOMER: Yes, that's fine. Book us for three nights, please.

AGENT: Most of the guests like to participate in some special activities and trips while they are staying in the Outback. Is there anything that interests you and your husband?

CUSTOMER: Yes, there are several things we'd like to see and do. We'd definitely like to visit the Cultural Centre.

AGENT: Yes, that's very popular. It's within walking distance of the accommodation and it's free. It's also a great place to pick up souvenirs of your trip.

CUSTOMER: We were thinking about visiting one of the nearby farms.

AGENT: There are two farms nearby - a sheep farm and a kangaroo farm. There is also an opportunity to ride camels in the desert. Have you ridden a camel before?

CUSTOMER: No, but it sounds like fun. Could you give me some more details about the kangaroo farm and the camel ride?

AGENT: Certainly. The kangaroo farm includes information on how the animals are raised whilst the camel ride provides information on desert flora and fauna. Which would you prefer? You can arrange to see the kangaroos in the wild if you like, rather than on a farm.

CUSTOMER: That sounds perfect. OK, we'll go on the camel ride and see the kangaroos in their natural habitat.

AGENT: OK. I'll arrange that for you. I forgot to mention that the journey also includes a stop at a place of aboriginal artwork. It's a place well-known for its stone carvings of animals and mythical creatures.

CUSTOMER: That sounds great! Are the carvings in the desert?

AGENT: Yes.

CUSTOMER: Wonderful!

AGENT: Well, that's perfect then. I'm sure you'll have a lovely trip, but remember that you need take care in the sun.

CUSTOMER: Yes. We're really looking forward to our trip. We really want to try to experience the Dreamtime under the stars.

AGENT: Of course. That's what a trip to the Outback is really all about.

CUSTOMER: Yes. Now, how about the cost...

## Part 2

Continuing our broadcast of public service announcements, Worldwide Helpers announces upcoming vacancies for a number of volunteer worker positions. All applicants must meet the following requirements.

First of all, applicants must be over 18 years of age. The company apologises, but there can be no exceptions to this rule. Second, persons interested in these positions may not have police records. Minor traffic offences like a parking ticket are, of course, no problem. But, and I quote, "past and present drug users and sex offenders" need not apply. The employer will, of course, check with the police to verify your clean record.

In addition, applicants must supply references from past or present employers or teachers along with their recent CV. These references must testify as to the applicant's work habits and/or character. Remember, these are references from employers or teachers. A note from your dear old Mum won't do. Worldwide Helpers assures me that they will contact these references to confirm they are genuine.

Although all positions are volunteer, the employer will reimburse some of your expenses. For example, they will pay for transportation to and from the job site. Aside from that, the cost of phone calls is covered.

As for the positions themselves, there are three types. The first involves assisting persons confined to wheelchairs. For this position, volunteers must be physically fit and in excellent health. They must be able to lift at least 150 pounds. They should also have a current First Aid certificate from the Red Cross. But the most important requirement is that the volunteer must have his own car. On Tuesday afternoons, the volunteers take their clients to various scenic spots around the city to experience and enjoy nature.

If you don't drive, but you'd still like to get involved, the centre has a number of openings for people to read to the blind. Readers must, of course, read English clearly. Persons with no foreign accent are preferred. For these positions, you must be available on Monday mornings. Oh, wait, I see a note here. There is one opening for someone who can read Urdu. Apparently, there is a Pakistani blind person who'd like to hear his or her native language. But the other positions are all in English.

And finally, there are a limited number of volunteers needed to care for disabled children. I'm sorry, but the information I've been given does not say how many children or what disabilities they have. In any case, you are needed to care for the children for one week in August. Apparently, this will be at the close of the summer holiday. I would guess this involves helping them with the routine chores of daily life. Again, volunteers for this position must know basic First Aid, be in good health, and be able to lift up to 75 pounds.

All applications for this position have to be submitted no later than Monday, August 8th. Applications may be made either by regular postal service - the "snail mail" - or by e-mail. The mailing address is Worldwide Helpers, Post Office Box 651, East Surrey BY8 99C. Please write "ATTENTION: Mary Smith" on the envelope. Or you can send e-mail to acrawfor@worldwidehelpers.org. That's A-C-R-A-W-F-O-R at W-O-R-L-D-W-I-D-E-H-E-L-P-E-R-S dot org. So get out there and do something good!

OK, our next announcement is looking for someone to "facilitate" tiger breeding at the London Zoo. And, get this, it's a "strictly volunteer" position. That means you don't get paid! Oh my God... I'm sorry ladies and gentlemen, but I just have to laugh...

## Part 3

DAVE: Are you just leaving the library now? I saw you get there at 8:00 a.m.!

PETE: Yeah, I've been there all day.

DAVE: What for? They hired a cute new librarian or something?

PETE: I wish. No, it's the presentation that I will give in Environmental Science the day after tomorrow.

DAVE: What's it about? I heard you were really excited about the class. And Dr Schnee also calls you for the "arcane" questions, as he calls them.

PETE: It's about environmental damage in the Yucatan.

DAVE: Excuse me, what? Or is that where?

PETE: Yucatan. It's a state in Southeast Mexico.

DAVE: So what's happening there?

PETE: Agriculture is having a really adverse impact on the environment. There are too many farmers doing too much farming. It's really destroying the forests and ruining the soil. Deforestation is a major problem there now.

DAVE: How did you learn about this? I don't recall Dr Schnee saying anything about it in lecture.

PETE: Yes, but my brother went there last month, you know, to look at the old cities the Maya Indians built. That's what first got me interested.

DAVE: Your brother Tom?

PETE: No, Dick, Harry's twin. Anyway, he told me how few trees there were now and how much empty ground that grows almost nothing. He said the place looked more like the desert than jungle in some parts. It brought environmental damage. So I started looking for materials in the library. Here, look at this magazine.

DAVE: What's in it?

PETE: It's an old issue of "National Geographic". It includes interviews with tourists who've been there in the past few years. It's pretty bad. See the photos?

DAVE: I see the photos, but one or two photos don't prove anything.

PETE: Then read what the article says. Right there. The first thing it points out is how soil samples show it is hard for anything to grow there. It says how an area of 21,000 square kilometres has lost most of its forest in the past ten years. See, there are graphs. As the number of farmers increases, the acres of forest have decreased. It's an inverse relation.

DAVE: So how big is that state? I'm sorry, but I've never really learned the metric system.

PETE: It's bigger than the state of Massachusetts!

DAVE: That's shocking! Anything else?

PETE: There's lots of else. Scientists say there's a "growing area" of about 10.5 square kilometres where nothing can grow at all. It's like the beginning of a desert.

DAVE: Oh yes. What Dr Schnee called "desertification". But, why can't anything grow there? I've never really studied soil chemistry.

PETE: I'm just starting to look into that subject, but my sister Marie is a geologist and she says the problem is that the soil has too much saline, with no plants helping to adjust the chemistry. Apparently, that's a common problem with soil types throughout areas with rainforest. Once you lose the plant cover, it's difficult to bring it back. Reforestation is almost impossible, even if the land is not being used for other purposes.

DAVE: Wait a minute. What is "saline"?

PETE: Saline is salt dissolved in water. Scientists who've gone there have taken measurements. They do this by gathering a sample of the soil and running a simple test that shows the ionisation of the solution. The Geology Department in our own university has reviewed the soil at the site, too. They're right. It looks pretty bad. The level of salinity is going up. But the plants that would solve that problem can't be planted in soil like that. There is a narrow spectrum of salinity in which the plants will grow.

DAVE: And once you pass the threshold, there is no way to put the problem right?

PETE: Exactly. It's possible that no one can do anything to stop the trend now. All because of human greed! I...

DAVE: Wait a second. How do you know these "scientists" can be trusted? What kind of reputation do they have? Are they reliable?

PETE: Oh they're definitely reliable. They include four members of the faculty from the Geology Department right here at MIT. Here, study these photographs and check the damage yourself. That's what Dr Horst who wrote this book here did. He's newly appointed, but Dr Schnee says he's brilliant.

DAVE: So, where are you going now?

PETE: I'm headed over to the Geography Department to borrow a map for my presentation. You know, this whole problem could have been avoided! The farmers there in the Yucatan...

DAVE: Uh, Pete??

PETE: What?

DAVE: Go take a break! Leave some studying for the rest of us.

## Part 4

Good afternoon, and welcome to Insect Biology 101. I'd like to begin this course with a few remarks about good insects and bad ones. Bugs are all around us and that's both a benefit and an annoyance - sometimes maybe even serious harm. First, let's talk about the good things that insects do for us.

Probably the most important insect for humans, and maybe for all other life, is the bee. Bees help plants in the process of pollination, and thus are necessary to most flowers and fruit-producing trees. That is, they carry pollen from "male" flowers to "female". If it weren't for bees, we'd have very few food plants and no fruit either. In fact, there would be no "we". No less a thinker than Albert Einstein pointed out that, without bees, humanity would be dead within a year or less. We'd starve. It's that simple. That should maybe make us just a little humble.

A little less dramatic is the fact that bees also make the honey we eat. Moreover, they produce beeswax, which is useful in candles and it's also used as a first-rate furniture polish. Sure, these may not be vital to our lives, but they can serve as reminders of how important bees are. That's a point I keep coming

back to in this course. Though, in all fairness, I should point out that butterflies aid in pollination as well as bees.

Now, here in Michigan, what's the worst part of summer? Yep, that's right - mosquitoes. But I'm talking about helpful insects, right? So let's look at the dragonfly first. If there were no dragonflies, there would be even more mosquitoes! Dragonflies mainly eat mosquitoes and also a few other insects. Yes, that's right. They don't just fly around, and they also help to eliminate harmful insects. So, the next time you see a dragonfly, don't you dare kill it!

Now let's talk a little about those harmful insects. Take the mosquitoes I just mentioned as an example. Not so many years ago, mosquitoes here in America weren't just annoying. Some were even deadly. They carried malaria and yellow fever. My own ancestor, the Confederate General John Bell Hood, lived through the worst battles of Civil War only to die at age thirty-eight from yellow fever. A pest, not a bullet!

Well, besides the mosquitoes, in summer there is also a kind of insect that never seems tired. Right, that is the fly. Before I go on talking, I must mention an African fly called the Tsetse fly, which feeds on blood and can cause serious diseases in the people and animals that it bites. Besides, it is still a bearer of sleeping sickness, which affects around 300,000 people every year in Africa and can be treated only with toxic drugs that are hard to administer. Worse still, the drugs sometimes don't work.

Other insects, of course, destroy food crops. In China, for instance, locusts continue to be a danger to the harvest in some areas. Less important, but still annoying, moths eat people's clothes and dust mites slowly destroy carpets. Worse, but still in the home, termites or "white ants" eat wood - the wood of your house. If they are not stopped, they can eventually destroy the whole building. Usually they seriously damage a building before anyone even notices them. So, as we all know, insects can be a real trouble.

For some decades in the West, to kill insects with chemicals seemed a good remedy. Unfortunately, chemicals can only be used in a limited area for a limited time. It's a small-scale solution. The insects come back. Worse still, some of the poisons used like DDT were found harmful to the environment. Many kinds of wildlife, like hawks, were harmed. And people in chemical-using rural areas have one of the highest rates of liver cancer in the world. It's no secret that the chemicals remain harmful to humans.

Like all species, insects adapt to their changing environments at an amazing rate. When a new chemical is introduced to their habitat, the insects that survive are generally the ones with some way of resisting the harmful effects. They then breed with the other survivors, and just like that insects become resistant to most poison in a few generations. An insect generation, remember, is a couple of months at most!

So, again we have to ask: what to do? Well, there are biological solutions. Some of these are pretty simple. One is destroying the insects' habitat. You take away their home or food. Cleaning your kitchen is the best way to prevent roaches. No garbage: no food. Getting rid of marshes and swamps eliminates mosquitoes. Other solutions might include bringing in dragonflies or bats in areas where mosquitoes are many. This is a cheaper alternative to chemicals. Biological methods like this also bring no extra pollution to the environment. But you have to be careful. If you change the environment too much, you might be hurting other forms of life accidentally.

One recent method of controlling insect populations involves interrupting their breeding cycle. What does that mean? It means "birth control for bugs". Insects are provided with food that makes them unable to reproduce. Since they can't have babies, the population disappears, or nearly so. And since no young are born, resistance is not a problem with no young insects developing increased resistance. Interrupt the life cycle, eliminate the bug! It's clear that we must have an understanding of the life cycle of the insect. At least, that's the plan. We'll go into more details as this course goes along. Now I will stop here to see whether you have any questions or not.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **flights** | CUSTOMER: OK, flights and accommodation then |
| 2 | **April** | Well, we arrive in Sydney on the 15th of April and we were thinking of travelling to the Outback on the 18th of August, er I mean April |
| 3 | **cheapest / budget** | That's OK. We think that the cheapest one should be fine for us |
| 4 | **non-smoking** | AGENT: Right. Let's look at the room options. First of all, would you prefer a non-smoking room? CUSTOMER: Yes. Neither of us smokes |
| 5 | **John A. Smyth / John A Smyth** | AGENT: In that case, I'll need your husband's name exactly as it appears on the card. CUSTOMER: Of course. It's John A. Smyth. That's Smyth with a "Y" |
| 6 | **110 dollars / $110** | The room will cost 100 dollars a night plus 10 dollars tax, so 110 dollars per night in total |
| 7 | **Cultural Centre / Cultural Center** | Yes, that's very popular. It's within walking distance of the accommodation and it's free. It's also a great place to pick up souvenirs of your trip |
| 8 | **camel ride** | OK, we'll go on the camel ride and see the kangaroos in their natural habitat |
| 9 | **desert** | I forgot to mention that the journey also includes a stop at a place of aboriginal artwork. It's a place well-known for its stone carvings of animals and mythical creatures. CUSTOMER: That sounds great! Are the carvings in the desert? AGENT: Yes |
| 10 | **stars** | We really want to try to experience the Dreamtime under the stars |
| 11 | **18** | First of all, applicants must be over 18 years of age |
| 12 | **police records** | Second, persons interested in these positions may not have police records |
| 13 | **references** | In addition, applicants must supply references from past or present employers or teachers along with their recent CV |
| 14 | **CV / curriculum vitae** | In addition, applicants must supply references from past or present employers or teachers along with their recent CV |
| 15 | **transportation / transport** | For example, they will pay for transportation to and from the job site. Aside from that, the cost of phone calls is covered |
| 16 | **own car / car** | But the most important requirement is that the volunteer must have his own car |
| 17 | **Monday mornings** | For these positions, you must be available on Monday mornings |
| 18 | **August** | In any case, you are needed to care for the children for one week in August |
| 19 | **651** | The mailing address is Worldwide Helpers, Post Office Box 651, East Surrey BY8 99C |
| 20 | **acrawfor@worldwidehelpers.org** | Or you can send e-mail to acrawfor@worldwidehelpers.org. That's A-C-R-A-W-F-O-R at W-O-R-L-D-W-I-D-E-H-E-L-P-E-R-S dot org |
| 21 | **farming** | There are too many farmers doing too much farming. It's really destroying the forests and ruining the soil |
| 22 | **environmental damage** | No, Dick, Harry's twin. Anyway, he told me how few trees there were now and how much empty ground that grows almost nothing. He said the place looked more like the desert than jungle in some parts. It brought environmental damage |
| 23 | **tourists** | It includes interviews with tourists who've been there in the past few years |
| 24 | **samples** | The first thing it points out is how soil samples show it is hard for anything to grow there |
| 25 | **21,000 square / 21000 square** | It says how an area of 21,000 square kilometres has lost most of its forest in the past ten years |
| 26 | **10.5 square** | Scientists say there's a "growing area" of about 10.5 square kilometres where nothing can grow at all |
| 27 | **measurements** | Scientists who've gone there have taken measurements. They do this by gathering a sample of the soil and running a simple test that shows the ionisation of the solution |
| 28 | **soil** | The Geology Department in our own university has reviewed the soil at the site, too |
| 29 | **photos / photographs** | Here, study these photographs and check the damage yourself. That's what Dr Horst who wrote this book here did |
| 30 | **map** | I'm headed over to the Geography Department to borrow a map for my presentation |
| 31 | **C** | Bees help plants in the process of pollination, and thus are necessary to most flowers and fruit-producing trees |

| # | Answer | Explanation |
|---|---|---|
| **32** | **B** | Moreover, they produce beeswax, which is useful in candles and it's also used as a first-rate furniture polish |
| **33** | **harmful insects** | Dragonflies mainly eat mosquitoes and also a few other insects. Yes, that's right. They don't just fly around, and they also help to eliminate harmful insects |
| **34** | **sleeping sickness** | Besides, it is still a bearer of sleeping sickness, which affects around 300,000 people every year in Africa and can be treated only with toxic drugs that are hard to administer |
| **35** | **whole building** | Worse, but still in the home, termites or "white ants" eat wood — the wood of your house. If they are not stopped, they can eventually destroy the whole building |
| **36** | **small scale** | It's a small-scale solution |
| **37** | **humans** | It's no secret that the chemicals remain harmful to humans |
| **38** | **resistant** | They then breed with the other survivors, and just like that insects become resistant to most poison in a few generations |
| **39** | **cheaper** | Other solutions might include bringing in dragonflies or bats in areas where mosquitoes are many. This is a cheaper alternative to chemicals |
| **40** | **life cycle** | It's clear that we must have an understanding of the life cycle of the insect |

# Test 67

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-4

Complete the form below.

Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.

**Product Incident Report**

| Example | Answer |
|---|---|
| Product: | rice cooker |
| Model Number: | 1 _____ |
| Price of the Product: | 2 _____ pounds |
| Name of the Branch: | 3 _____ |
| Problem: | 4 _____ |

### Questions 5-10

Complete the form below.

Write NO MORE THAN THREE WORDS AND / OR A NUMBER for each answer.

**CUSTOMER'S INFORMATION DETAILS**

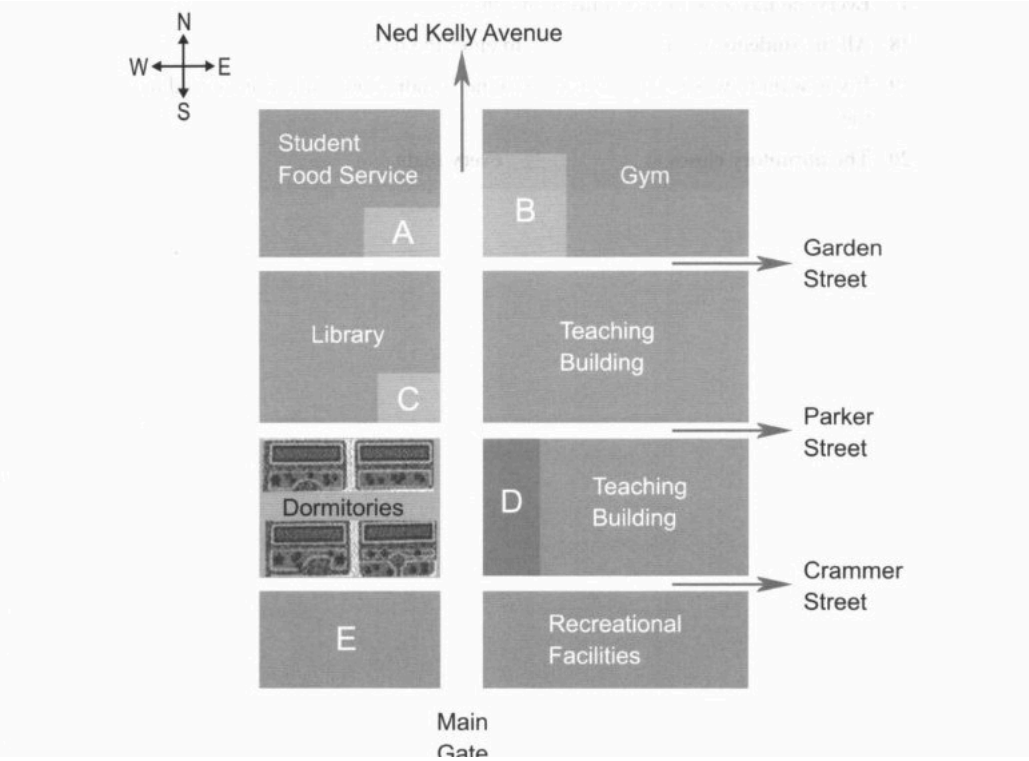
| | |
|---|---|
| Name: | 5 _____ |
| Address: | 6 _____ |
| Postcode: | 7 _____ |
| Card's Expiry Date: | 8 _____ |
| Method of Compensation: | 9 _____ |
| Shopping Frequency: | 10 _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Listen to the directions and match the places in questions 11-15 to the appropriate place among A-E on the map.




| | A | B | C | D | E |
|---|---|---|---|---|---|
| 11 Student Centre | ○ | ○ | ○ | ○ | ○ |
| 12 Health Centre | ○ | ○ | ○ | ○ | ○ |
| 13 Internet Unit | ○ | ○ | ○ | ○ | ○ |
| 14 Complaint Office | ○ | ○ | ○ | ○ | ○ |
| 15 Cafe | ○ | ○ | ○ | ○ | ○ |

### Questions 16-20

Complete the sentences below.

Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.

- Students in a room don't need to share a 16 _____ with ones in other rooms.
- Everyone has to write down his name on the 17 _____.
- All the students use a 18 _____ to enter the door.
- If you want to wash your clothes, go to the laundry room which is located in the 19 _____.
- The dormitory closes at 20 _____ every night.

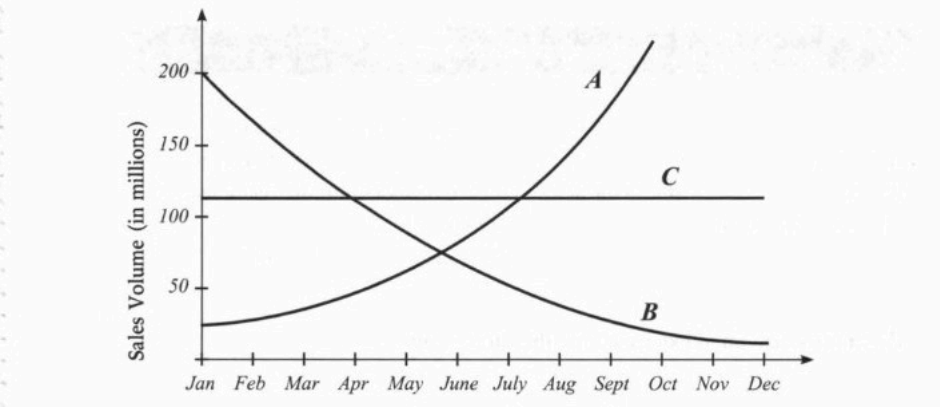
## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose the correct letters, A-C, and write each next to questions 21 and 22.

According to Betty, what can be said about the sales of both cheese and oil in New Zealand and Colombia?




| | A | B | C |
|---|---|---|---|
| 21 New Zealand | ○ | ○ | ○ |
| 22 Colombia | ○ | ○ | ○ |

### Questions 23-24

Write the correct letters, A-E, next to questions 23 and 24.

Which TWO of the following are sales strategies for chocolate in Italy and Germany?

23 24 Which TWO of the following are sales strategies for chocolate in Italy and Germany?

- A ☐ Change the location of the product on shelves
- B ☐ Make Schmutzig the second cheapest brand
- C ☐ Make it the cheapest brand
- D ☐ Give a free gift
- E ☐ Locate near a children's school

### Questions 25-30

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

**Product Sales Report**

| Research plan next week | |
|---|---|
| Interested in:<br>how **25** _____ affects the sales of cosmetics and **26** _____ | Going to be concerned with:<br>the **27** _____'s effects on sales of cookies and the relationships among **28** _____, **29** _____, and sales |
| Pay more attention to extension into the study of **30** _____ | |

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-37

Complete the table below.

Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.

**Talking about the history of bikes**

| Years/Time | Feature | Advantage | Disadvantage |
|---|---|---|---|
| 1830s | wooden wheels<br>covered with metal | need **31** _____ than walking | quite **32** _____ |
| **33** _____ | Chain and sprocket are **34** _____ | easier and **35** _____ ride | harder to balance |
| 1880s | use **36** _____ | more comfortable | The faster you go, the more you feel every bump. |
| 1890s | equal-sized wheels | **37** _____ | dangerous before brakes appeared |

## Questions 38-40

Choose THREE letters, A-F, and write them next to questions 38-40.

The invention of different gears on a bicycle affected which THREE of the following?

**38** **39** **40** The invention of different gears on a bicycle affected which THREE of the following?

- **A** ☐ Wheel size
- **B** ☐ Balance
- **C** ☐ Rate of speed
- **D** ☐ The back wheel
- **E** ☐ Safety
- **F** ☐ Downhill travel

# Transcripts

## Part 1

CUSTOMER

SERVICE REP: Hello, and welcome to "Under Pressure Enterprises", Customer Service Department. This is Kelly. How may I help you?

MR. HEWITT: Yes, I'm calling about one of your rice cookers I just purchased.

CR: What seems to be the problem, sir?

H: Seems? There's no seeming about it! The blasted thing shoots hot steam all over the place, that's what! It nearly scalded my hand when I went to open it. Why it could have killed the cat or something. It could have exploded and killed my wife and me!

CR: Sir, sir, please calm down. As long as the steam escapes the cooker, it won't explode.

H: So you're telling me there's no problem! Are you calling me a liar?

CR: Sir, no one is calling you a liar.

H: Yes! So I demand a full refund!

CR: Under Pressure will be happy to refund your money, sir. Now I just need some basic information.

H: OK, OK. Sorry. I do tend to get a little hot under the collar. My wife tells me to slow down... So, what do you need to know?

CR: Sir, don't worry. I just need to ask you the model number of the cooker.

H: Hmmm... where are my glasses? Ah, here! Let's see... ah. It's R242.

CR: R242. OK, and how much did you pay for the product?

H: 89.99 pounds. It was on sale, I guess I should tell you.

CR: Thank you, that's honest of you. Now, where did you buy the cooker? Which store and which branch?

H: At that big Electric Life appliance store downtown.

CR: The City Centre Branch?

H: That's the one.

CR: And you say the problem is that the steam escapes?

H: Yes, it does!

CR: No problem, sir. If there's steam escaping, clearly the cooker is broken or defective. So we have an R242 cooker with an escaping steam problem. It was bought from Electric Life's City Centre Branch for 89.99. Is that correct?

H: Yes, that is correct.

CR: Oh, I nearly forget. When did you buy the cooker?

H: Just as soon as my wife got the crazy idea she'll live longer if she stops eating good English food: roast beef and mash. No, all she says she wants is rice and vegetables and sauces you'd not soak your feet in!

CR: Sir, sir! When did you buy it?

H: Oh, there I go again. Let's see... we bought it just six months ago! We hardly used it either. But six months? Is that too long? I mean for the warranty?

CR: Very well, that's well within the warranty period. Now, what's your name and address?

H: Name and address! What for?

CR: Sir, it is company policy. If you want your money, you must inform me.

H: Money you say? Oh, my name is Herbert Hewitt and my address is 84 Park Road.

CR: Is that here in Coventry?

H: Yes. The postal code is B0241DJ. But I don't think sending things in the mail is very secure or very efficient. I mean...

CR: Don't worry, Mr. Hewitt, don't worry. We can credit the money to your credit card. You do have one, don't you?

H: Yes, that's how we paid for the cooker.

CR: Oh, yes. We still have the number on computer. I only need to ask your card's expiry date.

H: I'm afraid I never give that sort of information out. I mean, once you have that, anyone could go charging things and...

CR: Sir! I said your expiry date, not your card's password.

H: Oh, er, yes. Foolish me. Of course, you didn't say "password". Let's see. That will be April 2008.

CR: April 2008. Very well, your card still has nearly two months left to go. We'll get that refund right to you, probably by five o'clock this evening.

H: You had better! If I don't get my money... wait, wait. Yes, I know I'm losing my temper again. I really am sorry. I haven't had my medicine today.

CR: And sir, just one more question for our record. How often do you go shopping at the City Centre Branch?

H: Oh, well it's hard to say. I suppose maybe once a month. But I can tell you this, if I don't get my refund, I'll never shop there again! (He hangs up the phone.)

CR: (sigh) I think it's time to start looking for another job!

## Part 2

Hello everyone, and welcome to the University of New South Wales. The first thing I'd like to do at today's Orientation Session is get you all oriented! That means tell you the location of some useful facilities and services. So, first of all, take out the maps we gave you all as you came in the door. The map is the big yellow sheet of paper.

As you can see on the map, North is at the top, South at the bottom, et cetera. Which way is North? Well, look through that window on my left, your right. See the rising sun? That would have to be East. So North must be directly behind me.

Now, we are at the campus's Main Gate. The Recreational Facilities are on my right hand and its opposite is the Student Centre. No questions? Good. Pretty easy, right?

OK, did everyone eat breakfast at the Student Food Service this morning? Was the food good? Yes, yes. I am joking. I've eaten there, too. So after a meal like that, you must be eager to go to a doctor. Right? Well, I have good news for you: the Student Health Centre is located about half a kilometre straight north of here. Look on your maps. You see the street on the east side of this building? Ned Kelly Avenue? Just follow that about 500 metres, and the Health Centre will be on your left at the third cross street.

Now, I know you all just got here. So you must be wondering how to tell your folks you've arrived safely, how much you miss the dog, and how you already need more money. If you don't have an Iphone, you probably are wondering where to find a computer. Well, I have good news. If you go straight out of its door and walk down the Garden Street, you'll see the Internet Unit on your left side, just next to the Gym. The hours are posted on the door, and the computers are free, but you must bring your student ID card with you. Like I tell everyone, if you need help with anything, you can probably find it right here in the Student Centre.

Do you see the four buildings there between the Student Centre and the library? Those are the dormitories. The men's dorms are the two on the south; the women's the two on the north.

OK, I'm sorry to have to tell you, but the university has been doing a lot of repairs and remodelling, and it's not all done yet. So there may be some small problems with your dorm rooms. Maybe the window doesn't open. Maybe an air conditioner is missing or does not work. If there are any problems, you can go to the Complaint Office, which is right beside the Teaching Building between the Parker Street and the Crammer Street. Just tell them your problem and they should have it fixed by the time you graduate in four years. I'm joking, but please be patient. There are a lot of little things they need to take care of.

Tired of the school food? No? Give it a week. Or maybe you just need a place to get coffee in the wee hours of the night during one of those marathon study sessions. Either way, you definitely have to check out the little Cafe just past the women's dormitories. They've got free Wi-Fi, so a lot of students saddle up with coffee and a bagel for hours on end to get work done.

As for the dorm rooms, I have some bad news and some good news. The bad news is the rooms are small and you'll probably be sharing space with at least three other students. The good news is that each room has its own bathroom. What's good about sharing a bathroom with three strangers? Hmmm... good question. OK, call it bad news and worse news.

Hey, maybe try this for good news: each dorm has a kitchen. If you want to make snacks or meals, you can do it there. You can buy food containers at any campus convenience store, so you can store your food in the kitchen. But a word of warning: you should definitely write your name on your food containers. Sad to say, there are food thieves among your fellow students. Speaking of thieves, a word about security. I mean this is Australia and we do get drunken bush-rangers wandering onto campus. Each of you will be given a key for your dorm room. Don't lose it. You have to pay for any replacement and fill out a bunch of papers, too. Red tape, huh? Your key does not work for the front door of your dorm, however. To the right of each door, there is a keypad with numbers. When you move in, they will tell you the code you use to enter the door. Please do not tell the code to people who do not live in the dorm.

Let's see. Have I forgotten anything? Oh, yes. Most of you are not rich, correct? So when your clothes get dirty, you can't just throw them away and buy new ones. That means you have to learn to do laundry. Or, men, that means you have to hurry up and get married. If you decide to wash those clothes and not get married, there are laundries in each dorm. Where? Oh, I almost forgot to tell you. The laundry for each dorm is in the basement. Some real good news this time: if you are a student, it is free. You do have to buy your own soap, however. The laundry closes, by the by, at 11:30.

And, now that I've mentioned 11:30, please remember the dorm doors are locked at 11:30 p.m. Your code will not work. If you want to get in, you'll have to call the night watchman. Don't worry, you can get that number at the Dorm Office. Yes, the Dorm Office and the Complaint Office are the same office. All right, then. Before we continue, are there any questions?

## Part 3

(Knocking at the door)

PROFESSOR: Come in!

BETTY: Professor Dundee? We're ready to make our presentation.

PROFESSOR: Oh, yes. I did say one o'clock, didn't I? Please, sit down. So, who goes first? Bruce? Or you, Betty?

BETTY: I guess I could. Bruce is always a little shy.

PROFESSOR: Not after he's had a lager for lunch, eh Bruce?

BRUCE: Heh, heh. No, Betty really should go first.

BETTY: OK. Well, I'm reporting on the effects of different marketing strategies on the cheese and oil markets. Different strategies obviously affect the sales volume differently. I looked at the sales in two countries, New Zealand and Colombia.

PROFESSOR: And what did you find, pray tell?

BETTY: Well, in New Zealand, the sales of both oil and cheese have declined pretty steadily. And in fact, the sales have decreased more quickly than the population. On the other hand, in Colombia, the volume of sales for both products has remained the same.

PROFESSOR: Wait, so you said sales in New Zealand have been going down?

BETTY: Correct. Suppliers have introduced two new upscale brands of each product, which are a bit expensive but very tasty. The big ad agencies are trying out a new series of ads that shift the focus from health to great taste. They think that will get sales moving up in New Zealand, where the population is less affluent and generally less health-conscious.

PROFESSOR: Brilliant. Thank you. And Bruce?

BRUCE: Uhhh... yeah. My report is about chocolate sales in Italy and Germany. The two countries' marketers have found out that you have to market chocolate differently in each country.

PROFESSOR: For example?

BRUCE: In Italy, "Kostig", the most expensive brand, pays shop owners to put the candy just about knee-high for an adult.

PROFESSOR: I don't see...

BRUCE: For little kids, that's about eye level! That bright red candy is the first one they see, so they buy it! Even better, they start telling their moms to buy it, too!

PROFESSOR: So, you mean...

BRUCE: Well, I mean, in Italy if you locate your product at the right location of shelves, sales do great. They say it doesn't matter much what brand of chocolate you're selling. As for Germany...

PROFESSOR: "Das Land der Schokolade".

BRUCE: Huh?

PROFESSOR: That's German. It means "The Land of Chocolate". Germans love the stuff, so people make a joke and call Germany that.

BRUCE: Oh... uh, right...

PROFESSOR: So, you were saying?

BRUCE: Well, like you pointed out, Germans love chocolate. But they're thrifty. For a long time, the biggest selling brand was "Schmutzig", mostly because it was the second cheapest, but didn't taste too bad.

PROFESSOR: Again brilliant! A pretty good job, both of you. Tell me, what do you plan to investigate next week?

BETTY: I'm especially interested in the effects of colour on sales of products, so I'll be looking at ads for cosmetics and cleaning products in the local market. You know, like the distinct orange colour of Mr. Muscle, lavatory cleaning products.

PROFESSOR: And you, Bruce?

BRUCE: I'm focusing on the effects of different containers on sales of cookies. So I'm going to look into packaging for cookies and how the materials they use will affect the image, and in turn sales. You know, most containers are paper, but some expensive cookies come in metal boxes. The shiny metal boxes catch people's attention and the image remains in the memory longer.

PROFESSOR: Well, it sounds like you two are all set. But as always in this course, I urge you both to pay much more attention to the advertisement extensions. That's often the key. Alright, any questions for me before you go?

BETTY: No, I think I'm all set. Thanks!

BRUCE: Me too. Thanks, Professor Dundee. See ya later.

## Part 4

Good afternoon, ladies and gentlemen. I'd like to take this opportunity to welcome you to our exhibition, "Two Centuries of the Bike". Let's stroll around the exhibition, shall we?

Although there were a few early efforts back in the 1700s, you didn't really see many bikes till, say, the 1830s in England. Bikes were a response to the rapid growth of cities early in the 19th century. Cities like London were getting too big to walk across! The early bike let people travel with less effort than walking. Plus a bike was a lot cheaper than a horse!

Think of it. No one invented a bike for, what, five thousand years of human history? Why did people do it then? Probably because this was the start of the Machine Age: people wanted machines to do all the work.

There were some drawbacks, however. For one thing, there were no pedals. You simply pushed yourself along using your feet. Kind of like today's skateboard. That meant you went fairly slowly. And uphill, you actually worked harder, pushing that two-wheeler. Plus, the wheels were made of wood covered with metal, as you can see from this model. So the downside was that the ride was quite uncomfortable on most roads. Only a few gadget lovers had or used them.

By the 1860s, though, improvements were being made. As you can see from this specimen, metal frames had become the rule. They're more durable than wood, and they don't warp in the rain. The biggest improvement however was the development of the chain and sprocket system. They are connected. This meant you did not push the bike. You used pedals just like today. You had to try harder to balance, so it took some practice to figure out how to use the pedals. But it made the ride so much easier. As a result, the good thing was that you could ride a lot more smoothly and with very little effort.

By the 1880s, another big change was the use of rubber wheels. These became pretty common at that time. Though the first ones were solid rubber, the ride was a good deal more comfortable than the old iron and wood system. This is a big consideration because the faster you go, the more you feel every bump. Air-filled tyres – "pneumatic tyres" – didn't really come into use till around the year 1900, as you can see from this exhibition over here. That made the ride even more comfortable.

So, by 1890 or so, people were going a lot faster and a lot more smoothly. There was one problem when you were going quickly and comfortably: "OH NO! HOW DO I STOP?" Yes, we all laugh now. But for a long time, the only way to stop was drag your feet. That didn't work very well and it would be dangerous if you were going fast. In the crowded cities of those years – New York, Chicago, and so on, you would get killed if you couldn't stop for, say, a streetcar.

Plus look at this bike. The front wheel is nearly a metre and two thirds tall! They made them that way so you could see over people and wagons. But you couldn't drag your feet. This model is called a "velocipede" – a "speed pedal". Another characteristic of the bike in this period is that it has two equal-sized wheels, which signalled a big change in bikes.

For with the velocipede, brakes appeared. If you wanted to stop, you just pushed the pedal backwards. Doing that stopped the back wheel of the bike. This technique worked a lot better than dragging your feet or jumping off the high seat there! This meant that bikes became a great deal safer. It would have been safer if people wore helmets, but the first bicycle helmet wasn't invented until years later, and even then it was little more than a leather ballcap. It really wasn't until the 1970s that the bike helmet was modified to provide some real protection.

Before continuing on to look at developments since the 1890s, let's say a word more about safety. Everyone knows if you're going downhill, you can get going dangerously fast. To go more than a hundred kilometres an hour isn't all that difficult! But even on level ground it's easy to go too quickly. On a city street, today's bicycles can be ridden at a speed of over forty miles an hour, over a short distance. That's about sixty-four kilometres an hour. Remember you're on a bike, not in a car. There's nothing to protect you. People are killed in single-bicycle accidents every day, just from hitting the road.

A good rule to remember is, if you're going faster than the cars, slow down. And please wear a helmet. Nearly one quarter of the epilepsy cases come from head injuries in accidents on bikes and motorcycles. I didn't mean to scare you, but safety is everyone's business.

What? Now that's a good question. Why are today's bikes so much faster? Well, it's not just that today's athletes are faster. The answer is partly mechanical. If you look closely here, at the back wheel you'll see a number of gears. Changing gears is what makes those fast speeds possible. You can shift gears depending on the terrain and how hard you wish to pedal. So you can put it on a higher gear for downhill, and a lower gear for uphill travel to make it easier to climb that slope. You'll notice this gear-shifting mechanism is attached at the back wheel, and when the rider shifts on the handlebar gear shifter, the chain moves to the appropriate sprocket. And, speaking of changing gears, let's look over here at our "Tour de France" exhibit...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **R242** | H: Hmmm where are my glasses? Ah, here! Let's see ah. It's R242 |
| 2 | **89.99** | H: 89.99 pounds. It was on sale, I guess I should tell you |
| 3 | **City Centre** | CR: The City Centre Branch? H: That's the one |
| 4 | **escaping steam** | So we have an R242 cooker with an escaping steam problem |
| 5 | **Herbert Hewitt** | Oh, my name is Herbert Hewitt and my address is 84 Park Road |
| 6 | **84 Park Road** | Oh, my name is Herbert Hewitt and my address is 84 Park Road |
| 7 | **B0241DJ** | H: Yes. The postal code is B0241DJ |
| 8 | **April 2008** | H: Oh, er, yes. Foolish me. Of course, you didn't say "password". Let's see. That will be April 2008 |
| 9 | **refund** | CR: Under Pressure will be happy to refund your money, sir. Now I just need some basic information |
| 10 | **once a month** | How often do you go shopping at the City Centre Branch?H: Oh, well it's hard to say. I suppose maybe once a month |
| 11 | **E** | Now, we are at the campus's Main Gate. The Recreational Facilities are on my right hand and its opposite is the Student Centre |
| 12 | **A** | Well, I have good news for you: the Student Health Centre is located about half a kilometre straight north of here. Look on your maps. You see the street on the east side of this building? Ned Kelly Avenue? Just follow that about 500 metres, and the Health Centre will be on your left at the third cross street |
| 13 | **B** | If you go straight out of its door and walk down the Garden Street, you'll see the Internet Unit on your left side, just next to the Gym |
| 14 | **D** | If there are any problems, you can go to the Complaint Office, which is right beside the Teaching Building between the Parker Street and the Crammer Street |
| 15 | **C** | the women's the two on the north Either way, you definitely have to check out the little Cafe just past the women's dormitories |
| 16 | **bathroom** | The good news is that each room has its own bathroom |
| 17 | **food containers** | But a word of warning: you should definitely write your name on your food containers |
| 18 | **code** | Your key does not work for the front door of your dorm, however. To the right of each door, there is a keypad with numbers. When you move in, they will tell you the code you use to enter the door |
| 19 | **basement** | The laundry for each dorm is in the basement |
| 20 | **11:30 / 11.30** | And, now that I've mentioned 11:30, please remember the dorm doors are locked at 11:30 p.m |
| 21 | **B** | Well, in New Zealand, the sales of both oil and cheese have declined pretty steadily |
| 22 | **C** | On the other hand, in Colombia, the volume of sales for both products has remained the same |
| 23 | **A / B** | In Italy, "Kostig", the most expensive brand, pays shop owners to put the candy just about knee-high for an adult. PROFESSOR: I don't see BRUCE: For little kids, that's about eye level! That bright red candy is the first one they see, so they buy it! Even better, they start telling their moms to buy it, too! PROFESSOR: So, you mean BRUCE: Well, I mean, in Italy if you locate your product at the right location of shelves, sales do great For a long time, the biggest selling brand was "Schmutzig", mostly because it was the second cheapest, but didn't taste too bad |
| 24 | **A / B** | In Italy, "Kostig", the most expensive brand, pays shop owners to put the candy just about knee-high for an adult. PROFESSOR: I don't see BRUCE: For little kids, that's about eye level! That bright red candy is the first one they see, so they buy it! Even better, they start telling their moms to buy it, too! PROFESSOR: So, you mean BRUCE: Well, I mean, in Italy if you locate your product at the right location of shelves, sales do great For a long time, the biggest selling brand was "Schmutzig", mostly because it was the second cheapest, but didn't taste too bad |
| 25 | **colour /color** | I'm especially interested in the effects of colour on sales of products, so I'll be looking at ads for cosmetics and cleaning products in the local market |
| 26 | **cleaning products** | BETTY: I'm especially interested in the effects of colour on sales of products, so I'll be looking at ads for cosmetics and cleaning products in the local market |
| 27 | **container** | I'm focusing on the effects of different containers on sales of cookies |
| 28 | **materials** | So I'm going to look into packaging for cookies and how the materials they use will affect the image, and in turn sales |
| 29 | **image** | I'm focusing on the effects of different containers on sales of cookies. So I'm going to look into packaging for cookies and how the materials they use will affect the image, and in turn sales |

| # | Answer | Explanation |
|---|---|---|
| **30** | **advertisement /advertising** | But as always in this course, I urge you both to pay much more attention to the advertisement extensions |
| **31** | **less effort** | The early bike let people travel with less effort than walking |
| **32** | **uncomfortable** | So the downside was that the ride was quite uncomfortable on most roads |
| **33** | **1860s** | By the 1860s, though, improvements were being made. As you can see from this specimen, metal frames had become the rule. They're more durable than wood, and they don't warp in the rain. The biggest improvement however was the development of the chain and sprocket system. They are connected. This meant you did not push the bike. You used pedals just like today. You had to try harder to balance, so it took some practice to figure out how to use the pedals |
| **34** | **connected** | The biggest improvement however was the development of the chain and sprocket system. They are connected |
| **35** | **smoother** | As a result, the good thing was that you could ride a lot more smoothly and with very little effort |
| **36** | **rubber wheels** | By the 1880s, another big change was the use of rubber wheels |
| **37** | **safer** | Another characteristic of the bike in this period is that it has two equal-sized wheels, which signalled a big change in bikes This meant that bikes became a great deal safer |
| **38** | **C / D / F** | Why are today's bikes so much faster? Well, it's not just that today's athletes are faster. The answer is partly mechanical. If you look closely here, at the back wheel you'll see a number of gears. Changing gears is what makes those fast speeds possible. You can shift gears depending on the terrain and how hard you wish to pedal. So you can put it on a higher gear for downhill, and a lower gear for uphill travel to make it easier to climb that slope. You'll notice this gear-shifting mechanism is attached at the back wheel, and when the rider shifts on the handlebar gear shifter, the chain moves to the appropriate sprocket |
| **39** | **C / D / F** | Why are today's bikes so much faster? Well, it's not just that today's athletes are faster. The answer is partly mechanical. If you look closely here, at the back wheel you'll see a number of gears. Changing gears is what makes those fast speeds possible. You can shift gears depending on the terrain and how hard you wish to pedal. So you can put it on a higher gear for downhill, and a lower gear for uphill travel to make it easier to climb that slope. You'll notice this gear-shifting mechanism is attached at the back wheel, and when the rider shifts on the handlebar gear shifter, the chain moves to the appropriate sprocket |
| **40** | **C / D / F** | Why are today's bikes so much faster? Well, it's not just that today's athletes are faster. The answer is partly mechanical. If you look closely here, at the back wheel you'll see a number of gears. Changing gears is what makes those fast speeds possible. You can shift gears depending on the terrain and how hard you wish to pedal. So you can put it on a higher gear for downhill, and a lower gear for uphill travel to make it easier to climb that slope. You'll notice this gear-shifting mechanism is attached at the back wheel, and when the rider shifts on the handlebar gear shifter, the chain moves to the appropriate sprocket |

# Test 68

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-5

Complete the form below.

Write NO MORE THAN THREE WORDS AND / OR A NUMBER for each answer.

Aim: protecting environment through recycling

Type of group: non-profit

Frequency of newspaper collection: 1 _____

Name: 2 _____

Address: 3 _____

E-mail: 4 _____

Postcode: 5 _____

### Questions 6-10

Complete the form below.

Write NO MORE THAN TWO WORDS for each answer.

| Recycling | |
|---|---|
| Ways of recycling | Newspaper: in a 6 _____ box |
| Nearest rubbish collection centre | On the East Side of 7 _____ |
| Rubbish that can be recycled | Blue box: 8 _____<br>Green box: glass and plastics<br>Yellow box: paper |
| Rubbish that cannot be recycled | 9 _____ |
| Name of a booklet | 10 _____ |

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-17

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

### 'CV and Interview Skills' Seminar

- The speaker suggests that the students use the **11** _____ when they begin writing résumés.
- The students should be sure not to keep the CV **12** _____.
- A **13** _____ cover letter is useful when applying for a job and should be included.
- The speaker believes the CV should have a beautiful **14** _____.
- The CV should not have any spelling and grammar **15** _____.
- The words in a CV can describe your **16** _____.
- Don't forget to put down a **17** _____ on the CV.

## Questions 18-20

Choose THREE letters, A-G, and write them next to questions 18-20.

What THREE details should job applicants know in the interview?

**18** **19** **20** What THREE details should job applicants know in the interview?

- **A** ☐ Working hours
- **B** ☐ Promotion prospect
- **C** ☐ Salary range
- **D** ☐ Pension contribution bonus
- **E** ☐ Training
- **F** ☐ Holidays
- **G** ☐ Location

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-30

Choose the correct letter, A, B, or C.

**21** What does the man want to have?

- **A** A break
- **B** A talk
- **C** A class

**22** What does the man think of children nowadays?

- **A** Confident
- **B** Intelligent
- **C** Mature

**23** What type of people does the man want to teach?

- **A** Children
- **B** Students
- **C** Adults

**24** What did the man do when he encountered former students?

- **A** Had a conversation
- **B** Ran away
- **C** Taught them

**25** What is the man's greatest weakness?

- **A** Being old-fashioned
- **B** Lack of confidence
- **C** Being introverted

**26** When did Doctor Lindsey go to college?

- **A** 18 years ago
- **B** Before starting a family
- **C** When she was 35 years old

**27** How did the woman feel when she was a freshman?

- **A** Hopeless
- **B** Unsuccessful
- **C** Stressed

**28** How does the man feel about his career?

- **A** ○ Unique
- **B** ○ Boring
- **C** ○ Impressive

**29** What does the man finally decide to study?

- **A** ○ Languages
- **B** ○ Business
- **C** ○ Liberal Arts

**30** Which change in students' life is NOT important to Frank?

- **A** ○ Classroom technology
- **B** ○ Student housing
- **C** ○ University facilities

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-34

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- The university uses **31** _____ as their teaching method.
- Research skills include writing and **32** _____.
- Books of Economics are kept in the **33** _____.
- Maths books are kept in the **34** _____ Building.

### Questions 35-36

Choose the correct letter, A, B, or C.

**35** Which is NOT provided for students in most of the large buildings?

- **A** ○ Printing
- **B** ○ Photocopying
- **C** ○ Typing

**36** Which of the following can be used when you want to print?

- **A** ○ Computer printers
- **B** ○ Prepaid cards
- **C** ○ Laser printers

### Questions 37-40

Choose FOUR answers from the box and write the correct letter, A-G, next to questions 37-40.

A Student Union Building B Nursery C Media Centre

D Medical Services Centre E Maths Department Building F new library

G old library

- If you go straight out those doors, the **37** _____ is directly opposite this building.
- If you make a right turn outside the door and go to the second building, that's the **38** _____.
- You can see the **39** _____ if you look out of that window.
- The Media Centre is in front of the **40** _____.

# Transcripts

## Part 1

WOMAN: Hello, how may I help you?

MAN: Well, I've been seeing these yellow boxes in front of a lot of houses in my neighbourhood. I just wondered what they were for. I noticed your phone number on all of them, so I called. Could you tell me about your business?

WOMAN: We do do recycling, but we're not a business. Gaea's Guardians is a non-profit group. We encourage recycling as a way of protecting the environment.

MAN: I don't know. I mean it is a good idea. But I really don't read the newspaper every day or anything.

WOMAN: And we don't come collect newspaper every day! In fact, we only do pickups every other week.

MAN: Oh, well then maybe I could help. I mean in my neighbourhood, there's too much rubbish lying around everywhere. I'd like to help out, I guess.

WOMAN: That's great, sir. You're doing the right thing. OK, I need to get your contact information. What is your name, please?

MAN: Peter Wisrough.

WOMAN: Peter... how do you spell your last name? W-I-S-R-O-W?

MAN: No, actually it's W-I-S-R-O-U-G-H.

WOMAN: Oh, I'm sorry. I'm a terrible speller.

MAN: You're a good speller. It's just that my family are terrible pronouncers!

WOMAN: You're quite a card, Peter! OK, now what's your address?

MAN: No. 168 Bridge Road. That's here in London. How about if I have any questions?

WOMAN: I'm sending you a copy of our booklet, too. The booklet has our phone number and our e-mail address, helpline@blackcat.com, that's H-E-L-P-L-I-N-E at B-L-A-C-K-C-A-T dot com. But I nearly forgot to ask, what's your postcode?

MAN: BS97PU.

WOMAN: PS97BU?

MAN: No. That's B as in "boy"-S-9-7-P as in "Peter"-U.

MAN: So, I'm guessing those yellow boxes I saw are for recycled newspapers?

WOMAN: Yes, that is correct, and it's free of charge.

MAN: Wow, that's good news! Do you recycle anything besides newspaper?

WOMAN: Oh yes, we recycle most everything. Glass, plastic, paper...

MAN: Oh, so I can put like glass and plastic bottles in the box?

WOMAN: Sorry again. Things like that you have to bring to our collection centre.

MAN: And where is that?

WOMAN: Our main centre isn't that far from you. It's actually right on the East Side of Central Park.

MAN: That new blue building?

WOMAN: That's the one!

MAN: Cool. Hey, what's with all those different coloured boxes outside that place?

WOMAN: Oh, that's for the different materials we recycle. The blue is for metal, the green is for glass and plastics, and the yellow of course is for paper.

MAN: Hm, okay. I'll try and manage to keep all that straight.

WOMAN: Oh, no need, they're each labelled.

MAN: Great. So which one would I put magazines in?

WOMAN: Actually, they don't go in any of the bins. Unfortunately, magazines can't be recycled because of the material they're made of. It's such a waste. So would you be interested in volunteering?

MAN: Um, I'll think about it. Could you send me some more info?

WOMAN: Absolutely. Along with the newspaper box, I'll be sending you our booklet, "Savvy", that is S-A-double V-Y. It tells you about what you can do to protect the environment in your daily life. Plus it lists things you can do as a volunteer with our group.

MAN: Hey, that's cool, thanks!

WOMAN: My pleasure. Do you have any other questions or concerns?

MAN: Nope, that's it!

## Part 2

Welcome everyone to today's seminar on "CV and Interview Skills". Remember, your CV is probably the most important document you will ever write. It opens the door to your career! And that job interview is probably the most important meeting you will ever attend. It's like stepping through that open door. So let's roll up our sleeves and get down to work, shall we?

First of all, I cannot possibly tell you everything you need to know about writing a résumé in the time we have. But let me tell you that there are dozens of great websites on the Internet. These will give you all the suggestions you need. If you look at the paper I gave you, you will see a list of the dozen most popular sites.

I can mention a couple of important points, however. One is that your CV or résumé should not be too long. A page is about right. Why? HR departments do not have time to read long documents. Too many people are sending too many CVs! After all, the economic crisis of 2008 is still very much alive. Everyone needs a job now.

No matter how short you make that résumé, though, you do not want to forget to tell HR how to contact your references. References are people who will give you a recommendation for a job. That's usually an ex-boss or a professor who knows you well. Do not use relatives! I don't care how much your mum loves you.

Also, when you send that CV, be sure to include a typed cover letter. A cover letter is a letter where you, basically, are asking for a job. It's like introducing yourself. Make it brief. The real information about you is on that CV of yours. And, please make sure the letter is typed! It doesn't matter if your handwriting is beautiful or not. Companies only read typed letters.

Another point about CVs is you should try to have an attractive layout. Maybe use different typefonts or colours to highlight information. Some people include a photo. You can find dozens of examples on the Internet. Whatever layout you decide to use, however, avoid all spelling and grammar errors. I used to be an HR manager. If I saw a mistake, that CV went into the garbage.

Something you write in a CV is a description of your skills and experiences in an interesting way. Mention training, too. I mean these are what get you hired! Do not just say, "I have lots of experience." or "I have many skills." Tell that boss what you did, for what company, and when. Better, tell him how well you did it! Don't just say, "I sold houses." Say, "I sold two million pounds worth of houses in my first year." That is, say something to make the person reading excited and curious.

Finally, speaking of CVs, it's sad. But some people actually forget to provide a contact number. That's pretty silly. You wrote a great CV, you have HR dying to meet you... and they don't know how. You forgot your phone number! Oh sure, if you apply online, they have your e-mail address. But you just showed them you're forgetful. Why are they going to want to talk to you after that?

Alright, moving on to the actual interview, I'll go over what you need to know by the end of it, and what you can discuss and negotiate on later once it looks like you'll be offered the job. First, there's working hours. It's not that necessary to hammer out the hours off the bat, especially since it's easy to come off as lazy when the first thing you bring up is how much you're going to have to work. You can also find out more about possible promotions later on. It is important, however, to get a feel for how much you'll be paid. You should make sure the salary range is commensurate with what you're worth, and if you're not, you can move on to better opportunities. Being sure you're going to make what you want to live on is much more important than issues like your pension – you're all so young that your pension is not going to matter for quite a long time.

You should find out about what skills you must know for the job and what they'll teach you. In addition, if the company will provide training, you should find out how long the training period is and whether it is paid. Beware of any jobs that want you to train for a long time without appropriate compensation.

Speaking of compensation, find out about holidays as well. Do you get paid vacation time? Are you allowed to take personal days? Do you have to work on national holidays?

Once you work out these main issues, you can move on later to details like the location and expected attire and whatnot.

Wow, that's a lot of information! Let's take a break so you can think everything over and ask any questions you may have. Don't hesitate to come and see me if you need any clarification on all this stuff!

## Part 3

FRANK: Hello, are you Dr Lindsey? The Returning Students Advisor?

DR LINDSEY: Yes, that's right. Are you Frank? Your appointment wasn't till 2:00, but that's OK. Please come in and have a seat.

FRANK: Thanks, I like to arrive early whenever I have anything to do.

DR LINDSEY: That's certainly a praiseworthy habit. Let me see, it looks like you've taken a long break from school, and I understand you wanted to have a chat about what you should study if and when you return for further classes.

FRANK: It's such a big challenge. I don't know if I'm crazy for doing this or not!

DR LINDSEY: Believe it or not, I know exactly what you mean. Before I began working here at the university, I taught primary school for nearly ten years. It takes a lot of courage to go back to school!

FRANK: I feel more shy and scared than the primary students I teach! In the schools I taught, I found today's youngsters are very sure of themselves. In terms of intelligence, I have a lot to teach them. And the maturity level of much of my class leaves something to be desired. But in terms of confidence, wow! A lot more confident than I am now, that's for sure!

DR LINDSEY: Stop fretting. "A brave man is a coward who refuses to run." Let's talk about your strong points. You seem an intelligent man. What is it you would like to study?

FRANK: You see, I've been teaching children for a few years, but I think I'd be happier teaching adults.

DR LINDSEY: I think teaching students in middle school is much more satisfying because they end up being much more grateful for your work. If I may ask, what got you interested in teaching adults?

FRANK: A lot of things, I guess. I met my future wife back in my first year of college. She always complains that I was more interesting then. She says that now I talk like I'm seven years old! That's probably from being with children all day.

DR LINDSEY: Ha ha ha! Again I know just what you mean. My husband used to say the same thing about me when I taught kindergarten. Anything else?

FRANK: Well, yes. Fairly often now I run into former students and we talk. Some of them are getting close to being grown up. I guess I think more and more about how people develop over time. So, I'm interested in the results of education, you know, the final stages.

DR LINDSEY: I see. Well, coming back to the university can be both difficult and very rewarding. There are some problems unique to returning students, you know, older students like yourself. What do you think is your greatest weakness?

FRANK: Well, I actually think my confidence is getting better. I'm definitely overcoming my introversion and starting to be much more comfortable in front of a class. To tell the truth, I'm afraid I'm rather behind the times about many things. It's more difficult for me to chase after the popular things youngsters are fond of – such as Iphone, Twitter, if you name it!

DR LINDSEY: I think I understand.

DR LINDSEY: How old are you, 35? People at your age still go back to school for further education. I was a bit the same way. I mean I didn't study at the university till after I had a family: a husband and one child. My point of view was a lot different from your average eighteen-year-old girl's, I can tell you!

FRANK: Gee, that sounds pretty rough. A family and college? Clearly you weren't unsuccessful though!

DR LINDSEY: It was, Frank. It truly was. My first term at school was extremely stressful. But excuse me! You're not here to listen to my life story. We're talking about your plans. Is there anything unique I should know about you or your past experience or plans?

FRANK: I'm afraid not. There is nothing interesting about my career or plans. It's really not too impressive.

DR LINDSEY: Now, I forbid you to talk like that. This is your one life, and if you're not interested, why bother living it? Don't be so humble, Frank.

FRANK: OK, OK. My wife says I'm a wimp.

DR LINDSEY: Let's talk about your dreams a bit. You want to teach adults, you said. What would you like to teach them?

FRANK: Well, when I first came to college, I really liked Languages and Literature. A lot of people have told me that for practical reasons, it would be more rewarding to choose Business Management as my major, but I made up my mind to study Liberal Arts once I got the idea of going back to school.

DR LINDSEY: I must say it's refreshing to meet someone who knows there's more to an education than computers and finance. Let's have a look at the university course catalogue...

FRANK: Excuse me, Dr Lindsey. Before we do that, could I maybe ask you some questions about changes in university life? I think I need to discuss that so I know what to expect.

DR LINDSEY: Of course. I'm here to help you. The biggest thing to get used to is the change in technology. Professors present things on huge screens, many of which are interactive computerised whiteboards. You can write on them still and use them like a touch screen. They're really handy! No more sloppy scribbled notes on the projector. Let's see, I doubt you'll be living in student housing, so I won't go into all the improvements there. Another major change that you'll enjoy is the plethora of resources available for students. As a student, you have 24-hour access to the gym, and library privileges that include the use of school computers to scan, copy, and print, and of course the Media Library, which contains movies from all genres and most of the movies listed on AFI's Top 100 Movies of All Time. The dining facilities are also not what they used to be. They offer choices for all diets, and you can expect a hot meal any time of day.

FRANK: Wow, things really have changed! I'll be sure to utilise all those great facilities in my time here. Thanks for all your help, Dr Lindsey. I think that's all the questions I have for now.

## Part 4

OK and welcome back. During the short break we just took, several of you approached me with questions. So, before going on with the orientation talk, I'd like to address those queries. As I've found, if one person asks a question, probably a dozen others are wondering about the same thing!

The first question is whether Wassamatta U. employs modules technology as an instruction method. The answer is yes, we do. At least that's what the university catalogue says. If some of you don't understand what "modules technology" is, don't worry. I googled the word but couldn't find it. Apparently, though, it's a method of broadband, wireless access. At least that's what an American company's website told me. But again, don't worry. If you need to know something more, your professor can tell you.

Another question someone asked me was what tomorrow's workshop on "Research Methods and Skills" was about. Well, research skills include any method you can imagine for finding and presenting any information you need. That's not just schoolwork, either. Writing English – the native language for most of

you – and finding a job are also research skills. And, yes, those will be addressed in tomorrow's workshop.

As you know, Wassamatta U. is one of this country's premier universities for the study of "the dismal science", economics. Some of you, it seems, want to get a jump on their classmates. During the break, half a dozen of you came up and asked me where to find economics tomes. I know it's odd, but this school's library holdings are divided up between two libraries. Economics books are in the old library. If you look out of the window behind me, you can see it. It's the red brick building.

Oh, before I forget, you economics types also need a lot of maths, am I right? Well, those Maths books are neither in the old library nor in the new one. They can be found in the Maths Department Building. Why am I telling you this? Doesn't "the Invisible Hand" guide economists? Maybe it's good you asked: in 2008, that Hand shoved most of the world economy off a cliff, didn't it?

Now I realise that most of you couldn't bring a computer printer or a photocopier from home. So I'm sure you're already wondering where you can copy things like term papers, Internet articles, and things like that. I have some good news and some bad news. The good news is that there are a number of places you can make copies. These include both libraries and the Student Union Building.

Now the bad news. I am sorry to say, most classroom buildings and academic departments do not have copiers students can use. So most of the large buildings you see around campus do not have copiers for students. The copiers there are reserved for professors and office staff. Oh, yes! I nearly forget to tell you. If you need to have printing done, all the copiers available to students are laser printers. Plus, for your convenience, you can pay using prepaid cards. You can get those in the Student Union Building.

That just covers the questions put to me. If you have more, please see me during the next break at 2:15. Right now, though, I'd like to start to give you a rundown on the various facilities here on campus. That way, you won't get lost so easily in the weeks to come.

I have been told that this year's incoming class features a large number of married students and parents. So, you must be wondering where to put the baby while you're in class. OK, right now, we are in the Student Union Building, right? Remember the big doors in front where you all came in? If you go out of the building, you can see the Nursery is just on the other side of this building. It's only about twenty metres away! Convenient, eh?

Next, we're all from different places around the country. Some of you are from other countries. That means we're pretty likely to get sick during the first months of school as we expose each other to many new viruses. So, where's the doctor? Of course, you need to find the Medical Services Centre which is on the right as you leave the building. Remember, that's the second building on the right.

And if you look out of that window, you can see a lot of antennae and satellite dishes on the roof. So that's what we call the Media Centre. Yeah, I know, I think it's confusing, too. The Media Centre is next to the Medical Centre. The chairwoman of the Journalism School on the first floor doesn't like it when people who wander in there mistake her for a nurse!

Chances are you'll have at least one Maths class while you're here. That red building there just outside to the left is the Maths Department Building. I know, it looks about as old as the subject as Maths, but I assure you that the inside is equipped with state-of-the-art classroom equipment including interactive chalkboards and surround sound in every room.

Oh, can you see the back building there? Yes, behind the Media Centre. Quite new, isn't it? That's the new library, just decorated. They're back-to-back, you might say. If you look just to the left of it at the lower, older-looking building, you'll find the old library. It's nice and quiet – perfect for those marathon study sessions during exam week. Since the weather is so nice, why don't we stop looking at our maps but go for a walk around the campus?

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **every other week** | And we don't come collect newspaper every day! In fact, we only do pickups every other week |
| 2 | **Peter Wisrough** | WOMAN: That's great, sir. You're doing the right thing. OK, I need to get your contact information. What is your name, please? MAN: Peter Wisrough. WOMAN: Peter how do you spell your last name? W-I-S-R-O-W? MAN: No, actually it's W-I-S-R-O-U-G-H |
| 3 | **168 Bridge Road** | MAN: No. 168 Bridge Road. That's here in London. How about if I have any questions |
| 4 | **helpline@blackcat.com** | The booklet has our phone number and our e-mail address, helpline@blackcat.com, that's H-E-L-P-L-I-N-E at B-L-A-C-K-C-A-T dot com |
| 5 | **BS97PU** | MAN: BS97PU. WOMAN: PS97BU? MAN: No. That's B as in "boy"-S-9-7-P as in "Peter"-U |
| 6 | **yellow** | MAN: So, I'm guessing those yellow boxes I saw are for recycled newspapers? WOMAN: Yes, that is correct |
| 7 | **Central Park** | Our main centre isn't that far from you. It's actually right on the East Side of Central Park |
| 8 | **metal** | The blue is for metal, the green is for glass and plastics, and the yellow of course is for paper |
| 9 | **magazines** | Actually, they don't go in any of the bins. Unfortunately, magazines can't be recycled because of the material they're made of |
| 10 | **Savvy** | I'll be sending you our booklet, "Savvy", that is S-A-double V-Y |
| 11 | **Internet** | But let me tell you that there are dozens of great websites on the Internet. These will give you all the suggestions you need |
| 12 | **too long** | One is that your CV or résumé should not be too long |
| 13 | **typed** | Also, when you send that CV, be sure to include a typed cover letter |
| 14 | **layout** | Another point about CVs is you should try to have an attractive layout |
| 15 | **errors** | Whatever layout you decide to use, however, avoid all spelling and grammar errors |
| 16 | **skills and experiences** | Something you write in a CV is a description of your skills and experiences in an interesting way |
| 17 | **contact number** | Finally, speaking of CVs, it's sad. But some people actually forget to provide a contact number |
| 18 | **C / E / F** | It is important, however, to get a feel for how much you'll be paid. You should make sure the salary range is commensurate with what you're worth, and if you're not, you can move on to better opportunities. Being sure you're going to make what you want to live on is much more important than issues like your pension – you're all so young that your pension is not going to matter for quite a long time. You should find out about what skills you must know for the job and what they'll teach you. In addition, if the company will provide training, you should find out how long the training period is and whether it is paid. Beware of any jobs that want you to train for a long time without appropriate compensation. Speaking of compensation, find out about holidays as well |
| 19 | **C / E / F** | It is important, however, to get a feel for how much you'll be paid. You should make sure the salary range is commensurate with what you're worth, and if you're not, you can move on to better opportunities. Being sure you're going to make what you want to live on is much more important than issues like your pension – you're all so young that your pension is not going to matter for quite a long time. You should find out about what skills you must know for the job and what they'll teach you. In addition, if the company will provide training, you should find out how long the training period is and whether it is paid. Beware of any jobs that want you to train for a long time without appropriate compensation. Speaking of compensation, find out about holidays as well |
| 20 | **C / E / F** | It is important, however, to get a feel for how much you'll be paid. You should make sure the salary range is commensurate with what you're worth, and if you're not, you can move on to better opportunities. Being sure you're going to make what you want to live on is much more important than issues like your pension – you're all so young that your pension is not going to matter for quite a long time. You should find out about what skills you must know for the job and what they'll teach you. In addition, if the company will provide training, you should find out how long the training period is and whether it is paid. Beware of any jobs that want you to train for a long time without appropriate compensation. Speaking of compensation, find out about holidays as well |
| 21 | **B** | Let me see, it looks like you've taken a long break from school, and I understand you wanted to have a chat about what you should study if and when you return for further classes |
| 22 | **A** | In the schools I taught, I found today's youngsters are very sure of themselves. In terms of intelligence, I have a lot to teach them. And the maturity level of much of my class leaves something to be desired. But in terms of confidence, wow! A lot more confident than I am now, that's for sure |
| 23 | **C** | You see, I've been teaching children for a few years, but I think I'd be happier teaching adults |
| 24 | **A** | Fairly often now I run into former students and we talk |

| # | Answer | Explanation |
|---|---|---|
| **25** | **A** | Well, I actually think my confidence is getting better. I'm definitely overcoming my introversion and starting to be much more comfortable in front of a class. To tell the truth, I'm afraid I'm rather behind the times about many things. It's more difficult for me to chase after the popular things youngsters are fond of – such as Iphone, Twitter, if you name it |
| **26** | **C** | How old are you, 35? People at your age still go back to school for further education. I was a bit the same way |
| **27** | **C** | My first term at school was extremely stressful |
| **28** | **B** | I'm afraid not. There is nothing interesting about my career or plans. It's really not too impressive |
| **29** | **C** | A lot of people have told me that for practical reasons, it would be more rewarding to choose Business Management as my major, but I made up my mind to study Liberal Arts once I got the idea of going back to school |
| **30** | **B** | I doubt you'll be living in student housing, so I won't go into all the improvements there |
| **31** | **modules technology** | The first question is whether Wassamatta U. employs modules technology as an instruction method. The answer is yes, we do |
| **32** | **finding a job** | Writing English – the native language for most of you – and finding a job are also research skills |
| **33** | **old library** | Economics books are in the old library |
| **34** | **Maths Department** | Well, those Maths books are neither in the old library nor in the new one. They can be found in the Maths Department Building |
| **35** | **B** | So most of the large buildings you see around campus do not have copiers for students. The copiers there are reserved for professors and office staff |
| **36** | **C** | If you need to have printing done, all the copiers available to students are laser printers |
| **37** | **B** | If you go out of the building, you can see the Nursery is just on the other side of this building |
| **38** | **D** | Of course, you need to find the Medical Services Centre which is on the right as you leave the building. Remember, that's the second building on the right |
| **39** | **C** | And if you look out of that window, you can see a lot of antennae and satellite dishes on the roof. So that's what we call the Media Centre |
| **40** | **F** | Oh, can you see the back building there? Yes, behind the Media Centre. Quite new, isn't it? That's the new library, just decorated |

# Test 69

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-10

Complete the table below.

Write NO MORE THAN THREE WORDS AND / OR A NUMBER for each answer.

| Address | Rooms | Facilities | Providing | Price | Problem |
|---|---|---|---|---|---|
| Beatle Road | 3 bedrooms, a bathroom, and a living room | Example: restaurant | Internet & utilities | $ 1 _____ | Garden: too big to clean up |
| Oakington Avenue (on-campus) | 3 bedrooms, a 2 _____, and a living room | Shared living room, bathroom, kitchen, and 3 _____ | Living room furniture | $400/$340 | Due to some shared facilities, it seems 4 _____ |
| Mead Street | 2 bedrooms, a living room, and a study | 5 _____ | 6 _____ | $600 | Sometimes a little bit 7 _____ |
| Devon Close (on-campus) | a bedroom, a living room, a study, and a dining hall | 8 _____ | 9 _____ | $500 | Without 10 _____ |

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-20

Complete the form below.

Write ONE WORD AND / OR A NUMBER for each answer.

| Waste sorting, collection, and disposal | |
|---|---|
| Necessary characteristics of dustbins: Solid and **11** _____ | |
| **Waste sorting** | **Three kinds:**<br>Recyclable garbage (blue or green bin)<br>Unrecyclable garbage (yellow bin)<br>Toxic waste (red bin) |
| **Waste collection** | **Commercial waste collection:**<br>It mainly refers to **12** _____ waste.<br>Warning signs state not to **13** _____ blue/green bins.<br>Those **14** _____ metals will cause environmental pollution.<br>**Household waste collection:**<br>All kitchen garbage should be put into a **15** _____ bag. |
| **Waste disposal** | The garbage disposal plant is situated in an **16** _____ space or field.<br>The waste is disposed of at least once every **17** _____.<br>The dustbin should be cleared at night because of **18** _____.<br>The waste is mainly produced by **19** _____, industry, retail, and offices.<br>Please do not dispose of **20** _____ in any of the bins. |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- The research topic should come from one of the headings in the **21** _____.
- At least one reference needs to be from **22** _____.
- The data Julie found on past experiments is in **23** _____.
- Ricky has pointed out that aside from journals, he can also use **24** _____ about scientific experiments.

### Questions 25-30

Complete the table below.

Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.

| The format of papers | |
|---|---|
| The paper should be written in: | **25** _____ |
| The title should be in: | **26** _____ |
| The report has to be: | **27** _____ |
| Number the page on the: | **28** _____ corner |
| The margin should be: | **29** _____ pixels wide |
| Students should write down their: | **30** _____ |

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-38

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- This paper pertains to one major concern about water for people everywhere – that is a **31** _____ source of water.
- Australia is a dry continent and thus water is very **32** _____.
- We utilise the most water for **33** _____.
- We discover the purest water in rivers, creeks, **34** _____.
- Rainfall is a useful source of water unless there is significant **35** _____.
- People in the West wish the water to be **36** _____.
- Water is highly prone to **37** _____.
- In the home, one of the most important uses of water is for **38** _____.

### Questions 39-40

Choose the correct letter, A, B, or C.

**39** The mechanisms for water management are

- **A** ○ inadequate.
- **B** ○ nearly adequate.
- **C** ○ admirable.

**40** The government's 1989 White Paper

- **A** ○ caused a concern.
- **B** ○ is unreliable.
- **C** ○ is inconclusive.

# Transcripts

## Part 1

AGENT: Good afternoon and welcome to Habitat Hunters. You must be Joseph.

RENTER: Yes, that's right. You said on the phone that I could come by at 2:00. Sorry, I'm a little early.

AGENT: No problem at all. In Calgary's market, you have to move fast if you want a good apartment!

RENTER: Actually, I'd settle for almost anything. I've been here ten days and the hotel is ruining me. My father has me on a strict budget.

AGENT: Sit right down here now, sir. Let's talk a little about the places before we go have a look. Now, we have four apartments available.

RENTER: OK, could you tell me more about those four apartments?

AGENT: Sure. The first one is on Beatle Road, just a block off campus. It's a 3-bedroom with a bathroom and a living room and a great Italian restaurant right next to it.

RENTER: How much?

AGENT: Well, it's $435 a month, including Internet and utilities.

RENTER: Okay, that sounds reasonable. Any drawbacks to the house?

AGENT: There's a really big garden, but it hasn't been taken care of over the years and is just too big to clean up nicely.

RENTER: Hmm. That sounds okay. Tell me about the next option.

AGENT: The other 3-bedroom apartment is on Oakington Avenue on campus. It is right near the building where you have classes, and the kitchen and living room are newly furnished.

RENTER: Wow, that sounds like a pretty good option.

AGENT: Well, it is a cool apartment, but since it's a dormitory, the living room, bathroom, kitchen, and washing machine are all shared. It would be nice not to have to buy living room furniture, though.

RENTER: And how much is this one?

AGENT: $400 per month for a bedroom with an air conditioner. For a bedroom without an air conditioner, you would pay less, $340 for it.

RENTER: Yikes, even with the air conditioner, it sounds really inconvenient to have to share facilities. I'll never cook if I have to walk down the hall to use the kitchen.

AGENT: Yeah, that's true.

AGENT: Anyway, the next place is a 2-bedroom on Mead Street.

RENTER: Oh, I like Mead Street - that's off campus, right?

AGENT: Yep. It's pretty cool, but it only has 2 bedrooms, plus a living room and a study.

RENTER: But I want to live together with my two friends.

AGENT: So you could make the study into a small bedroom if you end up living with them.

RENTER: Also, we guys want a TV and DVD player since we're all so much into movies.

AGENT: Well, this place has a great TV and VCR, but no DVD player.

RENTER: No DVD? That's so weird. Are any other facilities provided?

AGENT: As you said, weird enough, it also comes with a washbasin.

RENTER: Is there a washing machine? I think we need that more than just a washbasin.

AGENT: I'm afraid there's no washing machine in the apartment.

RENTER: Wow, that's so old-fashioned! Maybe it's not the best choice for three college guys. How much is it?

AGENT: Well, it's $600 per month, but of course it would be cheaper if you made it into 3 bedrooms instead of 2.

RENTER: Where is this apartment located?

AGENT: It's 2500 Mead Street, where there are a lot of bars.

RENTER: It would be affordable, but it would get pretty noisy. And that sounds really expensive for an old place in a noisy area. How about the last place?

AGENT: This one's on-campus in the Devon Close complex. It's a one-bedroom, so it will be a little quieter than the Mead Street place.

RENTER: One bedroom, huh? That could be good for focusing on my studies. What else does it have?

AGENT: It comes with a living room and a study, and includes a really nice lamp in the study that has a bunch of different settings. You know what else is cool? There's a dining hall downstairs so all evening meals are free. You can purchase breakfast and lunch, but meals after 6 p.m. are free.

RENTER: Wow, this place sounds too good to be true. Is it really expensive?

AGENT: It's alright - $500 per month, but there's no bathroom.

RENTER: What? No bathroom?

AGENT: Well, there's no bathroom in the apartment, but there's one at the end of the hall.

RENTER: Hmm. Thanks, I think now I just have to decide whether I want to live alone or not.

AGENT: Yeah, which one do you prefer?

RENTER: I think I'd choose either this apartment or the one on Beatle Road.

AGENT: OK. You'd better think about it, and then you can contact me ASAP.

RENTER: Fine, thanks for your help!

AGENT: You're welcome...

## Part 2

Hi folks, my name is Loretta Johnston, and I'm here from the Baltimore Department of Public Waste. Thank you for coming out to our community meeting tonight. I've got a few words to say about the waste collection here in Baltimore.

First, there's the sorted collection bins themselves. They're made of sturdy, solid material, so none of your trash can seep out or puncture the bin. Also, since these things sit out on the curb overnight rain or shine, they have to be waterproof. We can't have water getting up in it and filling up the bin. Remember to pay attention to which bin is which, and sort your waste accordingly. You should have a blue or green bin for recyclable garbage, a yellow bin for unrecyclable garbage, and a red bin for toxic waste.

Our citywide waste management is divided into two services. The first is commercial waste collection, or trash collection from buildings. The majority of building waste is paper, which goes in the blue or green bins. You'll notice in your office buildings there are signs that warn you not to overfill these bins. All that paper adds up, and an overflowing bin is infinitely harder for collectors to carry to the truck and empty.

Aside from paper, another large source of building waste is metals. Metals such as tin and aluminium can be put in the yellow recycle bins, but metals like lead and copper should be disposed of in the red bins. These heavy metals are harmful to the environment and exacerbate our city's existing pollution problem.

That's about all the information you need for building waste. Moving on to the second service, household waste collection is probably what you primarily think of when you think of what we do here... Many of the same guidelines apply - the sorting is the same, et cetera. Please remember to keep garbage like kitchen waste in a plastic bag. It makes collection easier and lessens the abominable rotten-trash smell.

So after we take your trash away, what happens to it? We take all the garbage to one of a number of garbage disposal plants, each of which is located in the middle of an open space of some sort. No one wants to have their home or office right next door to a waste disposal plant, right? Waste is collected and then disposed of once every four weeks. A lot of trash can build up in that time, so we're in the process of developing a plan to fund collection more frequently. Ideally it would be collected weekly, but we will likely have to settle for biweekly. The garbage trucks make their rounds to clear the bins at night in order to avoid traffic.

I'm sure you've seen how much waste your own household produces in a given week. Now imagine all the trash produced by all the households in Baltimore. It's a lot, right? It may surprise you that this amount is only marginal compared to commercial waste. Yep, the main waste producers are actually businesses, industrial facilities, retail, and offices. Hard to believe humans produce that much waste, right? No wonder we have pollution problems!

Anyway, after all incoming waste is sorted, recyclables are sent to a recycling plant, while garbage and toxic waste are transported to their respective areas of the plant for treatment. Items such as stones, which should not be disposed of in our bins, are separated out and discarded.

Once the trash has undergone the treatment process, it is compacted and disposed of with all the other trash and finally, when the landfill space is full, it is buried deep underground and in time something new is built on the land.

That's everything about waste collection. Thank you for listening. Are there any questions?

## Part 3

RICKY: Hi, Julie, it's Ricky.

JULIE: Hi, Ricky, how are you? I noticed you weren't in Psychology today.

RICKY: I'm feeling sick, so I didn't go to school today. Would you mind telling me what I missed in class?

JULIE: Sure thing. I'm sorry you're not feeling well! Anyway, we spent most of the class talking about a new essay that Professor Johnson assigned. You need to choose one of the bold headings from the note system and research it.

RICKY: Wow, I picked the wrong day to miss class, huh?

JULIE: You sure did.

RICKY: Could you tell me the specific requirements of this paper?

JULIE: Sure. You need to find scientific research that supports your claim as one of your references. It can be from some of the case studies we discussed in class, or you can find your own. Or even better, you can conduct your own research! I'm sure that would get you an A.

RICKY: Have you decided what you're going to do yet? Also, where are you getting your references?

JULIE: Yeah, I'm going to research facial recognition by infants. I've already found a few experiments in scientific journals. That would probably be a good start for you - there are tons of journals in the library.

RICKY: Great idea, thanks. I'm considering writing my essay on the effects of one of the psychotropic drugs we talked about in class. I'm sure there is lots of stuff about it on the Internet. Are we allowed to use information from the Internet?

JULIE: Sure, you can use that as long as it's not your main source for information. You'll probably want to cite some of the experiments we went over.

RICKY: Good idea, thanks. I'm gonna try to find some information from a bunch of different sources.

RICKY: Are there any specifications on how the essay should be written?

JULIE: Yeah, Professor Johnson wants it double-spaced. It should be between 6 to 10 pages long.

RICKY: 6 to 10 pages? That's so much! It's going to take forever.

JULIE: I know. The whole class groaned when he said that. Anyway, you also need to put the title in italics, and...

RICKY: Wait, each section heading, or just the main heading?

JULIE: Only the main heading should be in italics. I think section titles are supposed to be in the same format, but maybe in bold. You'll have to check that in class next time.

RICKY: Oh okay. So I take it that the report has to be typed since there are so many requirements. What are the other formatting requirements?

JULIE: Yep, it's got to be typed. Aside from that, there are still a few more specifications. You should number each page. Make sure it goes up in the top right corner.

RICKY: Okay, I'll make sure to write that down. I always forget to number the pages. Do we need to title and date each page, too?

JULIE: You need the shortened title on every page, but no need to include the date. That should just be on the cover page.

RICKY: Okay, thanks.

JULIE: No problem. Also, make sure the margins are 3.25 pixels wide.

RICKY: What? I'm not even sure how to do that.

JULIE: It's okay, I can show you. It's really easy. I think that's all the directions he gave us. A lot of formatting requirements, but we have the freedom to research many things that we like, so that's good. Oh, I almost forgot - remember to put down your ID number on your report.

RICKY: Thanks so much for your help. I'll see you in class Monday!

JULIE: No problem, glad I could help. See you later.

## Part 4

Good morning and welcome to yet another lecture in Environmental Science. I don't think I am telling you a secret when I mention that water is a big worry here in Australia. The stuff is scarce. Perhaps that's why we drink so much beer, eh?

Seriously, though, a safe and reliable source of water is one of the great concerns of people everywhere. Moreover, as the world population grows, the pressure on existing water supplies grows greater and greater. Think about it. Our economic system demands that there be more and more consumers. The growing number of people has been tied to climate change, including droughts. So more people means less water. But our economic system demands a high birth rate. Forget about oil. Soon enough you will see wars for water. Mark my words.

But today, I'm going to confine my remarks to Australia. As noted already, here down under, the water supply is extremely scarce. The only drier continent is Antarctica - and remember, no one really lives there anyway. Moreover, in recent years, the wind patterns have changed. Rain that used to fall on the country now falls out to sea hundreds of miles to the south.

Now, when I speak of people needing water, most of you probably think of drinking. Certainly everyone needs water for drinking. But surprising as it may sound, drinking is not anywhere near being the main use for water. Most water is actually used for washing. When you take a shower, you probably use well over a hundred litres of water. Every time you flush your toilet, that's about eight litres. But most people drink no more than two litres or so per day.

So, where to get water? It could be obtained from rainwater, but often rainfall consists of other harmful pollutants that evaporated with the water. In fact, acid rain, an intense example of this, causes harmful effects on the wildlife of the habitat on which it falls. Water from underground could also be used, though it is more difficult to contain and often must go through an extensive cleansing process. The purest water is found in rivers, creeks, lakes, and dams. And, sad to say, Australia has precious few of these. Really, how many of your home towns have rivers? Year-round rivers, I mean. The soil tends to be sandy, so water soaks into the ground. Many places are rocky too, so 87% of the rainfall is lost to evaporation. That's almost twice the evaporation rate in my native Canada!

Speaking of rain, we already heard how rainfall is diminishing here in Oceania. The quantity itself isn't the only problem, either. Going back to the problems with obtaining rainwater, a further problem is that rain is a useful source of water only if air pollution is fairly mild. Again, you're in a situation where you can't win. You need water where most people live. People tend to build cities where rainfall is adequate. But then modern cities tend to feature polluted air which renders the rain far less easily usable. OK, let's take a look at the table here, you'll see it showing the relative pollution of rainfall in the world's cities. The more people, the dirtier the rain.

This is becoming a huge concern for people in the West, who want their water to be pure and safe. Though reliable drinking water is important everywhere, the concern in the West is reflected in all the government regulations and political campaigns aimed at solving this problem. In contrast, there are not as many demands made on the governments in Asian and African cultures to improve the water, as their focus is on other issues.

Now, whatever the source of water, we can never afford to forget that all water is highly vulnerable to contamination. Whether we're getting it from the ground, from bodies of water, or rainfall, it is susceptible to a variety of toxins. In fact, that's why we clean it before using it: water carries with it filth and dirt. This problem shows up in a number of different ways.

As humans and all other animals need water to survive, it's no surprise to us that one of the most important domestic uses of water is for drinking. Yet if you have old-fashioned lead pipes, you may slowly be poisoning yourself by drinking that nice clear water. The industrial pollution, farm chemicals, and leaky landfills are well-known sources of contaminants as well.

So what is being done to ensure we Australians a safe and steady supply of drinking water? There are a lot of initiatives that make admirable efforts to remedy this issue. We'll be talking about this when we meet again on Thursday. But, as a preview, I can tell you that so far the amount of real solutions that have been produced is not nearly adequate. Traditionally, we've been very free in this country. That means that every person and every province tend to go its own way. So the mechanisms for water management are, in a word, insufficient.

To begin seeing how this is so, I want you to read something before our next class. Though a lot of previous data on water usage and water management are inconclusive and have thus caused quite a concern, we can learn a lot from the content of reports written on the subject. The basis for the government's water policy is the 1989 White Paper reporting on "Water Use: Present and Future". If you compare the numbers offered in the paper with those in the text, you'll find that the report is rather untrustworthy. Truth being told, I'm being too kind when I say that!

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **435** | Well, it's $435 a month, including Internet and utilities |
| 2 | **kitchen** | It is right near the building where you have classes, and the kitchen and living room are newly furnished |
| 3 | **washing machine** | the living room, bathroom, kitchen, and washing machine are all shared |
| 4 | **inconvenient** | Yikes, even with the air conditioner, it sounds really inconvenient to have to share facilities |
| 5 | **TV and VCR** | Well, this place has a great TV and VCR, but no DVD player |
| 6 | **washbasin** | AGENT: As you said, weird enough, it also comes with a washbasin |
| 7 | **noisy** | RENTER: It would be affordable, but it would get pretty noisy. And that sounds really expensive for an old place in a noisy area |
| 8 | **lamp** | It comes with a living room and a study, and includes a really nice lamp in the study that has a bunch of different settings |
| 9 | **evening meals** | There's a dining hall downstairs so all evening meals are free |
| 10 | **bathroom** | It's alright – $500 per month, but there's no bathroom |
| 11 | **waterproof** | Also, since these things sit out on the curb overnight rain or shine, they have to be waterproof |
| 12 | **building** | The first is commercial waste collection, or trash collection from buildings |
| 13 | **overfill** | You'll notice in your office buildings there are signs that warn you not to overfill these bins |
| 14 | **heavy** | Metals such as tin and aluminium can be put in the yellow recycle bins, but metals like lead and copper should be disposed of in the red bins. These heavy metals are harmful to the environment and exacerbate our city's existing pollution problem |
| 15 | **plastic** | Please remember to keep garbage like kitchen waste in a plastic bag |
| 16 | **open** | We take all the garbage to one of a number of garbage disposal plants, each of which is located in the middle of an open space of some sort |
| 17 | **4 weeks** | Waste is collected and then disposed of once every four weeks |
| 18 | **traffic** | The garbage trucks make their rounds to clear the bins at night in order to avoid traffic |
| 19 | **businesses** | Yep, the main waste producers are actually businesses, industrial facilities, retail, and offices |
| 20 | **stones** | Items such as stones, which should not be disposed of in our bins, are separated out and discarded |
| 21 | **note system** | You need to choose one of the bold headings from the note system and research it |
| 22 | **scientific research** | Sure. You need to find scientific research that supports your claim as one of your references |
| 23 | **scientific journals** | I've already found a few experiments in scientific journals. That would probably be a good start for you – there are tons of journals in the library |
| 24 | **information from Internet / the internet** | I'm sure there is lots of stuff about it on the Internet. Are we allowed to use information from the Internet |
| 25 | **double space** | Yeah, Professor Johnson wants it double-spaced |
| 26 | **italics** | Only the main heading should be in italics |
| 27 | **typed** | RICKY: Oh okay. So I take it that the report has to be typed since there are so many requirements. What are the other formatting requirements? JULIE: Yep, it's got to be typed |
| 28 | **top right** | Make sure it goes up in the top right corner |
| 29 | **3.25** | JULIE: No problem. Also, make sure the margins are 3.25 pixels wide |
| 30 | **ID number** | Oh, I almost forgot — remember to put down your ID number on your report |
| 31 | **safe and reliable** | Seriously, though, a safe and reliable source of water is one of the great concerns of people everywhere |
| 32 | **scarce** | As noted already, here down under, the water supply is extremely scarce |
| 33 | **washing** | Most water is actually used for washing |
| 34 | **lakes and dams** | The purest water is found in rivers, creeks, lakes, and dams |

| # | Answer | Explanation |
|---|---|---|
| **35** | **air pollution** | Going back to the problems with obtaining rainwater, a further problem is that rain is a useful source of water only if air pollution is fairly mild |
| **36** | **pure and safe** | This is becoming a huge concern for people in the West, who want their water to be pure and safe |
| **37** | **contamination** | Now, whatever the source of water, we can never afford to forget that all water is highly vulnerable to contamination |
| **38** | **drinking** | As humans and all other animals need water to survive, it's no surprise to us that one of the most important domestic uses of water is for drinking |
| **39** | **A** | So the mechanisms for water management are, in a word, insufficient |
| **40** | **B** | The basis for the government's water policy is the 1989 White Paper reporting on "Water Use: Present and Future". If you compare the numbers offered in the paper with those in the text, you'll find that the report is rather untrustworthy |

# Test 70

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-4

Complete the form below.

Write ONE WORD ONLY for each answer.

### HOUSE SERVICE INFORMATION

| Example<br><br>Name: | Answer<br><br>Barbara Hill |
|---|---|
| Location: | 1 _____ London |
| Postcode: | SW105 |
| Rooms: | two 2 _____ bedrooms |
| The other room used as: | an 3 _____ |
| Downstairs: | kitchen-diner, conservatory, and 4 _____ |
| Pets: | 2 dogs and 3 cats |

### Questions 5-7

Choose the correct letter, A, B, or C.

5 Which of these extra services does the agent agree to do?

- A ○ Change the bed linen
- B ○ Do some gardening work
- C ○ Clean the glass

6 What does the customer want cleaned every three months?

- A ○ Curtains
- B ○ Carpets
- C ○ Mats

7 What does the customer want done with clothes?

- A ○ Wash and iron the clothes
- B ○ Iron the clothes
- C ○ Clean and dry the clothes

### Questions 8-10

Complete the sentences below.

Write ONE WORD AND / OR A NUMBER for each answer.

- The agent's address is 12 8 _____ Road.
- Her house will get cleaned next 9 _____.

- The maximum time of cleaning service is **10** _____.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-17

Choose the correct letter, A, B, or C.

**11** The main purpose of the service is to

- **A** educate people.
- **B** persuade people to fly.
- **C** provide people with comfort.

**12** The number of people working at Sydney Airport is

- **A** 200.
- **B** 360.
- **C** 440.

**13** Dogs are chosen according to

- **A** their ability to stay calm.
- **B** their friendliness.
- **C** their skill at locating narcotics.

**14** The number of postal items processed last year amounted to

- **A** 4,400.
- **B** 52,000.
- **C** 72,000.

**15** People carrying items that are not allowed

- **A** will get arrested.
- **B** will be refused on board.
- **C** will be given a warning.

**16** Which of the following is NOT allowed to be taken on the flight?

- **A** Carry-on items
- **B** Plant seeds
- **C** Parcels

**17** What is the proper security protocol for a pocket knife found in a carry-on suitcase?

- **A** It is returned to the passenger after examination.
- **B** It is thrown away in a safe receptacle.
- **C** It is passed on to higher-level authorities.

## Questions 18-20

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

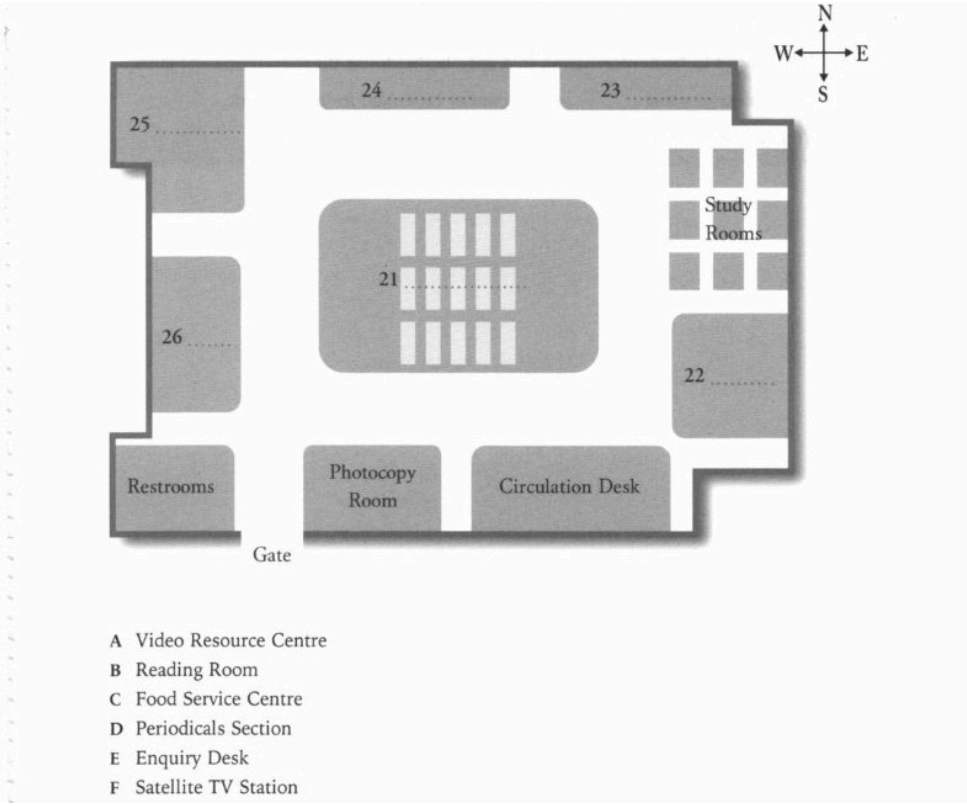
- The acceptable material for packing goods in Australia is **18** _____.
- The belongings most of time are refused due to problems with the **19** _____.
- The customs must be given notice of the goods from **20** _____ days before it arrives in Australia.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-26

Write the correct letter, A-F, next to questions 21-26.




A Video Resource Centre B Reading Room C Food Service Centre

D Periodicals Section E Enquiry Desk F Satellite TV Station

| | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| 21 | ○ | ○ | ○ | ○ | ○ | ○ |
| 22 | ○ | ○ | ○ | ○ | ○ | ○ |
| 23 | ○ | ○ | ○ | ○ | ○ | ○ |
| 24 | ○ | ○ | ○ | ○ | ○ | ○ |
| 25 | ○ | ○ | ○ | ○ | ○ | ○ |
| 26 | ○ | ○ | ○ | ○ | ○ | ○ |

### Questions 27-30

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- If you need to find information on a certain book, you can use **27** _____ check-out cards.
- If you want to find information in a specific field, use the **28** _____ guides.
- Computers in some **29** _____ cannot be linked to the network.

- You can find more information in a **30** _____ on my desk.

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-35

Choose the correct letter, A, B, or C.

**31** The student thought there were no crocodiles in Northern Africa because

- **A** ○ North Africa contains very little wildlife for the crocodile to prey on.
- **B** ○ she found no mention in the literature of their existence there.
- **C** ○ there is very little water in North Africa.

**32** Crocodiles live in groups of about

- **A** ○ 20.
- **B** ○ 38.
- **C** ○ 46.

**33** African crocodiles usually live in areas with

- **A** ○ hot, dry climates.
- **B** ○ hot, wet rainforests.
- **C** ○ warm, wet climates.

**34** Crocodiles in dry areas live in caves located

- **A** ○ underground.
- **B** ○ in mountainsides.
- **C** ○ underwater.

**35** What change caused changes in crocodile populations in North Africa?

- **A** ○ They were driven away by a fierce predator.
- **B** ○ Crocodiles evolved from desert creatures to wetland creatures.
- **C** ○ North Africa used to be wetland but slowly turned to desert over time.

### Questions 36-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.

- Desert crocodiles sometimes live in places with dry periods that last up to **36** _____ months.
- A hole dug by a female crocodile in which to lay eggs can have a **37** _____ of up to 60cm.
- Local people do not **38** _____ crocodiles.
- Crocodiles **39** _____ out of fear when humans populate their habitat.
- Researchers want to study more about population size, **40** _____, and relations to other populations of crocodiles.

# Transcripts

## Part 1

AGENT: Good morning. City House Services. How may I help you?

CUSTOMER: Good morning. I'd like to arrange to have my house cleaned.

AGENT: Certainly. I just need to ask a few questions. First, could I take your name?

CUSTOMER: Yes, it's Barbara Hill.

AGENT: Thank you. Next, is your house in London?

CUSTOMER: Yes, it's in Kingston in Southwest London.

AGENT: OK, Southwest London and... er, what's the postcode?

CUSTOMER: SW105.

AGENT: And what is the square footage and what rooms will we be cleaning?

CUSTOMER: The whole house is 268 square feet, and there is no need to clean all the rooms. I only want to have my bedrooms cleaned.

AGENT: OK, how many bedrooms does the house have?

CUSTOMER: Three bedrooms. Oh no, sorry, we used to have three bedrooms, but we only have two bedrooms now.

AGENT: Are those single bedrooms or doubles?

CUSTOMER: Doubles.

AGENT: Fine, two doubles...

CUSTOMER: There is one more room which needs cleaning. It was used as a bedroom before, and now we have converted it into an office.

AGENT: I understand. Three rooms have got to be cleaned, and are all of those rooms upstairs?

CUSTOMER: Yes. Then, downstairs we have a kitchen-diner, conservatory, and lounge. The kitchen-diner is quite large and has the usual equipment - cooker with oven, refrigerator, cupboards, and worktops. The conservatory has a lot of plants, but there's no need to take care of them. The lounge has a leather three-piece suite and a large coffee table.

AGENT: Thank you. And do you keep any pets?

CUSTOMER: Yeah, I really love keeping them. I've got two dogs and three cats.

AGENT: OK, then if our staff come over to offer the service, please take your pets away. Have you looked at our services packages?

CUSTOMER: Yes, I have one in front of me.

AGENT: Excellent.

AGENT: Any extra services you need - switching bed linen, working in the garden, cleaning the glass in the conservatory, that kind of thing?

CUSTOMER: Err... no... err... actually, replacing the bed linen... yes... that would be good.

AGENT: No problem. I'll just make a note of that. How about curtains, mats, and carpets? What would you like us to do with those items?

CUSTOMER: The curtains... I'll have to think about that. I think we should have the carpets cleaned really well every quarter. Mats can just be done with the laundry.

AGENT: Of course. How about clothes? We can have our staff wash and iron them, or we can have them taken to a dry cleaner's.

CUSTOMER: Washing and ironing. No, just ironing. That'll be OK.

AGENT: OK, fine. I know quite a bit about what you want now. I should let you know that we locate on 12 Amyes Road, that's A-M-Y-E-S.

CUSTOMER: Em.

AGENT: And we work from Monday to Sunday except Tuesday and Wednesday. Could you let me know when is convenient for you?

CUSTOMER: Next Friday... err... no, that's no good. My son invites his friends over in the afternoon that day. Perhaps next Thursday or next Saturday. Let me check, OK, next Thursday.

AGENT: When is it convenient for us to come over and provide the service? Is it OK if we come in the morning? Or we may come in the afternoon? It depends on your schedule.

CUSTOMER: I'm OK with any time. Just give me a call to let me know you're coming before you arrive.

AGENT: Sure, we will.

CUSTOMER: By the way, how long would it take for the service?

AGENT: We usually work 1-3 hours for house cleaning, and the work will take three hours at most. And of course, if it takes more than three hours, you should pay extra for it.

CUSTOMER: Er... fine.

AGENT: So, let me just do some calculations...

## Part 2

Hi everyone, and welcome to Sydney Airport. Today, I'll be giving you the inside information on the day-to-day operations of the Australian Quarantine Service here. We hope to provide you with a better understanding of why such heavy security regulations are necessary by educating you on how we operate and why we do the things we do. We're not here to try to persuade you to fly through Sydney Airport, though we hope you'll find your experience relatively stress-free and comfortable.

First things first, our personnel. Can anyone guess how many people work at Sydney Airport? We have 200 alone working in Terminal 2, so can you guess how many in the whole airport? I heard someone say 360, that's getting closer... What? Did someone say 2,000? That's way too high. Sydney Airport actually employs 440 people. A lot, right? And about half of those employees work in security-related matters.

Moving on to our not-so-human employees, let's come and see our favourite pooch, Milton. Milton is our best drug-sniffing dog on the force. He's friendly to most people - you can even come pet him at the end of our tour. Burnouts beware, though, he'll find everything. Notice that even though there are so many of us around him, Milton stays quite calm. This is the precise reason he was chosen for the job. Dogs that are chosen are not predisposed to sniff out different narcotics - that's something we teach them already.

So here's a part of the airport most people never notice - the cargo transport terminal. This is where packages are shipped to and from. Normally we ship around 4,400 packages per month. In this airport alone, over 52,000 packages were shipped in and out over the past year. We ship to and from 170 different countries. Not bad, eh? Probably it will go up to over 72,000 packages this year. And despite over 100 flights in and out of here daily, the number of lost or delayed packages is impressively low. If you send your package through here, rest assured we'll get it where it's going.

Let's move on to the area most of us are familiar with, the passenger terminals. In order to be allowed into this area, you must pass through security with your ticket and if you're travelling internationally, your passport. If you're travelling domestically, you just need a legal form of ID. If you don't have those, you will not be allowed to pass through security and board your flight.

During the security scan, your carry-on items will be checked for dangerous items such as weapons, sharp objects, and liquids that exceed our specified limit. If you attempt to pass any of the prohibited items on this list posted at the entrance, you are still allowed to board the plane, but you'll be given a warning and your item will be confiscated. Don't worry, we will not arrest you for having too much shampoo in your bag, or anything like that.

We also search your carry-ons and parcels for any perishable items. We prohibit the transportation of local vegetation and prohibit parcels containing any insects in them. You may or may not have learned about this in Biology class, but when some plants are introduced to a new environment, they spread wildly and wipe out the current species around it. It is important to control the introduction of new plants into an ecosystem, so we must prohibit the transport of any fertile seeds.

So what happens to parcels containing possibly suspicious items? It's of course something we do not take lightly here. If an object passes through the scanner that appears suspicious in any way, it is separated out for manual search by a member of our trained security personnel. If an illegal plant or simple sharp object like a pocket knife is found, it is simply disposed of in our biohazard waste containers, and the package itself is returned to the sender (or passenger, if it is for a passenger flight). More serious weapons are reported to higher authorities for investigation.

As far as parcel security, the material of the parcel is important. For shipped goods, the most common material used (and the most widely accepted) is paper. Make sure it is packed sturdy enough, with no rips or tears. We've definitely had packages rip open before due to haphazard packing. A more common problem, though, is the package labels. When an item does not make it to the right place, this is the most common reason. The label may not be in the right place or marked clearly enough.

If you're receiving any items from abroad that must be declared, please remember our guidelines in order to ensure the timely delivery of your item. Make sure it is packed correctly, and we ask that you notify customs between 2 and 10 days within the item's scheduled arrival date.

Okay, before we move on, are there any questions?

## Part 3

MR. SMITH: Welcome! Please come in and gather over here around the tables. My name is Adam Smith, and I'm the librarian here. I'll show you around today and explain how to use these facilities. Hopefully when I'm done with it, you'll know the ropes, and please feel free to let me know of any questions or concerns that you may have. Now, we're at the gate of the library. Upon entering into the door, you'll find that the restrooms are on your left-hand side, and opposite them is a Photocopy Room. Many of you are wondering about the check-in and check-out process. What you have to do is go to the Circulation Desk, which is to the east of the Photocopy Room. The Reading Room is a really large area in the centre of the library, just to the north of the Circulation Desk. I'm sure you won't miss it. If you're here to do research, this is where you should bring books to look through. However, if you're here to do any group projects or other interactive activities, I advise you to use one of the study rooms, which are just to the east of the Reading Room. Moving on to the southeast corner, we have the Periodicals Section, just next to the study rooms. We have a collection of different newspapers and magazines in this section. You can get last week's weather reports, or all the top stories five years ago - our periodicals can be traced back 20 years to the time when our school library was built. Ah, our first question! Yes?

STUDENT: Can we check out magazines from the library?

MR. SMITH: I'm sorry, but you cannot take any periodicals out of the library. You're welcome to read them for as long as you want while you're here, but you cannot check them out.

STUDENT: I wonder if there is any place where we can get some food in the library. Do we have a store here?

MR. SMITH: Of course. The Food Service Centre is just metres away from the study rooms. It's on the northeast corner as you look at the map. The Food Service Centre offers different kinds of snacks though it's not big. Well, moving on along to the west, you will find the Video Resource Centre on your right hand. We have educational videos and documentaries, as well as major motion pictures. We ask that you pay attention to the tag on the video that you pick up, as many of our documentaries are for on-site viewing only and may not be taken out of the library. To the west of the Video Resource Centre is our Satellite TV Station. Here we stream the news from Channel 19 for most of the day.

STUDENT: How many channels does it have?

MR. SMITH: (laughs) It does have nearly 200 channels, but we generally will give top priority to channels with some big events, like presidential addresses or other breaking news. During the coverage of the presidential debate, students will take a break from studying and flock to watch it. Last but perhaps most important is the Enquiry Desk. It's just on the left-hand side when you walk into the library, so it's impossible to miss it. If you have any questions about how to use equipment or where to find something, come and ask the assistant. Don't be shy, because that's what they're here for!

MR. SMITH: Speaking of questions, one of the questions we get asked is how to actually check out a book once a student has picked one out. If it's a fiction or non-fiction book, look for the pink and yellow check-out card inside the back cover of the book. You can also find information about the book on these cards, including its publishing date, genre, ISBN, and a log of dates it's been checked out before. Present this card to me or any library assistant, and we'll stamp it and then the book can be kept for three weeks.

You can find general information on a field of study by using one of our subject guides. We have them on paper here, but any of our computers will allow you to search within fields as well.

STUDENT: What if the library doesn't have a resource we're looking for?

MR. SMITH: Great question, I'm going to address that. Our library is in a network with a number of other universities in the area, so if there is something you're looking for and it's available somewhere in the area, we'll be able to get it for you. However, there are universities which are not part of the network, so we do not share resources with them. If you want more information about the library and its resources, you'll find it in a labelled blue folder on my desk in the enquiry section.

Okay, so that's a lot of information all at once, and I don't expect you to remember it all. The most important thing is, please be respectful of the staff and if you need help with anything at all, come and ask me or one of the assistants. Alright, any questions?

## Part 4

Good morning. Today, we will continue our study of Crocodylus niloticus by talking about its living habits. We've already discussed the evolutionary attributes that set it apart from its crocodile relatives. Does everyone remember that?

Yes, it has an extremely narrow snout, and three or four rows of protective scales on its back, as compared to two rows on other members of the Crocodylus genus.

Let's take a look at how these carnivorous man-eaters live, where they live, and finally, whether they really deserve their vicious reputation.

To start, I'd like to address a great question posed to me by a student during yesterday's office hours. We talked about the distribution of crocodiles in Africa and saw that they are highly concentrated in the South and West of the continent. This student noticed that on the map displaying the distribution of crocodiles across Africa, there were no crocodiles in the Northern Region, and found no mention in the literature of the existence of crocodiles in the North of Africa. Why might there be no crocodiles in North Africa? Let's save this question for later in the lecture.

To find out more about the social habits of the African crocodile, one researcher named Tara Shine of the University of Ulster in Northern Ireland conducted a survey of the wetlands in Mauritania and received reports of 46 crocodiles living in one group, or float as we say when referring to crocodiles, though the usual number is a little less than half of that.

In general, crocodiles are more highly concentrated in wet, subtropical environments near bodies of water and rich vegetation. While South American crocodiles thrive in cool rainforests, the African crocodile is more equipped for heat. Though they can survive at the hot temperatures found in some deserts, they are not equipped to handle dry climates and thus cannot survive in places like the Sahara Desert of North Africa. As cold-blooded animals, crocodiles' core temperatures fluctuate from their average of 38 degrees Celsius as external conditions change, thus they need to avoid extreme temperatures. Others live an underwater life, keeping a body temperature close to that of the water. As their own unique method of regulating their body temperatures, some African crocodiles have made dens by digging holes in the ground to provide themselves with a cool, dark place to retreat from the hot African sun.

Speaking of the hot African sun, let's go back to the question asked at the beginning of the lecture. We know that there used to be crocodiles in Northern Africa, yet today there are none. What are some possible explanations for this?

Some students have suggested that the African crocodile has evolved from a desert creature into a wetland creature, thus causing them to migrate south for more appropriate condition. Others presume that the crocodile was hunted out of Northern Africa by a fiercer predator. While these are intelligent guesses, the real story is a little bit different.

The key to this migration is that the Sahara Desert did not always cover the North of Africa. About 8,000 years ago, the land was fertile wetlands perfect for breeding crocodiles. Over time, though, the area dried out and the wetland slowly turned to desert, leading the African crocodile to migrate south to the marshlands they call home today.

Some crocodiles did, however, adapt to living in dry conditions. In Mauritania, some crocodiles have learned to survive in an area where they can go up to 8 months with no water by spending the driest of times in what's called a torpor, or short period of hibernation. To utilise every bit of rainfall, these desert

crocodiles dig underground caves that collect runoff, thus staying cool and hydrated.

During the mating period in November and December, males attract females to their viciously protected territory through a number of behaviours that range from snapping their jaws all the way to sending infrasonic pulses through the water. Afterwards, the female digs a hole up to 60cm in depth to store the eggs for an 80-day incubation period. The female protects these eggs during the period, and sometimes even helps crack the eggs with her snout at the end.

These teeth-gnashing carnivores are softer than we think. Although these vicious creatures have attacked humans on a few occasions, the residents are not afraid of them. In fact, they show a great deal of reverence towards these wondrous creatures. Some say that crocodiles bring water to their habitat, so if they leave, they will bring the water with them. Obviously this is not true, but it demonstrates the admiration the inhabiting people have for crocodiles.

Generally, crocodiles do not predate on humans. They attack when humans populate the crocodiles' habitat, instilling fear and uneasiness in the crocs. Like any other species, crocodiles are known to attack when feeling fear.

There's still a lot more to be discovered about the African crocodile. Researchers want to know more about the population size, how many crocodiles inhabit Africa in all, how they form separate floats, etc.

There is still also much to learn about migration patterns, and relations to other populations of crocodiles now found in other parts of the world.

Next time, we'll examine a few specific case studies of crocodile populations in Southern Africa.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Southwest** | Yes, it's in Kingston in Southwest London |
| 2 | **double** | AGENT: Are those single bedrooms or doubles? CUSTOMER: Doubles. AGENT: Fine, two doubles |
| 3 | **office** | There is one more room which needs cleaning. It was used as a bedroom before, and now we have converted it into an office |
| 4 | **lounge** | Then, downstairs we have a kitchen-diner, conservatory, and lounge |
| 5 | **A** | AGENT: Any extra services you need – switching bed linen, working in the garden, cleaning the glass in the conservatory, that kind of thing? CUSTOMER: Err no err actually, replacing the bed linen yes that would be good. AGENT: No problem. I'll just make a note of that |
| 6 | **B** | I think we should have the carpets cleaned really well every quarter |
| 7 | **B** | Washing and ironing. No, just ironing. That'll be OK |
| 8 | **Amyes** | I should let you know that we locate on 12 Amyes Road, that's A-M-Y-E-S |
| 9 | **Thursday** | Perhaps next Thursday or next Saturday. Let me check, OK, next Thursday |
| 10 | **3 hours** | the work will take three hours at most |
| 11 | **A** | We hope to provide you with a better understanding of why such heavy security regulations are necessary by educating you on how we operate and why we do the things we do |
| 12 | **C** | Sydney Airport actually employs 440 people |
| 13 | **A** | Notice that even though there are so many of us around him, Milton stays quite calm. This is the precise reason he was chosen for the job |
| 14 | **B** | In this airport alone, over 52,000 packages were shipped in and out over the past year |
| 15 | **C** | If you attempt to pass any of the prohibited items on this list posted at the entrance, you are still allowed to board the plane, but you'll be given a warning and your item will be confiscated |
| 16 | **B** | It is important to control the introduction of new plants into an ecosystem, so we must prohibit the transport of any fertile seeds |
| 17 | **B** | If an illegal plant or simple sharp object like a pocket knife is found, it is simply disposed of in our biohazard waste containers, and the package itself is returned to the sender (or passenger, if it is for a passenger flight) |
| 18 | **paper** | For shipped goods, the most common material used (and the most widely accepted) is paper |
| 19 | **package labels** | A more common problem, though, is the package labels. When an item does not make it to the right place, this is the most common reason |
| 20 | **two to ten** | Make sure it is packed correctly, and we ask that you notify customs between 2 and 10 days within the item's scheduled arrival date |
| 21 | **B** | The Reading Room is a really large area in the centre of the library, just to the north of the Circulation Desk |
| 22 | **D** | Moving on to the southeast corner, we have the Periodicals Section, just next to the study rooms |
| 23 | **C** | The Food Service Centre is just metres away from the study rooms. It's on the northeast corner as you look at the map |
| 24 | **A** | Well, moving on along to the west, you will find the Video Resource Centre on your right hand. We have educational videos and documentaries, as well as major motion pictures |
| 25 | **F** | To the west of the Video Resource Centre is our Satellite TV Station. Here we stream the news from Channel 19 for most of the day |
| 26 | **E** | Last but perhaps most important is the Enquiry Desk. It's just on the left-hand side when you walk into the library, so it's impossible to miss it |
| 27 | **pink and yellow** | If it's a fiction or non-fiction book, look for the pink and yellow check-out card inside the back cover of the book. You can also find information about the book on these cards, including its publishing date, genre, ISBN, and a log of dates it's been checked out before |
| 28 | **subject** | You can find general information on a field of study by using one of our subject guides |
| 29 | **universities** | Our library is in a network with a number of other universities in the area, so if there is something you're looking for and it's available somewhere in the area, we'll be able to get it for you. However, there are universities which are not part of the network, so we do not share resources with them |

| # | Answer | Explanation |
|---|---|---|
| **30** | **blue folder** | If you want more information about the library and its resources, you'll find it in a labelled blue folder on my desk in the enquiry section |
| **31** | **B** | This student noticed that on the map displaying the distribution of crocodiles across Africa, there were no crocodiles in the Northern Region, and found no mention in the literature of the existence of crocodiles in the North of Africa |
| **32** | **A** | conducted a survey of the wetlands in Mauritania and received reports of 46 crocodiles living in one group, or float as we say when referring to crocodiles, though the usual number is a little less than half of that |
| **33** | **C** | In general, crocodiles are more highly concentrated in wet, subtropical environments near bodies of water and rich vegetation |
| **34** | **A** | To utilise every bit of rainfall, these desert crocodiles dig underground caves that collect runoff, thus staying cool and hydrated |
| **35** | **C** | The key to this migration is that the Sahara Desert did not always cover the North of Africa. About 8,000 years ago, the land was fertile wetlands perfect for breeding crocodiles. Over time, though, the area dried out and the wetland slowly turned to desert, leading the African crocodile to migrate south to the marshlands they call home today |
| **36** | **8/eight** | In Mauritania, some crocodiles have learned to survive in an area where they can go up to 8 months with no water by spending the driest of times in what's called a torpor, or short period of hibernation |
| **37** | **depth** | Afterwards, the female digs a hole up to 60cm in depth to store the eggs for an 80-day incubation period |
| **38** | **fear** | Although these vicious creatures have attacked humans on a few occasions, the residents are not afraid of them |
| **39** | **attack** | They attack when humans populate the crocodiles' habitat, instilling fear and uneasiness in the crocs |
| **40** | **migration patterns** | There is still also much to learn about migration patterns, and relations to other populations of crocodiles now found in other parts of the world |

# Test 71

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Tourism Survey**

**Example**

**Name:** Robert Goddard

**Destination:** Melbourne

**Total number of visits:** 1 _____

**Best thing about the city:** 2 _____

**Favourite attraction:** 3 _____

**Best thing about the destination's dining options:** 4 _____ of food

**Method of transport to destination:** by 5 _____

**Age group:** 6 _____

**Income level:** 7 _____

**Purpose of visit:** on business

8 _____

**Occupation:** 9 _____

• writer for a travel magazine

**Opinion of cost of accommodation:** 10 _____

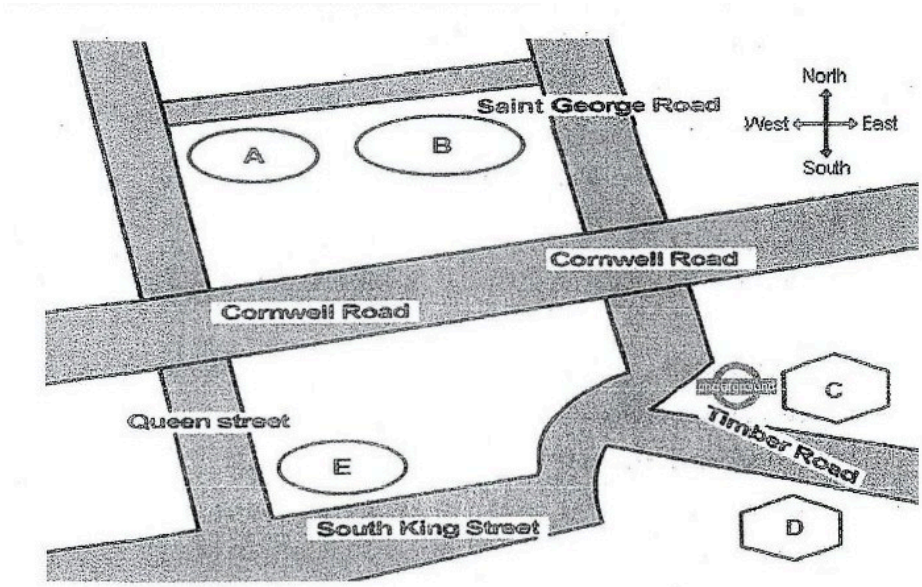
## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Label the map below.

Write the correct letter, A-E, next to questions 11-15.




11 Science Museum .....

12 National History Museum .....

13 Car Park .....

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 11 Science Museum | ○ | ○ | ○ | ○ | ○ |
| 12 National History Museum | ○ | ○ | ○ | ○ | ○ |
| 13 Car Park | ○ | ○ | ○ | ○ | ○ |
| 14 Shopping Mall | ○ | ○ | ○ | ○ | ○ |
| 15 Primary School | ○ | ○ | ○ | ○ | ○ |

### Questions 16-20

What is the improvement of each main point of interest in the area?

Choose FIVE answers from the box and write the correct letter, A-G, next to questions 16-20.

A. New entrance

B. Free lunch provided

C. Free information provided

D. Increase in size

E. Additional signs

F. New exhibitions

G. New structure

**16** Car Park _____

**17** Primary School _____

**18** Science Museum _____

**19** National History Museum _____

**20** Shopping Mall _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Choose the correct letter, A, B or C.

**21** The proposal will

- **A** ○ be reviewed by two examiners.
- **B** ○ be added to the final grade.
- **C** ○ be returned with feedback.

**22** The proposal will consist mostly of

- **A** ○ topics.
- **B** ○ methods.
- **C** ○ results.

**23** For the practice paper, the tutor has directed the students to make sure to

- **A** ○ pay attention to time limits.
- **B** ○ write at least 6,000 words.
- **C** ○ keep on topic.

### Questions 24-30

Complete the sentences below.

Write ONE WORD AND/OR A NUMBER for each answer.

- There is no need for **24** _____ with many people.
- Pay attention to the **25** _____ of the final report.
- Prepare **26** _____, one for the teacher, another for the students themselves.
- The deadline of the final paper is **27** _____.
- The students can **28** _____ their topics before the beginning of April.
- Students deciding to change topics must deliver a **29** _____ to the teacher in advance.
- At the beginning of the report, the hypothesis and an outline of the **30** _____ are needed.

## PART 4 — QUESTIONS

Part 4 audio

# Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

**Advertising Effect**

**The important factor to consider**

- The **31** _____ customers must travel affects the probability that they will buy the product.

**Methods of communication**

- Advertising slogans are easier to remember if there is a **32** _____ played with them.
- Mandy's Candy Store appeals to people's sense of **33** _____ to draw in customers.
- To an ad campaign for digital products, it is **34** _____ that is extremely important.

**Effect on your product sales**

- The customer's **35** _____ after he or she experiences the ad is most important.

**Marketing strategies**

- On international flights, it is wise for advertisements to be displayed in the common **36** _____ of most passengers.
- Very few young people buy **37** _____.
- The UNESCO website would be a good place to advertise for companies aiming to improve the **38** _____.
- One good location to place ads for sunscreen is the **39** _____.
- A good scene for a water purification commercial would be the **40** _____.

# Transcripts

## Part 1

MAN: Hello?

WOMAN: Hi, good morning, this is Talia from Parrot Bay Travel Agency. Is Robert Goddard there?

MAN: Yes, speaking.

WOMAN: I'm so sorry that I made such an early phone call, and I'm calling to ask a few questions about your most recent vacation – could I have five minutes of your time?

MAN: Sure thing.

WOMAN: Great, thanks. Now, I see here that you visited Melbourne. Was this your first visit to Melbourne?

MAN: No, I have actually been there twice before.

WOMAN: I see. Now, what would you say was your favorite part about Melbourne?

MAN: Well, I did like seeing the exotic wildlife, and there are great sites to see, but I have to say I was most impressed by the amazing weather.

WOMAN: Yeah, the weather there is amazing. Which of the sites listed as part of our official tour did you see, and of those, which was your favorite?

MAN: First I saw the theatre, which was beautifully designed. It was not nearly as cool as the Town Hall though – the building is a huge part of Melbourne's history. Definitely my favourite. I saw the aquarium too, but wasn't too impressed.

WOMAN: I see. Yes, people often have great reviews of Town Hall. Now I would like to ask you about your dining experience. Did you enjoy the food there?

MAN: Absolutely - I loved it!

WOMAN: I'm glad to hear it. Could you tell me a little bit about what you most enjoyed about the food?

MAN: Being such an international city, I loved the variety - I could find any type of food I wanted. Whether I wanted seafood, burgers, or anything else, you name it and they had it.

WOMAN: Did you drive to Melbourne?

MAN: No, I flew. I thought about going by train, but in the interest of time I decided to go by plane.

WOMAN: Right, I see.

WOMAN: And would you mind telling me whether you are under 20, between the ages of 20 and 40, or older than 40?

MAN: Er, it would be nice if I were still under 20. My vacation probably would have been quite different. Actually though, I just turned 41 last week.

WOMAN: Oh, happy birthday! So did you treat yourself and fly first class?

MAN: Ha! No way. I would love to have a budget that high. I'm more in the mid-range income level. I wasn't always though - I spent much of my life in a low-income household.

WOMAN: I see. That answers my next question then, of income level. And what was the purpose of this visit?

MAN: I had to go there on business a lot before and decided I would go there for tourism this time.

WOMAN: I see. And what is your occupation?

MAN: I am mainly a computer programmer. I also write for a travel magazine on the side, which is why I visited Melbourne before, but it's not my main source of income.

WOMAN: I see. Wow, it sounds like you work a lot!

MAN: Yes, I am very busy, which is exactly why I took a nice week-long vacation to Melbourne.

WOMAN: I completely agree. Would you care to comment on your accommodation?

MAN: My hotel was good value. Staying in the city can get really expensive, so it was nice to find such a good price for the location and quality. I'm glad I didn't end up in some cheap motel in the middle of nowhere.

WOMAN: I'm glad you didn't either. Well, thank you for taking part in our survey, and I'm glad you enjoyed your vacation!

MAN: No problem. Take care!

## Part 2

Thank you all for coming to our community meeting. As you know, we are excited to unveil our improvement plan as we look forward to the influx of tourists in the summer months. I'll start with a quick overview of the main points of interest in the area for anyone who may not quite know his or her way around yet,

and then I'll get into the improvements made.

First off is my favorite, the Science Museum, which is on the corner of Saint George Road. If you have not visited it yet, I encourage you to go before the busy season. It is absolutely spectacular - there is even a flight simulator you can try out!

Just west of the Science Museum is the National History Museum. It's a site not to be missed as well, with each floor devoted to a different era in our nation's history. There are special exhibits for children with interactive games and fun history lessons, too.

If you're looking for parking, it is available on the intersection of Queen Street and South King Street in the Car Park. Standard hourly and daily rates do apply.

The best place for souvenirs is the Shopping Mall, though it gets extremely busy during peak times. You can get there from the tube, or the entrance on Timber Road, just south of Cornwell Road.

This area has students everywhere, usually from the Primary School across the street from the Shopping Mall. Classes often take field trips and engage in guided tours through the area.

So that's the overview of the main sites and hopefully by now I've given you a general idea of the area.

Now I'm going to outline the improvements we have made in our efforts to make the experience even better for each and every one of our visitors.

You probably noticed when you first drove into the Car Park this morning, that there is now additional signage to help avoid confusion. The directions were not entirely clear at first, so we have increased the number of one-way signs indicating the correct direction of traffic flow.

Not far from there, in line with our mission of giving back to the community, we constructed a brand new playground for the Primary School. It is really something to be excited for - the equipment is state-of-the-art and includes swings, a small climbing wall, and even an obstacle course.

Now we'll head north and take a look at the Science Museum. In response to our feedback from past visitors to the museum, there is now free information available outlining not only upcoming IMAX showings, but also natural wonders like meteor showers, eclipses, and other cool natural events.

The Science Museum isn't the only Museum improving the experience of its visitors. The National History Museum has added an entire new wing to its facility to accommodate the large crowds of people gathering to see the Civil War exhibit, inventions timeline exhibit, and other wonderful sections of the museum. The increase in space will definitely give a more calm, comfortable experience for visitors.

And finally, remember when there was actually a line at the mall entrance from the Tube Station? It was terrible trying to get anywhere from the Tube because foot traffic got so backed up sometimes. We have addressed that by adding another entry point into the mall from the other end of the platform to disperse the crowd.

So those are the major improvements we have made. Clearly having too many people that want to visit and enjoy what our community has to offer the public is a good problem to have, and I am confident that we have made the changes necessary to accommodate the growing interest in the area.

As always, we welcome any questions, comments, or concerns about the new improvement plan. In a few minutes I will open up the floor for questions but you can also contact me or any other board member by email or through the city website. Thank you for coming, and I now encourage you to stay for the Questions and Answers panel occurring between now and 10.30...

## Part 3

TUTOR: So you were both given your project assignments for your senior thesis today, right?

JANE: Yes, and we already have to submit our topics next week!

MARK: But how could they give us a grade this soon?

TUTOR: No, next week's due date will not be counted towards your final grade. The teachers are just going to read your topic and give you feedback.

JANE: Oh, I see. So first we should come up with our topics, and then what?

TUTOR: Well, once you know what you want to study, you need to think about how you'll study it. You need to decide on your research methods. The methods will be the main part of your paper.

MARK: What about the results section?

TUTOR: Well, I can give you feedback on that, but you will be the one carrying out an experiment and thus will have to produce the results on your own. What I would like to do today is practice writing research papers before you even begin your report. I'll give you samples of old data from past experience, and you can practice writing results and drawing conclusions.

JANE: I think that would be really helpful.

MARK: Yeah, it sounds like a lot of extra work, but I'm sure it will make our actual project easier.

TUTOR: You are exactly right. So let's get started. First, let's try this simple experiment on fruit flies. Read the information, and then take 25 minutes to summarise a results and conclusion section. That's really important - pay attention to the time limit.

JANE: OK, does it still have to be 6,000 words?

TUTOR: No, don't worry about that.

MARK: What if we get off topic?

TUTOR: I wouldn't worry too much – you will have so much information to write about that it should be easy to stay on topic.

JANE: But what about other sources?

TUTOR: Well for this assignment, you can use the one from your textbook. In your actual paper, you should find old experiments that support your topic.

MARK: So do we need to find different types of sources? For instance, should I be conducting lots of interviews to use in my paper?

TUTOR: No, there's no need to conduct lots of interviews or anything like that.

MARK: OK, I'm ready to get started. I'm still a little confused though, on how we should format our paper.

TUTOR: Don't worry about it for now, but on your final paper, make sure to pay attention to the format. It should follow the guidelines exactly.

JANE: Oh man, I'm starting to understand why they give us all semester to do this. Are there any other small details like that that we should know about?

TUTOR: Not a whole lot, make sure you provide two copies - one for your teacher of course, but one for yourself as well. And of course, you know the due date, right?

MARK: Uh, it's April 11, right?

JANE: What? No! It's May 11. Right?

TUTOR: Yes. The due date is May 11. Write it down!

MARK: Oh wow. Yeah, I need to note it. Also, I'm having trouble finding information on my topic. What if I can't find enough good sources?

TUTOR: It's alright to change your topic. Just make sure to do it before the beginning of April.

MARK: Oh really? Wow, I'm definitely going to change it then.

TUTOR: Just make sure to write a note to your teacher letting him or her know.

JANE: Okay. So getting back to writing this sample paper, where do we start? Should I just explain the experiment and what happened?

TUTOR: Well, you need to start with your hypothesis – what you think will happen – and then describe your procedure. Then you can write up the results and your conclusions.

JANE: Oh boy, I don't know if I can handle any more instructions...

## Part 4

Hello class, and welcome back to Marketing Strategies. This week I will expand upon last week's lecture by talking about factors you should consider when creating advertising materials and the effects they can have on your product sales.

Lesson one: limit your advertising to the geographic area of your target market. Though you may have a product that people want in a large area, the distance that customers are willing to travel is a significant factor in their choice of where to purchase that product.

Take this example - if you are really hungry and decide you want a burrito, would you choose the restaurant that is a block from your apartment, or the one that is just as good – or even slightly better - across town? Of course you'll pick the closer restaurant.

Next, there's the method of communication to your target market. How do you decide among radio ads, TV commercials, fliers, or even word of mouth?

While we often think of the visual presentation of ads, there is much more to advertising than the look. Studies show that consumers are much more likely to remember advertising slogans if there is also a sound played. Did you know that your sense of smell is closely linked with memory? Think about Mandy's Candy Store up the road. Every time you walk past it, you can just smell the chocolate, right? I bet you can almost smell it now. Just mentioning the name brings about the smell memory, and in turn a chocolate craving. What better way to sell chocolate bars?

Obviously sometimes appealing to the senses isn't the most practical way to advertise. For example, it is a good idea to come up with a marketing strategy that adapts to the product, especially digital products. The flexibility of this kind of product is extremely important, so it is very common for advertisers to form one single layout for all of their ads - the visual, the medium, even the majority of the content - and simply update the ad each time they come out with a new version.

Remember, advertising is all about stirring up the right feeling in your potential customers, whether by stimulating the senses, appealing to intellect, and so on. Once the customer experiences the ad, the important thing is his or her reaction. Someone could love the ad you made, but unless he or she considers buying the product, you have failed to get the reaction you were looking for.

So once you have successfully reached your target customer and you have his or her business, often you will want to expand to a larger market. More often than not, the same marketing strategies you used in your small campaign may not work for a larger audience. The larger you scale your product, the more factors you must consider. For instance, Apple operates worldwide, so they must tailor their advertising for each market they enter. Often you'll see Apple ads on international flights that appear not only in English, which is the lingua franca of most regions, but also in the native language of the majority of passengers. I traveled to Russia last week, and it was really interesting to see the same Nike ad that I have seen a hundred times - except this time it was in Russian!

Okay, going back to the medium of the advertisement, even after choosing to create print ads (instead of radio announcements, television commercials, etc) there is more to consider. If you print your ad in a newspaper, it will be read by a far different audience than if you print your ad in a popular magazine. Would you put an ad for the new Justin Bieber album in a newspaper? Probably not, because that product is most suitable for youths. Let's face it - do you know anyone under the age of 25 that buys a newspaper? No!

Now let's try a few strategy exercises. Imagine you are a company that is aiming to improve the environment by making products that reduce human waste. How would you advertise your product? Clearly it would send the wrong message if you put up fliers or other materials that cause lots of waste paper. Consider instead putting commercials on the Health Channel, or buying ad space on websites like UNESCO.

Or here's another example: What is one great place to advertise suntan lotion? How about a swimming pool? It has the exact group of people that need the product.

Alright, one last thing. Let's say you're filming a commercial for a water filter pitcher. What would be good scenery to use for the background? Think about somewhere calm and relaxing with clean, fresh water. Can't you see how much more effective a commercial with the beautiful scenery and flowing rivers of a national park would be than, say, water dripping from a tap?

So to wrap things up today, think about the geography of your target market, the type of marketing material you should use, and the most effective way to appeal to the customer in order to make a successful ad campaign.

That is all I have for you all today. Make sure to read through chapter 8 for Monday if you have not done so already. OK, now I'd be happy to answer any questions you may have...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **3 times/three times** | Was this your first visit to Melbourne? MAN: No, I have actually been there twice before |
| 2 | **(amazing) weather** | Well, I did like seeing the exotic wildlife, and there are great sites to see, but I have to say I was most impressed by the amazing weather |
| 3 | **Town Hall** | First I saw the theatre, which was beautifully designed. It was not nearly as cool as the Town Hall though – the building is a huge part of Melbourne's history. Definitely my favourite |
| 4 | **variety** | Being such an international city, I loved the variety – I could find any type of food I wanted. Whether I wanted seafood, burgers, or anything else, you name it and they had it |
| 5 | **plane** | No, I flew. I thought about going by train, but in the interest of time I decided to go by plane |
| 6 | **over 40/older than 40** | Actually though, I just turned 41 last week |
| 7 | **mid-range** | I would love to have a budget that high. I'm more in the mid-range income level |
| 8 | **tourism** | I had to go there on business a lot before and decided I would go there for tourism this time |
| 9 | **computer programmer** | I am mainly a computer programmer. I also write for a travel magazine on the side, which is why I visited Melbourne before, but it's not my main source of income |
| 10 | **good value** | My hotel was good value |
| 11 | **B** | First off is my favorite, the Science Museum, which is on the corner of Saint George Road |
| 12 | **A** | Just west of the Science Museum is the National History Museum |
| 13 | **E** | If you're looking for parking, it is available on the intersection of Queen Street and South King Street in the Car Park |
| 14 | **C** | You can get there from the tube, or the entrance on Timber Road, just south of Cornwell Road. This area has students everywhere, usually from the Primary School across the street from the Shopping Mall |
| 15 | **D** | This area has students everywhere, usually from the Primary School across the street from the Shopping Mall |
| 16 | **E** | You probably noticed when you first drove into the Car Park this morning, that there is now additional signage to help avoid confusion. The directions were not entirely clear at first, so we have increased the number of one-way signs indicating the correct direction of traffic flow |
| 17 | **G** | Not far from there, in line with our mission of giving back to the community, we constructed a brand new playground for the Primary School |
| 18 | **C** | Now we'll head north and take a look at the Science Museum. In response to our feedback from past visitors to the museum, there is now free information available outlining not only upcoming IMAX showings, but also natural wonders like meteor showers, eclipses, and other cool natural events |
| 19 | **D** | The National History Museum has added an entire new wing to its facility to accommodate the large crowds of people gathering to see the Civil War exhibit, inventions timeline exhibit, and other wonderful sections of the museum. The increase in space will definitely give a more calm, comfortable experience for visitors |
| 20 | **A** | We have addressed that by adding another entry point into the mall from the other end of the platform to disperse the crowd |
| 21 | **C** | No, next week's due date will not be counted towards your final grade. The teachers are just going to read your topic and give you feedback |
| 22 | **B** | The methods will be the main part of your paper |
| 23 | **A** | Read the information, and then take 25 minutes to summarise a results and conclusion section. That's really important – pay attention to the time limit |
| 24 | **interviews** | No, there's no need to conduct lots of interviews or anything like that |
| 25 | **format** | Don't worry about it for now, but on your final paper, make sure to pay attention to the format. It should follow the guidelines exactly |
| 26 | **2 copies** | make sure you provide two copies – one for your teacher of course, but one for yourself as well |
| 27 | **May 11** | JANE: What? No! It's May 11. Right? TUTOR: Yes. The due date is May 11. Write it down |
| 28 | **change** | It's alright to change your topic. Just make sure to do it before the beginning of April |
| 29 | **note** | Just make sure to write a note to your teacher letting him or her know |
| 30 | **procedure** | Well, you need to start with your hypothesis – what you think will happen – and then describe your procedure |

| # | Answer | Explanation |
|---|---|---|
| **31** | **distance** | the distance that customers are willing to travel is a significant factor in their choice of where to purchase that product |
| **32** | **sound** | Studies show that consumers are much more likely to remember advertising slogans if there is also a sound played |
| **33** | **chocolate** | Think about Mandy's Candy Store up the road. Every time you walk past it, you can just smell the chocolate, right |
| **34** | **flexibility** | The flexibility of this kind of product is extremely important, so it is very common for advertisers to form one single layout for all of their ads – the visual, the medium, even the majority of the content – and simply update the ad each time they come out with a new version |
| **35** | **reaction** | Once the customer experiences the ad, the important thing is his or her reaction |
| **36** | **languages** | Often you'll see Apple ads on international flights that appear not only in English, which is the lingua franca of most regions, but also in the native language of the majority of passengers |
| **37** | **newspaper(s)** | Would you put an ad for the new Justin Bieber album in a newspaper? Probably not, because that product is most suitable for youths. Let's face it – do you know anyone under the age of 25 that buys a newspaper? No |
| **38** | **environment** | Imagine you are a company that is aiming to improve the environment by making products that reduce human waste. How would you advertise your product? Clearly it would send the wrong message if you put up fliers or other materials that cause lots of waste paper. Consider instead putting commercials on the Health Channel, or buying ad space on websites like UNESCO |
| **39** | **swimming pool** | What is one great place to advertise suntan lotion? How about a swimming pool |
| **40** | **national park** | Can't you see how much more effective a commercial with the beautiful scenery and flowing rivers of a national park would be than, say, water dripping from a tap |

# Test 72

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Phone Interview**

Name: John Murphy

*Example*

Position applying for: lifeguard

Street Address: 45 **1** _____ Court

Contact phone number: **2** _____

Current part-time job: **3** _____

Previous job at Ridgemont High School: **4** _____

Additional relevant work experience: **5** _____

Relevant skills/qualifications: CPR certification & **6** _____

CPR certification expiration date: **7** _____

Preferred weekly shift: **8** _____

Time available to start work: **9** _____

Advertisement source: **10** _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-20

Choose the correct letter, A, B or C.

**11** The lecture was organised by

- **A** City of Nottingham.
- **B** University of Nottingham Students' Union.
- **C** Nottingham Police Department.

**12** The majority of crime on campus is

- **A** Drugs and Alcohol.
- **B** Violence.
- **C** Theft.

**13** The campus crime rate has ..... so far this year.

- **A** increased
- **B** decreased
- **C** stayed the same

**14** Why is there added concern about crime?

- **A** exaggeration in media
- **B** crime TV shows
- **C** factual news articles

**15** Carlos says if you are the victim of a crime, you should

- **A** run away.
- **B** resist.
- **C** seek help.

**16** What is the primary method for increasing safety?

- **A** informing students and staff of safety precautions
- **B** offering free self-defense courses to students
- **C** reminding students to carry a mobile phone at all times

**17** If a student must work late, it is most important to

- **A** not return home until the morning.
- **B** go back with a friend.
- **C** bring a mobile phone.

**18** It is dangerous to

- **A** ○ drive home late at night.
- **B** ○ carry a knife.
- **C** ○ carry pepper spray.

**19** Students who complete a self-defense course are

- **A** ○ more aware of dangers.
- **B** ○ mentally tougher.
- **C** ○ walking more confidently.

**20** A university is

- **A** ○ not surrounded by walls.
- **B** ○ patrolled by military.
- **C** ○ completely safe.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Choose the correct letter, A, B or C.

**21** Information on the test is from

- **A** ◯ the teacher.
- **B** ◯ a class.
- **C** ◯ a handout.

**22** This assignment is important because

- **A** ◯ it will become a permanent record.
- **B** ◯ it is a must for passing 11th grade English.
- **C** ◯ it will affect the English level next year.

**23** Bobby chooses football as project topic because

- **A** ◯ he often plays football.
- **B** ◯ his father loves football.
- **C** ◯ he is interested in football.

### Questions 24-30

What problems do the speakers identify for this project?

Choose SEVEN answers from the box and write the letters, A-H.

A. too vague

B. too factual

C. too unreliable

D. too noisy

E. too long

F. too short

G. too complicated

H. too simple

**24** Background sounds _____

**25** Answers of questions _____

**26** One of the questions _____

**27** Time of answering _____

**28** Recording equipment _____

**29** Topic of project _____

**30** Report on project _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

### GIVING A SPEECH

**Reasons for nervousness**

- Lecturers often feel more nervous if the speech is **31** _____ .
- Many think that the ability to make a good public speaking is **32** _____ , while in fact it is a skill that can be learned by anyone.

**How to prepare a quality speech**

- The audience will only remember the **33** _____ sentence of a speech.
- Ensure that your speech is **34** _____ .

**Do's and Don'ts**

- × Don't start your speech until audience is **35** _____ .
- ✓ You can make your main ideas or notes on cards or a **36** _____ .
- × You do not need to write down the **37** _____ speech.
- ✓ You can just write **38** _____ ideas.
- ✓ Remember to **39** _____ yourself to see how long your speech will be.
- × Don't just **40** _____ a script.

# Transcripts

## Part 1

EMPLOYER: Hello, is this John Murphy?

APPLICANT: Hi, yes it is.

EMPLOYER: Hi John, this is Ed Heisenburg from the Wild Dunes Spa and Resort calling about your application for our lifeguard position. Do you have a few minutes to talk?

APPLICANT: Yes, absolutely.

EMPLOYER: Great. Could you give me your address?

APPLICANT: Sure. My address is 45 Elsinore Court.

EMPLOYER: I'm sorry, was that Eleanor? Could you spell that for me?

APPLICANT: Sure - it's Elsinore. E-L-S-I-N-O-R-E.

EMPLOYER: Okay, thanks. And is this the number we should reach you at in the future? 099885767?

APPLICANT: No, this is my home phone, but let me give you my mobile phone number instead: 077896245. Call me on that one.

EMPLOYER: Okay - I'll make a note of that. Could you tell me your availability?

APPLICANT: Sure. I am usually available during afternoons or weekends. I would prefer not to be scheduled on weeknights because I work part-time as a waiter.

EMPLOYER: That shouldn't be a problem, since we don't stay open very late anyway. And do you have any other employment experience?

APPLICANT: Yes, I have worked at a few other places. I was the baseball coach at Ridgemont High School last season.

EMPLOYER: I see. And do you have any other experience that you would like us to note on your application?

APPLICANT: Yes. Last year I worked at the beach as a rescue diver.

EMPLOYER: Rescue diver? That sounds intense!

APPLICANT: Well, it's really just like being a lifeguard, except in the ocean instead of a pool. So kind of like being a lifeguard at the world's largest pool.

EMPLOYER: Haha. I see.

EMPLOYER: So could you tell me about the relevant skills you have? I'm guessing a lot, given your experience.

APPLICANT: I am CPR certified and have 2 years of diving experience.

EMPLOYER: Great! It sounds like you are well qualified for this position. When does your CPR certification expire?

APPLICANT: Hm. I think in November, but let me quickly check my CPR card...actually, it expires in October.

EMPLOYER: Okay, so regardless you have it through the end of the summer. When is your ideal time to work?

APPLICANT: Since I work in the restaurant on weeknights, I like weekends best - specifically Saturday mornings.

EMPLOYER: I see. We do already have a lot of staff available on Saturdays, but I do need an early morning shift lifeguard. How early could you work Saturday morning?

APPLICANT: I can get there by 6.00 if need be.

EMPLOYER: You'll be happy to know we open a little later than that, but I'll put you down for Saturday mornings here.

APPLICANT: Oh awesome! I can't wait to get started.

EMPLOYER: How about you come in next Saturday, the 12th?

APPLICANT: That sounds good.

EMPLOYER: Great – we can figure out other shifts for you to work when you come in then. One last thing - just out of curiosity, where did you hear about us?

APPLICANT: I heard your ad on the radio while I was driving this morning.

EMPLOYER: You know, I think you're the first person who has responded to our radio ads. It's almost always people who have seen us in the newspaper.

APPLICANT: Yeah, I don't have time to read through the newspaper every morning. I have plenty of time in the car to listen to radio ads.

EMPLOYER: That makes sense. Well, thanks for your time, and we'll look forward to seeing you on the 12th.

## Part 2

GEOFFREY: Good evening, I'm Geoffrey Miller, from the University of Nottingham Student Union. And in this week's free class, Carlos Garcia is going to tell us about safety around campus. Over to you, Carlos.

CARLOS: Thank you, Geoffrey. And thank you for all of your attendance today. Also, I would like to thank the student union here at the university for organising this lecture.

Well, I have been serving and protecting the city of Nottingham for over 20 years now as a member of the police department. Does anyone know what type of crime is the most prevalent on campus?

I heard someone say drugs and alcohol - that actually isn't too much of an issue. Violence? Nope. Actually, the biggest thing we worry about here is theft. The nature of crime on Nottingham's campus is quite different from that of the surrounding areas.

Crime rates across the East Midlands are very difficult to control. We would like to see the rate stay the same for this calendar year, but it has been increasing steadily over the past three years. On campus, however, I'm happy to say that the overall crime rate has fallen this year. You wouldn't think so if you have seen the extremely exaggerated stories in the media. The media has done nothing but cause more concern about crime in our area.

Even the crime shows you see today are a little bit farfetched, but at least viewers know they are not real events. We would really like to see more factual news articles out there so the public can have a rational sense of the safety level of our society.

OK, let's move on to what to do when you see a crime. Do not get involved if at all possible, and do not draw too much attention to yourself by running away in a conspicuous manner.

Though most likely (and hopefully) you will not have to experience this situation, if you are being mugged please do not try to resist. Instead, be compliant and seek help after the incident.

Like I said, though, it is highly unlikely that you will find yourself amidst a crime, but it is important to be prepared should it ever happen. We find that educating students and staff on the correct precautions to take is the best way to increase your safety. Just remember to be smart when you're out late at night, and avoid any area or person that looks suspicious. I know it sounds obvious, but I cannot stress this enough.

It is also not a bad idea to have your mobile phone with you at all times, but be careful. If you are chatting on your smart phone on your way home, you are a prime target for thieves.

I'd like to see a show of hands - how many people have left work or the library after 10 p.m. to go home before? A lot of you, right? If you do have to go home late at night, please don't walk home alone.

More often than not there is someone there that will be walking the same direction as you at some point. Walk home with a friend or coworker. Even if you must use your phone to call someone that is nearby to walk with you, it is always safer to walk home with someone.

So when you're walking home, you may feel more comfortable with some sort of self-defense, such as pepper spray. Now, it's your call whether you want to carry something like this or not. However, I absolutely advise against carrying a knife or any other offensive weapon. All too often they can be used against you if you are disarmed, putting yourself in more danger.

For all those interested, the recreation centre offers a free self-defense class to all students every Thursday evening. While obviously an introductory self-defense class may not equip you to fight off villains like a regular superhero, it does come in handy sometimes. After taking a self-defense class, you will surely be more aware of possible dangers and how to deal with them.

So hopefully now you have a more complete understanding of the nature of crimes committed on your campus, and how to avoid being a victim. I know most students at the University of Nottingham are not the criminal types, but remember that there is no barrier like a wall or something keeping non-students out. There is no army force securing the borders, and I doubt anyone wants it that way. The campus is generally a safe place, but it is not immune to small crimes once in a while.

Alright. That's all I have to say for today. Stay safe!

## Part 3

TUTOR: Hi Bobby, go ahead and sit down. Tell me about your research project.

BOBBY: Well, I decided to research football, and keys for success on a football team.

TUTOR: That sounds great. What are the guidelines for the test? Did the teacher talk to you about it in class?

BOBBY: No, everything is on a handout that was passed out. It says that the first draft is due at the end of next week, and the second and third are due later on in the month. I don't understand why we have to keep revising and fixing it. Is this assignment really that important?

TUTOR: Well, this project is a major requirement for passing 11th grade English and will go on your permanent record.

BOBBY: Oh really? Does that mean it will affect what English level I am placed in next year?

TUTOR: Well, not exactly. You need a good grade to move on, but it is your overall grade and teacher recommendation that determines what level of English you are placed in next year. Anyway, tell me about your topic choice. Do you play football?

BOBBY: Well, actually it's because my father loves the sport. He watches it every weekend.

TUTOR: Cool! It's a good idea to report on something you're interested in.

TUTOR: I see you worked hard calling players and the head coach to talk, so let's see what information you got.

BOBBY: Well, you have to listen carefully to the first call on the recording. It's really hard to hear because the background noise is louder than the person's voice.

TUTOR: Yes, it is a bit tough to discern. I'm afraid the player's answer is too short as well. You will have to interview him again and try to get him to give a better answer.

BOBBY: Okay. I thought that might happen. I will call him again tomorrow.

TUTOR: Moving on, let's look back at this question. You asked, “Tell me about a time when you learned a major life lesson through playing football, and explain how that has shaped the person and player you have become now, and how you hope to pass on that lesson.” It is a great idea for a question, but in an oral interview it is far too complex. I would advise you to break it up into multiple parts to get a better response.

BOBBY: I guess you're right - I wouldn't want to have to provide an answer to a question like that. I will simplify it. I found that when I asked players this question, it took too much time because they were struggling to answer the question completely. In fact, this is the question Joe Billings was answering when the tape ran out.

TUTOR: He did tend to ramble on all the questions, didn't he?

BOBBY: He sure did.

TUTOR: I would recommend that when you go back and interview players again that you use a more sophisticated recording device. This recording is spotty, which indicates that the equipment wasn't working consistently.

BOBBY: Okay. I guess it probably wasn't the best idea to use the sound recorder on my phone. Hey, could you give me some feedback on the content of the report itself?

TUTOR: Sure! Let's start by focusing on your topic. While I like that you chose to cover football, it seems inexplicit. The keys for success of a player and team is quite an interesting topic, but what is your thesis? That is to say, what conclusions can you draw from your research? I would suggest coming up with a strong thesis statement and then shaping your report based on that.

BOBBY: Is it really too vague? I put a whole lot of facts into it. I list the top 10 goal-scorers in football history, and later on provide statistics for a few of the most famous coaches and their records as coaches.

TUTOR: I think that's great that you included these facts, but I think you focused too much on the facts and not enough on connecting these facts to make your point.

BOBBY: Ah, I see. Okay. So it looks like I have quite a bit of work to do before the deadline!

## Part 4

Good morning. Today I am going to cover the daunting task of giving a quality speech - a thought that makes most of us cringe. In fact, 90% of all people feel nervous about public speaking, about 10% of whom are described as genuinely terrified. Hopefully when we are finished here today, you all will be in the 10% of the population who do not feel nervous at all.

Did you know that lecturers tend to get more nervous if the speech they are giving is an important one? It makes sense, right? You probably wouldn't be nearly as nervous to address your residence hall about the proper use of the recycle and compost bins as you might be if you were asked to give the graduation speech to your entire 5,000-student class.

So what is it that makes some people completely comfortable in front of crowds? Some people think that the ability to give a good speech is a gift that others are simply born with. This is almost never the case. Public speaking can be learned with practice.

The first, most important thing you can do to improve your confidence in delivering a speech is to prepare a quality speech. Honestly, while the content of your speech is relatively important, the audience will really only remember the last sentence you say. It is a good idea to structure the rest of your speech to lead up to this last point to really drive your message home. This is a good way to ensure that your speech is well-organised.

Once you are confident in the quality of the speech you have written, the rest is just about your stage presence. Let's go through some do's and don'ts of public speaking.

First, you want to command the attention of the room. Do not - I repeat, do not proceed with your speech until the audience is paying attention. Even Martin Luther King, Junior's I Have a Dream speech wouldn't have made any difference in the world without the undivided attention of his audience.

To continue with the I Have a Dream example, one of the reasons that MLK was such an effective orator was his ability to speak with passion and engage with his audience. That sort of charisma does not come from reading straight from paper. Don't get me wrong - it is a good idea to write your main ideas down on a note card, sheet of paper, or something. But one factor that will consistently lead to a boring, forgettable speech is writing down your entire speech. Do not write your full speech down. If you are constantly reading your paper, you are not making eye contact with your audience, and thus failing to really express the feeling that goes with your ideas.

I advise you write one or two ideas, so if you suddenly draw a blank you have something to jog your memory. If you've written a good speech that you believe in, those ideas should be sufficient to keep you on track.

Once you have those ideas written down, give your speech a few practice runs in front of the mirror, into your sound recorder on your phone, or with a friend before it comes time to address a crowd. That way you can hear how the ideas come across, make sure there are no abrupt transitions, and find out whether you're talking too fast or too slow. Timing is important - make sure you time yourself beforehand to see how long your speech is.

That is pretty much it! With practice you'll be able to deliver an expert speech that engages and even maybe inspires your audience. Just remember - speak with emotion. No one wants to listen to someone reading from a script.

As I come to a close in my speech, I'll point out that I have employed all of these tips that I have covered. I practiced my speech ahead of time and timed it, and I can even show you my one small index card with just three simple bullets on it. It's as easy as that!

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Elsinore** | APPLICANT: Sure – it's Elsinore. E-L-S-I-N-O-R-E |
| 2 | **077896245** | No, this is my home phone, but let me give you my mobile phone number instead: 077896245. Call me on that one |
| 3 | **waiter** | I would prefer not to be scheduled on weeknights because I work part-time as a waiter |
| 4 | **baseball coach** | I was the baseball coach at Ridgemont High School last season |
| 5 | **rescue diver** | Yes. Last year I worked at the beach as a rescue diver |
| 6 | **diving experience** | I am CPR certified and have 2 years of diving experience |
| 7 | **October** | Hm. I think in November, but let me quickly check my CPR card actually, it expires in October |
| 8 | **Saturday mornings** | Since I work in the restaurant on weeknights, I like weekends best – specifically Saturday mornings |
| 9 | **6/six (o'clock)** | I can get there by 6.00 if need be |
| 10 | **radio** | APPLICANT: I heard your ad on the radio while I was driving this morning |
| 11 | **B** | Also, I would like to thank the student union here at the university for organising this lecture |
| 12 | **C** | I heard someone say drugs and alcohol – that actually isn't too much of an issue. Violence? Nope. Actually, the biggest thing we worry about here is theft |
| 13 | **B** | On campus, however, I'm happy to say that the overall crime rate has fallen this year |
| 14 | **A** | You wouldn't think so if you have seen the extremely exaggerated stories in the media. The media has done nothing but cause more concern about crime in our area |
| 15 | **C** | if you are being mugged please do not try to resist. Instead, be compliant and seek help after the incident |
| 16 | **A** | We find that educating students and staff on the correct precautions to take is the best way to increase your safety |
| 17 | **B** | If you do have to go home late at night, please don't walk home alone. More often than not there is someone there that will be walking the same direction as you at some point. Walk home with a friend or coworker |
| 18 | **B** | However, I absolutely advise against carrying a knife or any other offensive weapon. All too often they can be used against you if you are disarmed, putting yourself in more danger |
| 19 | **A** | After taking a self-defense class, you will surely be more aware of possible dangers and how to deal with them |
| 20 | **A** | I know most students at the University of Nottingham are not the criminal types, but remember that there is no barrier like a wall or something keeping non-students out |
| 21 | **C** | No, everything is on a handout that was passed out |
| 22 | **A** | Well, this project is a major requirement for passing 11th grade English and will go on your permanent record |
| 23 | **B** | Well, actually it's because my father loves the sport. He watches it every weekend |
| 24 | **D** | It's really hard to hear because the background noise is louder than the person's voice |
| 25 | **F** | Yes, it is a bit tough to discern. I'm afraid the player's answer is too short as well. You will have to interview him again and try to get him to give a better answer |
| 26 | **G** | It is a great idea for a question, but in an oral interview it is far too complex. I would advise you to break it up into multiple parts to get a better response |
| 27 | **E** | I found that when I asked players this question, it took too much time because they were struggling to answer the question completely. In fact, this is the question Joe Billings was answering when the tape ran out |
| 28 | **C** | This recording is spotty, which indicates that the equipment wasn't working consistently |
| 29 | **A** | While I like that you chose to cover football, it seems inexplicit. The keys for success of a player and team is quite an interesting topic, but what is your thesis? That is to say, what conclusions can you draw from your research? I would suggest coming up with a strong thesis statement and then shaping your report based on that. BOBBY: Is it really too vague |
| 30 | **B** | I think that's great that you included these facts, but I think you focused too much on the facts and not enough on connecting these facts to make your point |
| 31 | **important** | Did you know that lecturers tend to get more nervous if the speech they are giving is an important one |
| 32 | **a gift** | Some people think that the ability to give a good speech is a gift that others are simply born with |

| # | Answer | Explanation |
|---|---|---|
| **33** | **last** | Honestly, while the content of your speech is relatively important, the audience will really only remember the last sentence you say |
| **34** | **well-organised/well-organized** | This is a good way to ensure that your speech is well-organised |
| **35** | **paying attention** | Do not – I repeat, do not proceed with your speech until the audience is paying attention |
| **36** | **sheet of paper** | Don't get me wrong – it is a good idea to write your main ideas down on a note card, sheet of paper, or something |
| **37** | **entire/full** | But one factor that will consistently lead to a boring, forgettable speech is writing down your entire speech. Do not write your full speech down |
| **38** | **one or two** | I advise you write one or two ideas, so if you suddenly draw a blank you have something to jog your memory |
| **39** | **time** | Timing is important – make sure you time yourself beforehand to see how long your speech is |
| **40** | **read** | No one wants to listen to someone reading from a script |

# Test 73

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Registration Form**

| Example<br><br>Type of crime reported: | Answer<br><br>robbery |
|---|---|
| Name: | Anna **1** _____ |
| Date of Birth: | **2** _____ |
| Address: | 4 **3** _____ St. |
| Post code: | **4** _____ |
| Nationality: | Grenadian |
| Number of previous burglaries: | **5** _____ |
| Time of apartment tenancy: | **6** _____ |
| Number of occupants: | **7** _____ |
| Entry point of burglar: | **8** _____ |
| Details of lost property: | |
| • Serial number of lost computer: | **9** _____ |
| • Material of stolen purse: | **10** _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Choose the correct letter, A, B or C.

**11** What is the project that Mark and Gina want to start?

- **A** ○ business school requirements
- **B** ○ directions to the business school
- **C** ○ explaining the business school experience

**12** Who is the target audience?

- **A** ○ business students
- **B** ○ business school applicants
- **C** ○ summer school attendees

**13** How will they convey the information?

- **A** ○ summer course lecture
- **B** ○ informational video
- **C** ○ pamphlet in the mail

**14** They want to do this project because

- **A** ○ students worry about their studies.
- **B** ○ they want to obtain a good grade.
- **C** ○ they want to attract future business school applicants.

### Questions 15-20

Complete the table below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

| Topic | Time |
|---|---|
| • Academics<br>- **15** _____ | 7 minutes |
| • **16** _____<br>- cafeteria<br>- **17** _____ | 6 minutes |
| • Social activity<br>- **18** _____<br>- **19** _____ | 8 minutes |

| | |
|---|---|
| • Conclusion | nearly **20** _____ |

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

Choose the correct letter, A, B or C.

**21** The subjects in questionnaire are

- **A** ◯ tourists in the hotel in this area.
- **B** ◯ local residents.
- **C** ◯ people who are living in this area.

**22** The results of the questionnaire should be

- **A** ◯ directly entered into the computer.
- **B** ◯ scored by hand.
- **C** ◯ submitted directly to Professor Curran.

**23** Why should John give a copy of plans to the professor?

- **A** ◯ to receive a good grade
- **B** ◯ to get advice
- **C** ◯ to earn high praise

**24** How will the instructions be presented?

- **A** ◯ given by a group representative
- **B** ◯ given by all members of the group
- **C** ◯ given by the professor

**25** What does Dani suggest to John when those subjects receive the questionnaire?

- **A** ◯ divide into 2 parts to argue
- **B** ◯ focus on the opinion of the interviewees
- **C** ◯ take consideration of both sides

**26** Why is this project particularly important to John?

- **A** ◯ to earn respect from professors in the department
- **B** ◯ to raise his grade
- **C** ◯ to impress his professor

## Questions 27-30

What is the source of each one below in this survey?

Choose FOUR answers from the box and write the correct letter, A-F, next to questions 27-30.

A. radio

B. council meeting

C. the television

D. newspaper

E. journal

F. the Internet

**27** Map _____

**28** Photo _____

**29** Budget _____

**30** Comment _____

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-35

Choose the correct letter, A, B or C.

**31** Why did the lecturer choose to focus on the Pleasanton Town Market?

- **A** It was the first ever Town Market.
- **B** It has been covered extensively in local history classes.
- **C** It is often mentioned in some literature of the library.

**32** The Town Market originally made a large profit selling

- **A** handcrafts.
- **B** vegetables.
- **C** animals.

**33** The money that the marketers made contributes to local

- **A** reconstruction.
- **B** development.
- **C** defense.

**34** Market sales plummeted due to a lack of viable

- **A** agriculture.
- **B** transport.
- **C** city planning.

**35** Mayor John C. Wiley decided the Clock tower would be used as a [BLANK] in the early stages of the uprising.

- **A** clock
- **B** grounds for battle
- **C** jail

### Questions 36-40

Complete the table below.

Write ONE WORD ONLY for each answer.

| Research Methods | Objects | Problems |
|---|---|---|
| reference section | **36** _____ | there is too much information |
| **37** _____ | Rebellion | bias makes it **38** _____ |
| **39** _____ | Jim Wiley | the information is insufficient |
| newspaper archives | **40** _____ | more detail is needed |

# Transcripts

## Part 1

POLICE: Hello, London Police Department.

ANNA: Yes, I would like to report a robbery.

POLICE: Alright, just a minute while I pull up the form. OK, could you give me your first and last name?

ANNA: Anna Grieg.

POLICE: Anna, Greg? G-R-E-G?

ANNA: No, Grieg. G-R-I-E-G.

POLICE: Got it. Alright moving on: gender – female. Date of birth?

ANNA: 15th of March, 1980.

POLICE: Alright, thanks. Just a few more personal information questions and then we can address your claim.

ANNA: Alright.

POLICE: What is the address?

ANNA: 4 Ellendale St. That's E-L-L-E-N-D-A-L-E.

POLICE: Oh right, Ellendale Street. Yeah we've had a lot of break-ins in that area lately. And the postal code?

ANNA: W5 2AT.

POLICE: And are you a citizen of the UK?

ANNA: No.

POLICE: Okay, what type of citizenship do you have?

ANNA: Well, I lived in the United States for most of my life, but I am actually of Grenadian nationality.

POLICE: Okay, so is that the country that issued your passport?

ANNA: Yes.

POLICE: Alright.

POLICE: And what is the crime you are reporting?

ANNA: I already said – a robbery!

POLICE: Oh, right. Sorry, this is about the hundredth robbery report I've filled out today. Have you had any prior break-ins?

ANNA: Um, in the building or just my flat? The unit below mine got broken into last year.

POLICE: No, just your flat.

ANNA: Oh – then no. Not here.

POLICE: Alright, let's see here. Can you think of anything that was out of the ordinary around your building, or anyone who may have had reason to do this?

ANNA: No, it seemed like just a normal evening. I didn't see anyone suspicious, and can't think of anyone that would target me specifically.

POLICE: How long has this been your place of residence?

ANNA: Hm, let me think. I moved in on February 1, and it's October, so it's been about 8 months already. Wow, time flies!

POLICE: And that is just for Ellendale, yeah?

ANNA: Yes. I have lived in the UK for just over 1 year.

POLICE: I see. Can you give me the first and last name of all members of the household?

ANNA: Actually, I live alone.

POLICE: OK – so no other occupants. And can you give me a brief account of what happened?

ANNA: I left to go to a dinner party at 6 p.m., and when I returned at 11 I found the place ransacked and a lot of my things gone.

POLICE: Any sign of forced entry?

ANNA: Yes, the back door was wide open, and it looked like someone used a crowbar to force it open.

POLICE: I see. And just to be clear, was the door locked when you left?

ANNA: Of course!

POLICE: Hey, you would be surprised how many reports we get where people have failed to lock their doors. Now I need you to list any missing items valued above £200.

ANNA: So far I'm missing my computer, my purse with my wallet in it, and the TV.

POLICE: OK. Let's start with the computer. What is the estimated value?

ANNA: £500.

POLICE: And what is the serial number?

ANNA: G4168770.

POLICE: Thank you, and a visual description?

ANNA: It is a black 13-inch Pemdas Cloudbook. There is an Oxford sticker on the lid.

POLICE: OK, and could you give a description of the purse?

ANNA: Sure. It's a Claude Frieda shoulder bag and the material is silver-colored cloth.

POLICE: Price?

ANNA: £300.

POLICE: Okay. That concludes my report. I'll submit it and we'll let you know of any developments.

## Part 2

TUTOR: Hi, Mark. Hi, Gina. What can I help you with?

MARK: So we were hoping you could help us with this extracurricular project.

TUTOR: Sure – what is the topic?

GINA: Attending business school.

TUTOR: This sounds like a great idea. So you're going to explain the requirements for getting into business school?

MARK: Not exactly. It will be more broadly about the experience – the academics, accommodation, and social experience that comes with being a part of the business school.

TUTOR: I see. So would your audience be the general public?

GINA: Well, we would probably want more to focus on members of the institution – we would especially like to reach individual applicants to the business school.

TUTOR: I see. Now what form will this information be? You could give a talk to all the summer courses – all you would need is permission from the course director. Or you could pass out information outside the student union.

MARK: Those are both good ideas. What about sending out pamphlets in the mail?

TUTOR: Most college students never check their mail. Maybe you could make a video and show it on campus?

GINA: That's a great idea. We'll do the video.

TUTOR: Great. And as members of the business school, do you have an incentive to attract new students? If so, this idea is a great way to do that.

MARK: No, the idea actually came about because of how much students like us worry about their studies.

GINA: Yeah – when I got into business school, there were a lot of things I had not prepared for, so the video would cover a lot of things Mark and I wish we had known upon entering business school.

TUTOR: Right.

TUTOR: What would you talk about first?

MARK: The first and probably most important section would be academics.

TUTOR: Good idea. So would you provide guidance on what courses to take?

GINA: We want to focus especially on the approaches professors take – their teaching methods. It is far different than what students are used to in high school, and even in liberal arts college.

TUTOR: Good idea. And how long do you think you would spend explaining academics?

MARK: We'll probably spend 7 minutes on it.

GINA: We also have some ideas for talking about housing, food options, and stuff like that. We're not really sure how to tie it all together though.

TUTOR: I think it would be suitable to title that section accommodation – what do you think?

MARK: That could work. We'll definitely describe the different dining options at the cafeteria, and then walk students through flats and the grueling process of finding one near the business school campus.

GINA: Okay – so we would cover specifics on the cafeteria, as well as flats?

MARK: I think those are both helpful. We could spend about 6 minutes on accommodation, and be sure to touch on those specifically.

TUTOR: Great. Is there anything else you would talk about?

GINA: We definitely want to go over the social aspect of attending school here.

TUTOR: Of course. I think it's good to have a little fun once in a while when you're working so hard in school.

MARK: I think we are going to introduce new students to the disco that so many upperclassmen know and love. Maybe we'll include a few other places too, but that's the main one.

GINA: We're also going to invite students to the international evening taking place in the first week of school as a great chance for our large international student population to meet a lot of other new students.

TUTOR: It can definitely be hard to meet people as an international student. I think that is a great idea. You may want to spend slightly longer on this section than the other two.

MARK: Hm...how about 8 minutes?

GINA: That sounds reasonable. So overall, the introduction should take 3 minutes, and then the conclusion should take 4, giving us a total of 28 minutes.

TUTOR: I wouldn't rush your introduction. Maybe give it between 4 and 6 minutes. The conclusion, though, can be shorter since it's just a quick refresher of each of the topics. Give that not more than 2 minutes.

MARK: Okay. So in total the video should take about the same time, just more intro and less conclusion?

TUTOR: Precisely.

GINA: Alright – we are going to get to work on our video. Thanks for your help!

## Part 3

DANI: So tell me about your research project, John.

JOHN: I created a questionnaire for the study to determine people's opinions of the relative feasibility of earning a living in Brisbane.

DANI: Oh, cool. How is it scored? Are they all multiple choice questions?

JOHN: Well, the questions consist primarily of yes/no responses. There are two free response questions at the end. Participants will use a computer to fill in their answers; that way it is really easy to analyse the data afterward.

DANI: Great! It sounds like you have a pretty solid idea of what you should do. Just don't forget to submit a copy of your plans to Professor Curran by the 15th.

JOHN: Oh, I almost forgot!

DANI: Hm, you don't do it for high grade or appraise, but he can review and give you feedback.

JOHN: Right, that will be helpful – he has been conducting studies like this for 30 years now.

DANI: Yep, oh and I'm curious – are you going to be in the room giving subjects directions for the questionnaire?

JOHN: Well, I think the instructions will be provided by another representative who will not be analysing the data. I want them to feel they can answer and be completely anonymous, so I will not be in the room. Anonymity is really important for this study.

DANI: I agree. Good idea. You should tell the representative to remind subjects to fully consider both sides of each issue. Sometimes it's really easy to immediately check "yes" or "no" without stopping to think about it completely.

JOHN: That's so true! It's like a race to finish the questionnaire first or something. I'll make sure to include that in the instructions. This report has to be perfect!

DANI: Wow, what's the big deal? I know it's part of your grade and all...

JOHN: Well it's that, but also a well-executed study could grab the attention of faculty in the department, which would be a huge deal.

DANI: So...for attention?

JOHN: No silly! I mean I could really gain the respect of professors who may later take me on as a graduate student in their labs.

DANI: Oh, I see.

DANI: Let me take a look at the survey. Wow, this looks great! The map of the median income by region is a great tool – where did you find it?

JOHN: Well thanks! I read a lot of sources and just noticed this one in a small psychology journal called Modern Psychology. It's more helpful than the photo I added, but I think the photo is just so interesting. It was in the newspaper last year during that huge wage strike.

DANI: It's great. Probably not necessary, but it looks great. I don't understand – what is WKRX's involvement here?

JOHN: Oh – the radio station agreed to sponsor the study if I play their station in the room.

DANI: Wow, interesting. So you don't have to pay for any of this?

JOHN: Exactly.

DANI: Nice! Where did you get that idea?

JOHN: Last month at the Psychology Club Council meeting someone talked about how easy it is to get sponsorship from local businesses, so I listened to their advice and called around!

DANI: I'll have to remember that. Well, this all looks great. Good luck!

## Part 4

Good afternoon. In the last few lectures we've been covering the social and political pressures that influenced the rise of the rebellion of 1679. Today I would like to focus on the Pleasanton Town Market.

Now, why are we talking all about some market? It's not like it was the first market ever, or even a particularly large market. The Pleasanton Town Market is important because it is often mentioned in the literature found in the library. If you have ever been there, you have probably seen all of the hand-crafted items sold there now. But what was originally bought and sold in the town market?

In the beginning, the market sold products such as meats, furs, and simple tools. Over time, though, it became known as the place to find quality livestock. People came from all over the world to find the biggest and best cows, pigs, and chickens. In fact, the profits from the Town Market became the savior of a plummeting economy during a time of much turmoil. Not to be confused with the reconstruction era, a period of rapid development came about in the 1660's as a result of the market's vendors contributing their profits to building up much needed public facilities and defense, which would later make a huge impact on the outcome of the war.

For many years, the market flourished and began to draw in large tourism crowds in addition to the throngs of livestock customers. However, as revolutions in farming came about, more people moved to farms far from the city centre. Customers grew more and more reluctant to travel all the way to the town centre for their meats when they could easily choose to buy from local farmers near them for a fraction of the price.

With such a fall in the profits of the town's major profit generator, some quality town planning was needed. In the mayoral election of 1668, a young man of little fame just barely claimed the popular vote – none other than the now legendary John C. Wiley.

Wiley's first decision as mayor of Pleasanton was to deal with the quickly failing Town Market. The building with the large clock was a landmark that had symbolised growth in Pleasanton for a generation. Wiley decided to use the notoriety of the Town Market to set an example. During the historical Rotterdam Rebellion, Wiley gave all those involved lifetime prison sentences in the very same building. It stayed a prison for about 50 more years until they transported all remaining prisoners to other facilities and turned it into the historical monument today.

Now that you know the basics of the history of the Pleasanton Town Market, I will introduce your next group project. I want you, to make a short film based on the real historical events that occurred in Pleasanton before and during the uprising.

I will give you some class time to look through the library's reference section, but you will be responsible for conducting further research outside of class. I suggest starting by looking for information on the market itself. You'll find plenty of information – in fact, some students complain that there is actually too much information on it.

On your own time, you could find family members of old war veterans to conduct interviews. Sometimes they provide wonderful insight that you wouldn't find in proper history books, but be careful – an interview that is riddled with bias is useless.

I myself have some very old photographs here that you are welcome to take a look at for some inspiration. I'm lucky enough to own this one of Jim Wiley himself! Very interesting to see, but does not provide enough information to add much to your film.

Feel free to take this film into whatever direction you choose. You could even do a crime thriller based on real outlaws. All you would have to do is look through the newspaper archives in the crime section during that time period. Try to get as much detail as you can, but you may end up having to draw your own conclusions.

Okay, that's enough from me, so let's go on to...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Grieg** | OK, could you give me your first and last name? ANNA: Anna Grieg. POLICE: Anna, Greg? G-R-E-G? ANNA: No, Grieg. G-R-I-E-G |
| 2 | **15(th) March/March 15(th)** | ANNA: 15th of March, 1980 |
| 3 | **Ellendale** | ANNA: 4 Ellendale St. That's E-L-L-E-N-D-A-L-E |
| 4 | **W5 2AT** | ANNA: W5 2AT |
| 5 | **0/zero** | ANNA: Oh – then no. Not here |
| 6 | **8 months/eight months** | Hm, let me think. I moved in on February 1, and it's October, so it's been about 8 months already |
| 7 | **1/one** | ANNA: Actually, I live alone |
| 8 | **back door** | Yes, the back door was wide open, and it looked like someone used a crowbar to force it open |
| 9 | **G4168770** | POLICE: And what is the serial number? ANNA: G4168770 |
| 10 | **silver-colored cloth** | Sure. It's a Claude Frieda shoulder bag and the material is silver-colored cloth |
| 11 | **C** | It will be more broadly about the experience – the academics, accommodation, and social experience that comes with being a part of the business school |
| 12 | **B** | GINA: Well, we would probably want more to focus on members of the institution – we would especially like to reach individual applicants to the business school |
| 13 | **B** | TUTOR: Most college students never check their mail. Maybe you could make a video and show it on campus? GINA: That's a great idea. We'll do the video |
| 14 | **A** | No, the idea actually came about because of how much students like us worry about their studies |
| 15 | **teaching methods** | We want to focus especially on the approaches professors take – their teaching methods |
| 16 | **Accommodation** | TUTOR: I think it would be suitable to title that section accommodation – what do you think? MARK: That could work. We'll definitely describe the different dining options at the cafeteria, and then walk students through flats and the grueling process of finding one near the business school campus. GINA: Okay – so we would cover specifics on the cafeteria, as well as flats? MARK: I think those are both helpful. We could spend about 6 minutes on accommodation, and be sure to touch on those specifically |
| 17 | **flats** | We'll definitely describe the different dining options at the cafeteria, and then walk students through flats and the grueling process of finding one near the business school campus |
| 18 | **disco** | MARK: I think we are going to introduce new students to the disco that so many upperclassmen know and love. Maybe we'll include a few other places too, but that's the main one |
| 19 | **international evening** | We're also going to invite students to the international evening taking place in the first week of school as a great chance for our large international student population to meet a lot of other new students |
| 20 | **2 minutes/two minutes** | The conclusion, though, can be shorter since it's just a quick refresher of each of the topics. Give that not more than 2 minutes |
| 21 | **C** | I created a questionnaire for the study to determine people's opinions of the relative feasibility of earning a living in Brisbane |
| 22 | **A** | Participants will use a computer to fill in their answers; that way it is really easy to analyse the data afterward |
| 23 | **B** | you don't do it for high grade or appraise, but he can review and give you feedback Right, that will be helpful – he has been conducting studies like this for 30 years now |
| 24 | **A** | Well, I think the instructions will be provided by another representative who will not be analysing the data |
| 25 | **C** | You should tell the representative to remind subjects to fully consider both sides of each issue |
| 26 | **A** | I mean I could really gain the respect of professors who may later take me on as a graduate student in their labs |
| 27 | **E** | I read a lot of sources and just noticed this one in a small psychology journal called Modern Psychology |
| 28 | **D** | It's more helpful than the photo I added, but I think the photo is just so interesting. It was in the newspaper last year during that huge wage strike |
| 29 | **A** | JOHN: Oh – the radio station agreed to sponsor the study if I play their station in the room. DANI: Wow, interesting. So you don't have to pay for any of this? JOHN: Exactly |

| # | Answer | Explanation |
|---|---|---|
| **30** | **B** | Last month at the Psychology Club Council meeting someone talked about how easy it is to get sponsorship from local businesses, so I listened to their advice and called around |
| **31** | **C** | The Pleasanton Town Market is important because it is often mentioned in the literature found in the library |
| **32** | **C** | Over time, though, it became known as the place to find quality livestock. People came from all over the world to find the biggest and best cows, pigs, and chickens. In fact, the profits from the Town Market became the savior of a plummeting economy during a time of much turmoil |
| **33** | **B** | Not to be confused with the reconstruction era, a period of rapid development came about in the 1660's as a result of the market's vendors contributing their profits to building up much needed public facilities and defense |
| **34** | **B** | Customers grew more and more reluctant to travel all the way to the town centre for their meats when they could easily choose to buy from local farmers near them for a fraction of the price |
| **35** | **C** | The building with the large clock was a landmark that had symbolised growth in Pleasanton for a generation. Wiley decided to use the notoriety of the Town Market to set an example. During the historical Rotterdam Rebellion, Wiley gave all those involved lifetime prison sentences in the very same building. It stayed a prison for about 50 more years until they transported all remaining prisoners to other facilities and turned it into the historical monument today |
| **36** | **market** | I suggest starting by looking for information on the market itself. You'll find plenty of information – in fact, some students complain that there is actually too much information on it |
| **37** | **interviews** | On your own time, you could find family members of old war veterans to conduct interviews. Sometimes they provide wonderful insight that you wouldn't find in proper history books, but be careful – an interview that is riddled with bias is useless |
| **38** | **useless** | Sometimes they provide wonderful insight that you wouldn't find in proper history books, but be careful – an interview that is riddled with bias is useless |
| **39** | **photographs** | I myself have some very old photographs here that you are welcome to take a look at for some inspiration. I'm lucky enough to own this one of Jim Wiley himself! Very interesting to see, but does not provide enough information to add much to your film |
| **40** | **crime** | All you would have to do is look through the newspaper archives in the crime section during that time period |

# Test 74

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

### PLAN FOR SHARING ACCOMMODATION

| Example | Answer |
|---|---|
| The discussion topic: | lease for next year |

The total rent: Peter £ 110 & Jim £ **1** _____

Car parking: in the **2** _____

A place to buy things: **3** _____, because Jim works there.

The fees they should share: **4** _____ fees

The appliances needed:

- The landlord will provide the microwave.
- The **5** _____ is needed in the kitchen.
- Peter will bring some dining room and living room furniture.
- Jim will buy a **6** _____ at the store.

Location of the telephone: in the **7** _____

Move-in date: **8** _____

Watching the game together: on **9** _____

What Jim needs to do before move-in: take **10** _____ in the morning

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- The program is made for travelers to make **11** _____.
- The program operates in cooperation with the **12** _____.

### Questions 13-16

What is the internship stipulation of each country below?

Choose FOUR answers from the box and write the correct letter, A-F, next to questions 13-16.

A. home stay

B. no summer program

C. minimum time requirement

D. formal report required

E. specific time period

F. agriculture

**13** USA _____

**14** Australia _____

**15** South Africa _____

**16** India _____

### Questions 17-20

Choose the correct letter, A, B or C.

**17** What should you do to get the Global Traveling Certificate?

- **A** ○ record activity everyday
- **B** ○ formal report
- **C** ○ talk the experience with the assessor

**18** You can apply for the certificate

- **A** ○ only after you come back.
- **B** ○ while on the trip.
- **C** ○ before you leave.

**19** When should you pay the final installment?

- **A** ○ the day before you leave
- **B** ○ one month before you return
- **C** ○ before you get your plane ticket

**20** Before your application, you need

- **A** ○ to take a health check.
- **B** ○ to attend the workshop.
- **C** ○ to meet people with whom you will work.

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-30

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

### Group Presentation Assignment

| Topic | Information source |
|---|---|
| 21 _____ | check at the 22 _____ |
| Views on 23 _____ | interview the manager of 24 _____ |
| Practice of 25 _____ | find relevant information from the 26 _____ |

How to deliver the plan: as an 27 _____

Date of giving the presentation: on 28 _____

Schedule of items due:

First Phase: 29 _____

Final Phase: Group 30 _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

### The Gherkin Building

Commissioned by: **31** _____ firm called Foster and Partners

The features of its appearance:

- Its shape is like a **32** _____.
- It can reduce the carbon **33** _____ of the city.
- It lets **34** _____ pass through the building, both reducing heating costs and brightening up the workspace
- One false story claimed that the exterior of the building is partly made of **35** _____.

Architectural concept:

- links **36** _____ with the workplace.
- relies less on **37** _____ for temperature control than other similar buildings.

The features of its interior:

- The atria that let fresh air pass through the interior are known as **38** _____.
- There is a place for entertainment called the **39** _____ at the top of the building.

The future of urban planning and architecture:

- It is likely that the entire **40** _____ will be designed with more similarly eco-friendly buildings in future.
- A new building will be constructed aiming to produce zero waste and remove carbon dioxide from us as much as possible.

# Transcripts

## Part 1

PETER: Hey Jim, it's Peter.

JIM: Oh hey Peter. What's up?

PETER: I thought I'd call so we could hammer out the details for next year's lease.

JIM: That's a good idea. Did we ever decide on how to split the total rent?

PETER: Well, I was thinking since my room is bigger I probably should pay a little more, so I could pay £110 and you could pay £80. Does that sound okay?

JIM: Considering that my old apartment cost me £100 for a smaller room, I'm definitely alright with that! Hey, I was looking at a map of the area, and can't seem to find a bus stop near it. Do you know where we would catch the bus?

PETER: Well, the bus is actually pretty far from us, but we have that garage that we can park our cars in.

JIM: Wow, that's great! Convenient parking is hard to find, so we're lucky we have that. Okay, so we have a whole lot of things we'll need to buy when we move in – how do you want to split that up?

PETER: I was wondering – do you still work at the supermarket?

JIM: Yep, every Tuesday and Saturday.

PETER: Would you be able to buy things from there if I send you a shopping list?

JIM: Sure, I can do that.

PETER: Great. Then I can take care of whatever else we need that you wouldn't get at a supermarket. If you want, I'll pick you up from work that day and we can go to the apartment together.

JIM: That would be great, thanks.

PETER: No problem – that way we can split the cost of petrol.

JIM: Works for me. It's so expensive these days, isn't it?

PETER: It's downright obscene.

JIM: So let's figure out what appliances we need. Do we have a microwave?

PETER: Yes, the landlord's providing that for us. Hey, do you still have that space heater though? We need one for the kitchen since it's not connected to the central heating.

JIM: Oh, right, I'll bring that. Anything else?

PETER: Well, I have some dining room and living room furniture I can bring, so that should take care of most of the big stuff. You know what we do need though? Could you bring a toaster?

JIM: I actually don't have one. It doesn't come with the microwave?

PETER: No, the landlord is only supplying the microwave. It would really help if you could bring one.

JIM: Okay, I'll pick one up at the store. You know, I also have this cool antique rotary phone that would be a cool addition to the apartment. Sort of as decoration and utility.

PETER: Oh cool! The only thing is, we'd have to put it in the kitchen, unless you want it in your room.

JIM: Why not put it in the living room?

PETER: The living room is too loud to have a phone conversation. The noise sort of carries, so if one person is trying to watch TV or have friends over the person on the phone won't be able to hear.

JIM: Hm, okay, well I guess kitchen it is then. Any other big things we need? That seems like everything.

PETER: That's all I can think of. And of course, move-in is –

JIM: June 1st. I can't wait. We'll be able to watch the big game in our new apartment – it's going to be awesome!

PETER: Yeah, we can move in in the morning and then Friday night we can sit back and cheer on Liverpool.

JIM: I have an exam in the morning, but will be done around 11 a.m. and can move in after. Wait...Liverpool? You're joking, right? I thought you were a Manchester United fan?

PETER: MAN U? No way! Liverpool all the way!

JIM: Oh no. I don't know if I can live with a Liverpool fan...

## Part 2

Welcome to all of you...Can everybody see and hear me?...Good...I'm Sarah Conor, an HR representative of Earn and Learn. I have been asked today to talk to you about our company. So, for those of you who don't know very much about the company, let me start by giving you some basic information about it.

Earn and Learn started nearly twenty years ago. It is not a charity but a for-profit company that enables promising entrepreneurs to make money while traveling. During the past ten years, it has grown rapidly and has gained great influence in most countries of the world.

We have a partnership with the school and take a large number of recent graduates from the business school. So if you are a recent graduate I'd say you can consider applying to our company.

Before your application, you might be curious about what sort of places you could go to. There are four main locations, but you also have the freedom to submit a different location and if they can make the necessary arrangements, you can go. The first country Earn and Learn established locations in was the U.S., where you may choose from multiple locations, as long as you can commit to their more rigid schedule of August to December.

Also, you could do the Australia internship. That one is really cool – you work at a wildlife shelter and learn about the business practices of nonprofit organisations. You do have to be willing to commit 8 months for that one, though. Perhaps that's a long time to be so far away, but I would say it is really an amazing opportunity.

I don't know whether some of you are in decent physical shape. If so, the South Africa internship is another exciting one – you learn a lot about sustainable farming – but you would be doing some of the manual labor involved in maintaining a farm. Indeed, it's hard work, but I think you would able to do it. It may be wise to wait until after their summer is over so terribly hot.

In addition, there is a most recently established location in India. This one gives you more of a study abroad feel, given that they arrange a host family for you to stay with. In the other locations, you live in an apartment with other interns, so this is definitely a unique experience.

Regardless of where you go, at the end of the program you get a Global Traveling Certificate, as long as you can explain your experience. You can provide a written log of what you did. I recommend writing journal or blog entries about what you do every day, or a weekly summary of each day. Of course you don't have to write up a formal report or anything like that. And you need to apply for it once you have returned.

Some students may want to know whether this is a paid internship. Actually you have to pay for the flight there yourself. But you have the opportunity to create your own small business, which could earn you money if it's successful. So basically you pay for it all up front, but when you're there you can find ways to make money. That is to say, you pay for two thirds of the cost up front as a deposit, and then give the final installment one month prior to your return.

Finally, I have to remind you that you need a health check before you go, to make sure you're not going to spread any communicable diseases. In addition, before you go, you don't have to attend any meetings or workshops. You'll meet everyone you'll be working with once you get there.

Okay, well, that's all I've time for today. Thanks for listening and I'm happy to take any questions if you have them...

## Part 3

STUDENT: Hi, Professor Timmons? Do you have a few minutes? I was hoping to talk about what I missed on Thursday.

PROFESSOR: Hello, come in. Sure, sit down. Could you tell me your name please?

STUDENT: Margaret, sir. Margaret Parkinson. I apologise for missing your class but I had to go to the hospital.

PROFESSOR: I'm sorry to hear that! Everything is OK now though, I hope?

STUDENT: Yes, thanks.

PROFESSOR: Glad to hear it. So on Thursday I outlined the research project that will account for 30% of your grade. All students will be divided into groups and will give a well-researched presentation to the class covering a specific topic relevant to student life.

STUDENT: Oh, that sounds interesting – can we choose just any topic that pertains to life as a student, like how to start your own student organisation?

PROFESSOR: Well, though I'm sure that would be an informative presentation, I have already chosen a list of topics which I will assign. As an example, I assigned one group the topic of student loans. They are to research not just the prevalence of students who have loans to pay for their tuition, but information as to how best to manage these loans and possible scholarships that could alleviate some of the financial burden.

STUDENT: That one sounds particularly interesting to me – could I request that topic? I could easily find out a lot about it by stopping by the Finance Office on my way to class.

PROFESSOR: Unfortunately, that one is already taken by another group. I have, however assigned you to a group and given you all one of two choices.

STUDENT: Oh, I see. What are the choices?

PROFESSOR: The first is discussing smoking. Trends in the number of student smokers compared with the general population, popular reasons students take up smoking, and more healthy alternatives to smoking.

STUDENT: Hm, that one could be interesting. I'm not a smoker myself, but will see what my group thinks. If we did choose this topic, we would rather not put our fellow students on the spot to interview them – where else could we gather information?

PROFESSOR: How about where the cigarettes are sold?

STUDENT: Oh, that’s a great idea. I could interview the manager of a supermarket and find out the average age of people buying cigarettes, or how much they buy, that sort of thing?

PROFESSOR: Precisely.

STUDENT: Okay, I’ll keep that in mind. And what was the other topic?

PROFESSOR: The other topic is the practice of natural medicine. It sounds far more specific than the others, but it is more an exercise of outlining a career path. If your group chooses this, you would cover the specifics of becoming a Doctor of Natural Medicine, how to become licensed to practice natural medicine, what the career outlook is, etc. you could find much of the information you need on this in the Careers Office.

STUDENT: Wow, that would be really helpful not just in learning about natural medicine, but in how to approach researching any career path.

PROFESSOR: That’s the idea. I want groups to really think outside the box to find information on their topics. They should interview multiple sources.

STUDENT: Okay, now I think I have the general idea.

STUDENT: When is the presentation due?

PROFESSOR: I expect each group to send me an email attachment of the plan ahead of time – by October 10th – so that I can ensure that you are on the right track.

STUDENT: Oh, that’s actually really reassuring. I would hate to spend so much time on a presentation only to find we had taken it in the wrong direction! So when is the presentation?

PROFESSOR: I let groups choose from the list of time slots I have between November 1st and November 5th.

STUDENT: Okay, how about the 3rd? I'll have to check with my group, of course, but maybe we could write a tentative time?

PROFESSOR: Sure, let me take a look. I'm actually booked completely through the 3rd and 4th now. How about sometime in the afternoon of the 5th?

STUDENT: Great! How about 2 o'clock?

PROFESSOR: No problem. I'll pencil your group in.

STUDENT: Okay, thanks. And to clarify, what exactly is due in the first phase?

PROFESSOR: Before the October deadline, I want your group to have compiled resources and then to provide some initial data analysis to support your claims.

STUDENT: Okay, so data analysis is due the 10th of October, and then the um, the –

PROFESSOR: – Presentation? Yes. The final phase is simply giving the presentation on the 5th of November.

STUDENT: Alright, I think I have all the information I need. Thanks!

PROFESSOR: You’re welcome. See you in class tomorrow.

## Part 4

Today I'd like to tell you about how U.K. architects are playing their part to address the issue of global warming. You have seen many of these iconic buildings while going about your everyday life, but you may not know how they are affecting your tomorrow.

In 2003, construction was completed on the famous Swiss Re Building, or more informally called the Gherkin, a true masterpiece commissioned by the law offices of Foster and Partners.

This is not the first ambitious endeavor of the firm – they are renowned for their various philanthropic, environmental efforts. The Gherkin, with its cutting edge green initiative and sharp design, is gaining recognition as an icon in modern architecture. You can pick it out of the London skyline by its unorthodox cigar shape.

While its appearance is the obvious attribute at which to marvel, there is far more to this building than meets the eye. And let’s face it – there’s a lot about this building that meets the eye. The building helps reduce the city's carbon footprint in a number of ways.

Just a quick note – in case you're not familiar with the term 'carbon footprint,' get used to it! It's a buzzword you'll hear relentlessly to talk about reducing emissions. Think of it as the amount of harmful greenhouse gases that are given off into the environment by a single person, organisation, or product.

So going back to the Gherkin Building – perhaps the most obvious as well as the most significant eco-friendly feature is the glass windows, which allow light to pass through the building, both reducing heating costs and brightening up the workspace.

The ingenuity behind the various eco-friendly aspects of the Gherkin has seen its fair share of publicity both from serious and silly sources. In a recent April Fool’s Day edition, one e-publication printed a story detailing plans to replace 50% of the current exterior with grass, which would not only make large steps in the name of sustainability, but also give the building the green hue that would truly earn it the nickname of the Gherkin. The only drawback is, as you may have guessed, that this story was an April Fool’s Day joke and completely made up.

In all seriousness though, the building is setting a new standard of design that other architects and city planners just cannot ignore. The building's bold and cost-efficient design has won a number of architecture awards, including the Stirling Prize, the London Region Award, and the Emporis Skyscraper Award among others. The design comfortably accommodates a large number of offices while keeping maintenance and operation costs down, striking a superb balance between nature and the workplace.

Nature is well and good, as long as the weather is nice outside. Given London's notoriously bad weather, the architects knew they must devise a quality temperature regulation system, and that they did. A special system designed to reduce the building's reliance on air-conditioning was devised that cuts consumption in half compared to standard office buildings. There are atria that link each floor vertically to one another, forming spiraling spaces up the entire building. They serve not just as social common spaces but also act as the building's lungs, distributing clean air from the opening panels in the facade through the entire building.

The building isn't all business though – it has its fair share of fun as well. At the very top, a clubroom offers a picturesque entertainment spot for company functions, private parties, etc., with a breathtaking panoramic view of the city.

The creation of such an innovative structure has many wondering what the future of urban planning and architecture may be. Well, if the other projects currently commissioned by Foster and Partners are any indication, the entire city constructed with similarly eco-friendly buildings is not far in the distance. The Masdar City development aims to create a desert city that produces zero waste and removes as much carbon dioxide from the atmosphere as it puts in – a huge feat in protecting our earth.

The Gherkin is a truly impressive feat, yet it is not the only one worth noting. Now to move on to another green initiative, I'll tell you about the Eden Foundation Building, found in Cornwall...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **80 / eighty** | Well, I was thinking since my room is bigger I probably should pay a little more, so I could pay £110 and you could pay £80 |
| 2 | **garage** | Well, the bus is actually pretty far from us, but we have that garage that we can park our cars in |
| 3 | **supermarket** | PETER: I was wondering – do you still work at the supermarket? JIM: Yep, every Tuesday and Saturday |
| 4 | **petrol** | PETER: No problem – that way we can split the cost of petrol |
| 5 | **heater** | Hey, do you still have that space heater though? We need one for the kitchen since it's not connected to the central heating |
| 6 | **toaster** | PETER: Well, I have some dining room and living room furniture I can bring, so that should take care of most of the big stuff. You know what we do need though? Could you bring a toaster? JIM: I actually don't have one. It doesn't come with the microwave? PETER: No, the landlord is only supplying the microwave. It would really help if you could bring one. JIM: Okay, I'll pick one up at the store |
| 7 | **kitchen** | JIM: Hm, okay, well I guess kitchen it is then |
| 8 | **1 June/June 1(st)** | PETER: That's all I can think of. And of course, move-in is – JIM: June 1st. I can't wait |
| 9 | **Friday evening/Friday night** | Yeah, we can move in in the morning and then Friday night we can sit back and cheer on Liverpool |
| 10 | **exam** | I have an exam in the morning, but will be done around 11 a.m. and can move in after |
| 11 | **money** | It is not a charity but a for-profit company that enables promising entrepreneurs to make money while traveling |
| 12 | **school(s)** | We have a partnership with the school and take a large number of recent graduates from the business school |
| 13 | **E** | The first country Earn and Learn established locations in was the U.S., where you may choose from multiple locations, as long as you can commit to their more rigid schedule of August to December |
| 14 | **C** | Also, you could do the Australia internship. That one is really cool – you work at a wildlife shelter and learn about the business practices of nonprofit organisations. You do have to be willing to commit 8 months for that one, though |
| 15 | **F** | If so, the South Africa internship is another exciting one – you learn a lot about sustainable farming – but you would be doing some of the manual labor involved in maintaining a farm |
| 16 | **A** | In addition, there is a most recently established location in India. This one gives you more of a study abroad feel, given that they arrange a host family for you to stay with |
| 17 | **A** | Regardless of where you go, at the end of the program you get a Global Traveling Certificate, as long as you can explain your experience. You can provide a written log of what you did. I recommend writing journal or blog entries about what you do every day, or a weekly summary of each day. Of course you don't have to write up a formal report or anything like that |
| 18 | **A** | And you need to apply for it once you have returned |
| 19 | **B** | That is to say, you pay for two thirds of the cost up front as a deposit, and then give the final installment one month prior to your return |
| 20 | **A** | Finally, I have to remind you that you need a health check before you go, to make sure you're not going to spread any communicable diseases. In addition, before you go, you don't have to attend any meetings or workshops. You'll meet everyone you'll be working with once you get there |
| 21 | **Student Loans** | As an example, I assigned one group the topic of student loans I could easily find out a lot about it by stopping by the Finance Office on my way to class |
| 22 | **Finance Office** | That one sounds particularly interesting to me – could I request that topic? I could easily find out a lot about it by stopping by the Finance Office on my way to class |
| 23 | **Smoking** | The first is discussing smoking. Trends in the number of student smokers compared with the general population, popular reasons students take up smoking, and more healthy alternatives to smoking |
| 24 | **supermarket** | Oh, that's a great idea. I could interview the manager of a supermarket and find out the average age of people buying cigarettes, or how much they buy, that sort of thing |
| 25 | **Natural Medicine** | PROFESSOR: The other topic is the practice of natural medicine |
| 26 | **Careers Office** | The other topic is the practice of natural medicine. It sounds far more specific than the others, but it is more an exercise of outlining a career path. If your group chooses this, you would cover the specifics of becoming a Doctor of Natural Medicine, how to become licensed to practice natural medicine, what the career outlook is, etc. you could find much of the information you need on this in the Careers Office |

| # | Answer | Explanation |
|---|---|---|
| **27** | **email attachment** | I expect each group to send me an email attachment of the plan ahead of time – by October 10th – so that I can ensure that you are on the right track |
| **28** | **5 November/November 5(th)** | The final phase is simply giving the presentation on the 5th of November |
| **29** | **data analysis** | And to clarify, what exactly is due in the first phase? PROFESSOR: Before the October deadline, I want your group to have compiled resources and then to provide some initial data analysis to support your claims. STUDENT: Okay, so data analysis is due the 10th of October |
| **30** | **presentation** | The final phase is simply giving the presentation on the 5th of November |
| **31** | **law** | In 2003, construction was completed on the famous Swiss Re Building, or more informally called the Gherkin, a true masterpiece commissioned by the law offices of Foster and Partners |
| **32** | **cigar** | You can pick it out of the London skyline by its unorthodox cigar shape |
| **33** | **footprint** | The building helps reduce the city's carbon footprint in a number of ways |
| **34** | **light** | So going back to the Gherkin Building – perhaps the most obvious as well as the most significant eco-friendly feature is the glass windows, which allow light to pass through the building, both reducing heating costs and brightening up the workspace |
| **35** | **grass** | In a recent April Fool's Day edition, one e-publication printed a story detailing plans to replace 50% of the current exterior with grass, which would not only make large steps in the name of sustainability, but also give the building the green hue that would truly earn it the nickname of the Gherkin |
| **36** | **nature** | The design comfortably accommodates a large number of offices while keeping maintenance and operation costs down, striking a superb balance between nature and the workplace |
| **37** | **air-conditioning** | A special system designed to reduce the building's reliance on air-conditioning was devised that cuts consumption in half compared to standard office buildings |
| **38** | **lungs** | There are atria that link each floor vertically to one another, forming spiraling spaces up the entire building. They serve not just as social common spaces but also act as the building's lungs, distributing clean air from the opening panels in the facade through the entire building |
| **39** | **clubroom** | At the very top, a clubroom offers a picturesque entertainment spot for company functions, private parties, etc., with a breathtaking panoramic view of the city |
| **40** | **city** | Well, if the other projects currently commissioned by Foster and Partners are any indication, the entire city constructed with similarly eco-friendly buildings is not far in the distance |

# Test 75

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

### Home Insurance Quotation Form

Example

Name: Janet Evans

Address: 49 **1** _____ Court

Email: **2** _____

Telephone number: (020) 4251-9443

Best time to contact: **3** _____ pm

### Property Information

Property size: **4** _____ m²

Material(s): **5** _____

Security measures (if any): **6** _____

### Coverage

Items to cover:

- building
- contents
- **7** _____

Quotation: £ **8** _____

Coverage start date: **9** _____

Reference number: **10** _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Choose the correct letter, A, B or C.

**11** The top two proposals for the design of the swimming pool were chosen by

- **A** ◯ the public.
- **B** ◯ the radio station.
- **C** ◯ architects.

**12** What is special about the pool's construction?

- **A** ◯ It was constructed by the people.
- **B** ◯ Its architectural style is one-of-a-kind.
- **C** ◯ It is the first pool in Bridgewater.

**13** News reports covering the new pool expressed concerns over

- **A** ◯ price.
- **B** ◯ safety.
- **C** ◯ size.

**14** What factor of the pool's Grand Opening remains undecided?

- **A** ◯ who will host
- **B** ◯ the exact opening time
- **C** ◯ what sculpture will be in the foyer

### Questions 15-20

What's the theme of each continent based on the rooms of the clubhouse?

Choose SIX answers from the box and write the correct letter, A-H.

A. film and music

B. mountains

C. space travel

D. jewelry

E. animals

F. waterways

G. volcano

H. ancient forts

**15** Asia _____

**16** Antarctica _____

**17** Africa _____

**18** North America _____

**19** Europe _____

**20** South America _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Choose the correct letter, A, B or C.

**21** Which part has the tutor already read?

- **A** ◯ the introductory chapter
- **B** ◯ the procedure section
- **C** ◯ the results and discussion section

**22** Which part of the paper did the tutor like?

- **A** ◯ introduction
- **B** ◯ layout
- **C** ◯ background information

**23** Kathy and the tutor both agree to continue to

- **A** ◯ refer a lot to the example received in class.
- **B** ◯ copy the information.
- **C** ◯ conduct further research in the library.

**24** Kathy asks the tutor for help with the [BLANK] section.

- **A** ◯ abstract
- **B** ◯ bibliography
- **C** ◯ appendix

**25** What will Kathy do next?

- **A** ◯ try out software
- **B** ◯ work on the bibliography
- **C** ◯ make an animation

### Questions 26-30

What is the desired outcome to each of the following course of action?

Choose FIVE answers from the box and write the correct letter, A-F.

A. practical experience

B. publish the work

C. join Machine Engineer Society

D. give suggestions

E. stay up to date

F. make important contacts

**26** Make a good grade _____

**27** Meet engineering professionals _____

**28** Visit the factory _____

**29** Seek summer internships _____

**30** Present dissertation _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

### An Overview of The Research on Amber

Amber: a fossilised tree resin, which may be produced to protect itself against **31** _____ and fungi.

### Colors

- usual yellow, orange, or brown
- uncommon colors e.g. blue (what causes the blue color in amber is related to the occurrence of **32** _____)

### Formation

- under sustained **33** _____ and pressure
- during an **34** _____ stage between resins and amber, copal is produced.

### Places and Conditions

- commonly found on **35** _____ e.g. in Russia
- avoid exposure to **36** _____, rain, and temperate extremes

### Inclusions

- Dominican amber: 1 inclusion to every 100 pieces
- Baltic amber: 1 inclusion to every **37** _____ pieces

### Uses and Applications

- It can be used to make ornamental objects and jewelry in **38** _____ settings.
- Some people believe that its powder mixed with **39** _____ cures throat, eye and ear diseases.
- It has even been used as a **40** _____ material, for instance using it to create Amber Room.

# Transcripts

## Part 1

JANET: Hello?

AGENT: Yes, I'd like to speak with Janet Evans, please.

JANET: Speaking.

AGENT: Hi Ms. Evans, this is Jim Rodriguez calling from Farrelly Mutual about your recent homeowner's insurance inquiry.

JANET: Yes, hi. Thanks for returning my call.

AGENT: My pleasure. I understand you are potentially interested in insurance for a bungalow located a bit out of town. Could you give me the address?

JANET: Sure, it's 49 Greenway Court. Greenway is one word.

AGENT: Thank you. Alright, and would you prefer to be contacted via email or phone?

JANET: Either one is fine – maybe try emailing me first and as an alternative I can give you my phone number.

AGENT: Great – and what is your email address?

JANET: pk2@cat.com.

AGENT: Hm, did you say "cat," as in the animal?

JANET: Yes. It is the acronym for the construction company I work for -- I'm sure you've seen them around.

AGENT: Yes, I have. And could you give me your primary phone number, and the best time to reach you?

JANET: Sure – the number is (020) 4251-9443. I am generally unable to answer my phone at work, but anytime after 5.30 p.m. is fine.

AGENT: I will make a note of that here. Now I'm going to ask you a little bit about the property itself so we can make an accurate estimate of the cost of insuring your home. Could you tell me the size of your house?

JANET: Um, well, I don't have the exact measurements, but I'm pretty sure it's right around 80 square metres. Should I measure it and call you back later?

AGENT: No, that's completely alright. I'll write 80 square metres for now to get the estimate and then an agent will come get the exact measurements later on if you decide to purchase our insurance.

JANET: Okay, great.

AGENT: And what material is your house made of? For example, wood, brick, stucco...

JANET: It's mainly brick.

AGENT: Great – that will give you a lower rate than most other materials since it is so strong.

JANET: Wonderful!

AGENT: And do you have any sort of home security, Ms. Evans?

JANET: Um, we don't have a fence or anything yet, but we have an alarm system that we use regularly.

AGENT: Good.

AGENT: Now I'll go through a number of things we offer coverage for, and I'd like you to tell me which items you want your policy to cover.

JANET: Okay.

AGENT: We'll start with the building itself first – would you like us to cover incidental damage to the structure to your house?

JANET: Absolutely.

AGENT: Splendid. And the contents inside your house – we usually cover all items with an appraised value above £200. Would you like us to cover theft and damage beyond natural wear-and-tear? I will let you know that the second option here will come with a considerable increase in your rates.

JANET: I think I'd just like the contents of the house to be covered against theft then.

AGENT: Alright – and would you like any other insurance – fire, flood, etc?

JANET: Yes – I definitely want flood coverage. It rains a lot here, and the drainage system in the area is not the greatest.

AGENT: Okay. I am calculating your quotation now. It will just take a second. (Two seconds pause) It looks like your annual insurance rate will be £148.30.

JANET: Thanks, that seems somewhat reasonable. I would like to take some time to think about it. How long does it take to begin receiving coverage after signing up?

AGENT: It depends on the time of year – it can take anywhere from two to six weeks. I would say if you sign up by July 1st, you could start your coverage by August 1st.

JANET: I see. Okay, thanks for your help. Should I call you back at this number when I have made my decision?

AGENT: Yes, please. And so that we can look up your account faster, I'll give you a reference number that you should provide when calling. Ready?

JANET: Yep!

AGENT: It's TR278Q.

JANET: Got it. Thanks!

AGENT: Thank you, and have a nice day!

## Part 2

Hey if you're just joining us on WKPX "The Sound", welcome. We're here in the studio with Matt and Cam in the morning, and this morning we're talking about keeping the kids occupied on summer vacation. Folks, there's a new kid in town in the world of summer fun. Get ready for the Pool for the People, a pool and outdoor venue created by – that's right – the people.

Scheduled to open in November, the ideas for everything from the design of the pool right down to the items sold in the snack bar have been decided upon by a sample of 1,050 members of the public.

The public selected two top proposals from over a dozen created by renowned architect Ned Mosby, and the final design is truly something else. The pool is shaped like a fishbowl, sinking down into the ground, and there's – you guessed it – a real, live fish tank in the centre! It's certainly the centre of attention in the Bridgewater area.

Now, you are probably wondering how much an extravagance like this must cost right? Well, have no fear. At just £15 for adults and £10 for kids, it's an affordable way to entertain the kids in those dog days of summer. The only problem now is the possibility that it will in fact become too popular! The pool is only so large, so swarms of people coming to enjoy it may cause quite a crowd in its first summer of opening.

There will be an opening party for a select audience, and in line with the pool's mission, the people have decided on all the arrangements. They collectively decided on actress Rebel Wilson to host the festivities scheduled for later this month, and even dictated the playlist by ranking their top 10 songs from a list of hundreds.

There is some discrepancy, however, on the sculpture design for the foyer at the entrance. The people elected a jellyfish sculpture to greet entering visitors, but given last week's vicious attack by a box jellyfish on a local youth, coordinators fear it will bring too much fear to patrons.

The theme of the clubhouse is set to be "international waters" with a different section representing each continent, designed by the legendary local artist Roberta Anuzzi. Representing Asia in the reception area will be a mosaic made up of prominent animals indigenous to the continent – a camel, a panda, and the Siberian white tiger, to name just a few.

In the West lounge, feel the cool, icy vibes of the Transantarctic Mountains of Antarctica. Makes you cold just thinking about it, doesn't it? Just seeing a wall with a mural of the glacial mountains is almost enough to cool you off on a December afternoon. Almost.

Why not make the trip to the pool a social studies lesson at the same time? The theme in the lady's lounge room for Africa may not be what you expected. A safari? Drum music? The Nile River? No, did you know that Africa was home to the first jewelry? I sure didn't.

By contrast, as you may expect, North America's theme for the card room is as modern – even futuristic – as it gets. Anuzzi created for North America a sort of absurdist print interestingly juxtaposing the moon landing of 1969 with an abstract depiction of humans living on Mars. Seems to me like an interesting commentary on the future of space exploration.

And in the men's lounge room, the ancient forts of Sparta, Rome, Greece, and other European civilisations fittingly exhibit the strength and combatant characteristics of these societies.

Finally, the cafe and breakfast room area is an enchanting round room that draws all attention to its centre – where there is a strikingly realistic sculpture of a volcano. The delicious food may actually be only the second most exciting part of this room in comparison to the 9-foot statue complete with brightly colored molten lava to characterise South America.

Honestly, it is like a museum visiting each room of the clubhouse. Why not make the trip to the pool an educational one for the kids?

We're going to take a quick commercial break here at WKPX, but we'll be back in 10 with more on what's touted to be the Summer's Hottest Place to Beat the Heat...

## Part 3

TUTOR: Before we start, Jimmy and Kathy, thanks for coming in today to talk about your current research paper! Well, I will also give you some suggestions for your future presentation later.

JIMMY: That's great!

TUTOR: Okay, I have read the introductory chapter, and so far I like where you're going with your research, you two.

KATHY: Thanks! What did you think of the procedure section?

TUTOR: I haven't gotten there yet. I will get to that and the results and discussion section in a bit.

JIMMY: Oh. If you haven't read the rest, are you just saying you like the introduction?

TUTOR: No – the layout is really well done. You have each section clearly marked and have the header and footer perfectly formatted, and your title page is right on the money. A lot of students have trouble with that one.

JIMMY: To be honest, we did refer a lot to the example we received in class.

TUTOR: That's good to do for spacing and layout, as long as you're not also copying the information. The background information is a little sparse, though. You may want to add to it.

KATHY: You think so? I was more worried about whether I had enough data.

TUTOR: You definitely need more background information. I would think about finding some more online articles or doing more research in the campus library.

JIMMY: That's a good idea – we can go tomorrow. I find it too tough finding the subject matter in the online journal database.

TUTOR: I also like being able to flip through the physical journal as opposed to trying to scroll down on a computer.

KATHY: Me too. Oh, I almost forgot. I've included all of my citations in the abstract, but could you help me with the bibliography? I should be using a bibliography, right? Not an appendix?

TUTOR: Sure, I can help with that. Yes – for this type of scientific research paper, list all sources that you cite in the body of your paper in a bibliography. Go to the website I gave you last time to see the exact way to list each source.

KATHY: Okay, thanks. I'll do that. We still have a lot of things to fix up.

TUTOR: Yeah, but there's a lot of good stuff here to work with. So enough about the paper, how is the presentation going?

KATHY: Well, it's alright. I am going to go try out the new presentation software while Jimmy's working on the bibliography.

JIMMY: Yeah, we are hoping to make an animation of an actual pump but still have a lot to learn about how to do that.

KATHY: Who would have thought before we started this project that we would be able to recreate the motion of a pump? This stuff is just so interesting.

TUTOR: So glad to hear it!

JIMMY: Yeah, I am glad I took engineering this semester. I would definitely like to keep up with it.

TUTOR: You know, there's an organisation called the Machine Engineer Society. You should look into joining it. You would need to score well in your engineering class to qualify, but I think you can do it.

KATHY: Hm, interesting. I will definitely check it out. I would really like to get in contact with some professionals in the engineering field to find out more. I don't really know anyone in the field now, though.

JIMMY: I think if you keep meeting people in your classes and professors you'll be able to get in contact with some really helpful people.

TUTOR: Well said, Jimmy. If engineering pumps is something you both are specifically interested in, make sure you stay up to date on new developments. In fact, you could visit the local water treatment facility periodically to see what new developments are going on.

KATHY: Hm, that may be a good way to get some practical experience.

TUTOR: Well, I don't think they would let you handle any equipment by just visiting the facility. If you really want to get your hands dirty, so to speak, I would recommend instead seeking a summer internship.

KATHY: Wow, you have so many helpful suggestions for getting a leg up. Now if only you could tell me how to get my work published!

JIMMY: Haha, wouldn't that be nice.

TUTOR: Well, honestly, all you really need to do is once you have a dissertation, present it. Present it often and to many audiences, and once you get feedback, adjust it. You'll get published one day.

KATHY: Wow, this meeting has been truly inspiring. Thanks for your help!

## Part 4

Tonight I'm going to present an overview of the research on amber. Okay, I'll start by giving a brief introduction about amber, then talk about the formation of amber, and then describe amber's applications in different fields.

First of all, what is amber? Amber is not a stone, but is ancient, fossilised tree resin, which is the semi-solid amorphous organic substance secreted in pockets and canals through epithelial cells of the plant. And why is resin produced? Although there are contrasting views as to why resin is produced, it is a plant's protection mechanism. The resin may be produced to protect the tree from disease and injury inflicted by insects and fungi.

Amber occurs in a range of different colors. Besides the usual yellow, orange, and brown, other uncommon colors are also associated with it. Interestingly, blue amber, the rarest Dominican amber, is highly sought after. It is only found in Santiago, Dominican Republic. There are several theories about what causes the blue color in amber. The most common one links it to the occurrence of volcanic dust that was present when the resin was first pressed out from hymenaea protera millions of years ago.

At this point, you might be curious about how amber is formed. Molecular polymerisation, resulting from high pressures and temperatures produced by overlying sediment, transforms the resin first into copal. Sustained heat and pressure drives off terpenes and results in the formation of amber. Copal that I've just mentioned is also a tree resin but it hasn't fully fossilised to amber. More generally, the term copal describes resinous substances in an intermediate stage of polymerisation and hardening between “gummier” resins and amber.

So where can we find amber? It can be found on sea shores. The main producer worldwide is Russia. In fact about 90% of the world's available amber is located in the Kaliningrad region of Russia, which is located on the Baltic. Here, the resin is washed up on the coast after being dislodged from the ocean floor by years of water and ocean currents. However, exposure to sunlight, rain, and temperate extremes tends to disintegrate resin. This also indicates that amber is not really an ideal fossil preservative for most uses.

We've already learned that amber is made of tree resin. It often includes insects that were trapped within the tree many millions of years ago. A piece with a visible and well-arranged insect is generally valued much higher than simple, solid amber. One Dominican amber source reported finding a butterfly with a five-inch wing spread; this is both a large and unusual find; most butterfly specimens have no more than a two-inch wingspan. Inclusions in Dominican amber are numerous – 1 inclusion to every 100 pieces; Baltic amber contains approximately 1 inclusion to every 1,000 pieces.

Now that you have a basic knowledge of amber, I'd like to talk a bit about amber's applications in different fields. First, amber is appreciated for its color and beauty. Good quality amber is used to manufacture ornamental objects and jewelry, for instance using a variety of exclusive first class quality natural Baltic amber with silver to make natural amber jewelry. But due to the biodegradation of Amber fossils, people with amber jewelry have to take special care of it, to ensure that the amber is not damaged.

It was previously believed that amber worn on the neck served to protect one from diseases of the throat and preserved the sound mind. Kalistrate, a famous doctor in the Roman Empire wrote that amber powder mixed with honey cures throat, eye and ear diseases, and if it is taken with water, eases stomachache. While the mystery around that use of amber has not been cleared, one thing is sure: it will help effectively to defeat small malaises.

Amber has even been used as a building material. Amber created the altar in St. Brygida Church in Gdansk, Poland. In St. Petersburg, Russia, the walls of the famous Amber Room were lined with intricate carvings and inlaid designs. This palace room is being reconstructed from photographs, and can be visited at the Catherine Palace, located in the town of Tsarskoye Selo.

And finally, the fourth use of amber is that...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Greenway** | Sure, it's 49 Greenway Court. Greenway is one word |
| 2 | **pk2@cat.com** | AGENT: Great – and what is your email address? JANET: pk2@cat.com |
| 3 | **5.30 / 5:30** | I am generally unable to answer my phone at work, but anytime after 5.30 p.m. is fine |
| 4 | **80** | JANET: Um, well, I don't have the exact measurements, but I'm pretty sure it's right around 80 square metres |
| 5 | **brick** | JANET: It's mainly brick |
| 6 | **alarm system** | Um, we don't have a fence or anything yet, but we have an alarm system that we use regularly |
| 7 | **flood** | AGENT: Alright – and would you like any other insurance – fire, flood, etc? JANET: Yes – I definitely want flood coverage |
| 8 | **148.30** | It looks like your annual insurance rate will be £148.30 |
| 9 | **1 August/August 1(st)** | I would say if you sign up by July 1st, you could start your coverage by August 1st |
| 10 | **TR278Q** | AGENT: It's TR278Q |
| 11 | **A** | The public selected two top proposals from over a dozen created by renowned architect Ned Mosby, and the final design is truly something else |
| 12 | **B** | the final design is truly something else. The pool is shaped like a fishbowl, sinking down into the ground, and there's – you guessed it – a real, live fish tank in the centre |
| 13 | **C** | The only problem now is the possibility that it will in fact become too popular! The pool is only so large, so swarms of people coming to enjoy it may cause quite a crowd in its first summer of opening |
| 14 | **C** | There is some discrepancy, however, on the sculpture design for the foyer at the entrance. The people elected a jellyfish sculpture to greet entering visitors, but given last week's vicious attack by a box jellyfish on a local youth, coordinators fear it will bring too much fear to patrons |
| 15 | **E** | Representing Asia in the reception area will be a mosaic made up of prominent animals indigenous to the continent – a camel, a panda, and the Siberian white tiger, to name just a few |
| 16 | **B** | In the West lounge, feel the cool, icy vibes of the Transantarctic Mountains of Antarctica. Makes you cold just thinking about it, doesn't it? Just seeing a wall with a mural of the glacial mountains is almost enough to cool you off on a December afternoon |
| 17 | **D** | The theme in the lady's lounge room for Africa may not be what you expected. A safari? Drum music? The Nile River? No, did you know that Africa was home to the first jewelry |
| 18 | **C** | Anuzzi created for North America a sort of absurdist print interestingly juxtaposing the moon landing of 1969 with an abstract depiction of humans living on Mars. Seems to me like an interesting commentary on the future of space exploration |
| 19 | **H** | And in the men's lounge room, the ancient forts of Sparta, Rome, Greece, and other European civilisations fittingly exhibit the strength and combatant characteristics of these societies |
| 20 | **G** | Finally, the cafe and breakfast room area is an enchanting round room that draws all attention to its centre – where there is a strikingly realistic sculpture of a volcano. The delicious food may actually be only the second most exciting part of this room in comparison to the 9-foot statue complete with brightly colored molten lava to characterise South America |
| 21 | **A** | TUTOR: Okay, I have read the introductory chapter, and so far I like where you're going with your research, you two |
| 22 | **B** | No – the layout is really well done. You have each section clearly marked and have the header and footer perfectly formatted, and your title page is right on the money. A lot of students have trouble with that one |
| 23 | **C** | I would think about finding some more online articles or doing more research in the campus library I also like being able to flip through the physical journal as opposed to trying to scroll down on a computer Me too |
| 24 | **B** | I've included all of my citations in the abstract, but could you help me with the bibliography? I should be using a bibliography, right? Not an appendix |
| 25 | **A** | I am going to go try out the new presentation software while Jimmy's working on the bibliography |
| 26 | **C** | You know, there's an organisation called the Machine Engineer Society. You should look into joining it. You would need to score well in your engineering class to qualify, but I think you can do it |
| 27 | **F** | KATHY: Hm, interesting. I will definitely check it out. I would really like to get in contact with some professionals in the engineering field to find out more. I don't really know anyone in the field now, though |

| # | Answer | Explanation |
|---|---|---|
| **28** | **E** | In fact, you could visit the local water treatment facility periodically to see what new developments are going on |
| **29** | **A** | Well, I don't think they would let you handle any equipment by just visiting the facility. If you really want to get your hands dirty, so to speak, I would recommend instead seeking a summer internship |
| **30** | **B** | Well, honestly, all you really need to do is once you have a dissertation, present it. Present it often and to many audiences, and once you get feedback, adjust it. You'll get published one day |
| **31** | **insects** | The resin may be produced to protect the tree from disease and injury inflicted by insects and fungi |
| **32** | **volcanic dust** | The most common one links it to the occurrence of volcanic dust that was present when the resin was first pressed out from hymenaea protera millions of years ago |
| **33** | **heat** | Sustained heat and pressure drives off terpenes and results in the formation of amber |
| **34** | **intermediate** | More generally, the term copal describes resinous substances in an intermediate stage of polymerisation and hardening between "gummier" resins and amber |
| **35** | **sea shores** | So where can we find amber? It can be found on sea shores |
| **36** | **sunlight** | However, exposure to sunlight, rain, and temperate extremes tends to disintegrate resin |
| **37** | **1,000 / 1000** | Baltic amber contains approximately 1 inclusion to every 1,000 pieces |
| **38** | **silver** | Good quality amber is used to manufacture ornamental objects and jewelry, for instance using a variety of exclusive first class quality natural Baltic amber with silver to make natural amber jewelry |
| **39** | **honey** | Kalistrate, a famous doctor in the Roman Empire wrote that amber powder mixed with honey cures throat, eye and ear diseases, and if it is taken with water, eases stomachache |
| **40** | **building** | Amber has even been used as a building material. Amber created the altar in St. Brygida Church in Gdansk, Poland. In St. Petersburg, Russia, the walls of the famous Amber Room were lined with intricate carvings and inlaid designs |

# Test 76

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-6

Which hotels have the following facilities?

Write the correct letter, A, B, C, or D next to questions.

A. Royal Hotel

B. Star Hotel

C. Winchester Hotel

D. All Three Hotels

1 Sea view _____

2 Handicap accessibility _____

3 Multiple meal options _____

4 Private dining _____

5 Group discount _____

6 Children's play area _____

### Questions 7-10

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- The man needs to send his 7 _____ to the hotel.
- He also needs to make 8 _____ immediately.
- The hotel must be alerted in advance if guests will need help with 9 _____.
- There is no need to prepare 10 _____ for hotel drivers.

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-16

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

### Durham County Car Show

Public grand opening date: **11** _____

Number of viewers: **12** _____

Off-peak day price:

- £10 for adults
- £ **13** _____ for children

Best day to visit: **14** _____

New car category: **15** _____

Entertainment included: **16** _____

## Questions 17-20

When were the following features included in an auto show?

Write the correct letter, A, B, or C next to questions.

A. last year

B. this year

C. both

**17** Higher number of seats _____

**18** Fun for children _____

**19** 4x4 test drive _____

**20** Lucky draw for car _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Choose THREE letters, A-G.

**21** **22** **23** Which THREE factors should the student consider while selecting courses?

- **A** ☐ class time
- **B** ☐ course topic
- **C** ☐ amount of homework
- **D** ☐ ease of course
- **E** ☐ relevant to future career
- **F** ☐ course structure
- **G** ☐ professor reputation

### Questions 24-27

Choose the correct letter, A, B or C.

**24** The tutor recommends against taking Human Physiology because it would not be the best

- **A** ○ time management.
- **B** ○ chance at earning an A.
- **C** ○ topic for a research paper.

**25** The student decides to do a dissertation because

- **A** ○ he takes it to boost his GPA.
- **B** ○ he likes to develop more supportive details.
- **C** ○ he wants to conduct more interviews.

**26** The student thought the research paper was

- **A** ○ already completed.
- **B** ○ worth finishing.
- **C** ○ too complicated.

**27** The method of data collection was

- **A** ○ interviews.
- **B** ○ lab studies.
- **C** ○ questionnaires.

### Questions 28-30

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- First draft should be finished by the end of **28** _____.

- Dissertation should be registered with the **29** _____ in the Department Office.
- The student can get the relevant database from the **30** _____ Office.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

### The role of sleep in humans and animals

### Importance of sleep in animals

- Compared to those without food, animals without sleep are more likely to suffer from **31** _____.
- Sleep is necessary for all animals, whether they are reptiles, **32** _____ or fish.

### Differences in animals' sleep and reasons for their ways of resting

**Dolphins**

- swim to the surface when sleeping, because they need to **33** _____.

**Birds**

- are constantly **34** _____ in the presence of numerous predators.

**Horses**

- do most of their sleeping standing up.
- do occasionally take short naps lying down. Lying in one position for a long time could well injure a horse, because their **35** _____ are delicate.

### Potential problems encountering

- Animals can also have **36** _____, the same as humans.

### Importance of sleep in humans

- It helps us to organise our **37** _____ of the day.
- It plays a key role in **38** _____.
- e.g.
  - Because of the similar sleeping pattern to that in humans, **39** _____ are studied in order to increase our knowledge of human physiology.
  - Scientists choose to study the **40** _____ of the fruit fly in order to know the function of the human gene and understand developmental processes in humans.

# Transcripts

## Part 1

AGENT: Hello, Elite Travel, this is Emily speaking, how may I assist you today?

CUSTOMER: Hi, I have a group visit to plan, and I wonder whether you could help me decide on which hotel to book. I have narrowed it down to either the Winchester, the Royal Hotel, or the Star Hotel. I am wondering if you have a recommendation.

AGENT: I would be happy to help! Those three are excellent choices. If everyone is booking hotel rooms independently, an easy way to do it is online booking. The Star Hotel offers online bookings at no additional charge.

CUSTOMER: It sounds fine!

AGENT: Yeah, and you can even book the gorgeous sea view rooms if you act quickly.

CUSTOMER: Hm, I will consider that. It would be great since we are mostly first-time visitors to the area to get a nice view of the water. Now, are there handicap accessible rooms?

AGENT: Yes, all three options have access for the physically disabled.

CUSTOMER: Great. I should also mention that we will be on a tight schedule, so we won't have much time to go out for meals. Which of these hotels serve food?

AGENT: There is a limited continental breakfast menu at the Star and at the Winchester. For a full restaurant and room service, the Royal Hotel is your best bet.

CUSTOMER: Oh wonderful! Could you tell me more about the restaurant?

AGENT: Absolutely. In the morning there is a gourmet buffet or a la carte item, and after 11 a.m. lunch is served in the dining room. Dinners are in a nice, low-key but high quality setting in the hotel's private dining room and Fridays feature the house jazz band.

CUSTOMER: How lovely! Is there a group discount?

AGENT: No, sorry. Not at the Royal hotel. Let me check on the others, though. Could I place you on hold for just a second?

CUSTOMER: Sure, thanks.

AGENT: It looks like there is one at the Winchester – 15% off when you book 8 or more rooms.

CUSTOMER: Really? Sold! We'll book at the Winchester. Wait – is it suitable for children though? We'll have a few little ones in our group, and it would be great to have a way to keep them occupied.

AGENT: Yes. In fact, it has a play place that kids just love, with slides, and swings and everything. Definitely a good hotel to bring the kids.

CUSTOMER: Okay, great.

CUSTOMER: So now I know where we'll be staying, what next? Should I go ahead and book transportation and assign rooms and everything?

AGENT: Well, for now, there are only a few things for you to take care of. We will hold a block of rooms for you as soon as you send a deposit. I recommend booking as soon as possible, so you probably want to send the invitations as soon as you know how many rooms to hold.

CUSTOMER: Oh, right. Okay, I'll send the invitations and put down the deposit. Is there anything else I should take care of?

AGENT: Great! And don't worry about this now, but sometime before you arrive do let us know if you'll be requiring our transport service to and from the airport.

CUSTOMER: I'll make sure to let you know. Does that incur a service charge? Or perhaps a tip, or some presents to show our gratitude for the personal car service?

AGENT: Oh, don't worry about it. It is a free service, so if you would like to tip you are welcome to do so, but hotel drivers do not accept gifts.

CUSTOMER: Thanks for your help!

AGENT: My pleasure. Enjoy your stay at the Winchester!

## Part 2

Ladies and Gentlemen of Durham, start your engines! Skip Gordon here inviting you to the eleventh annual Durham County Car Exhibition! That's right, it's that time of year again! Mark your calendars - the pre-opening event kicks off on the 18th, and the exhibition officially opens to the public on Saturday, March 19th. Take it from me - you won't want to miss Durham's most attended public event of the year 5 times running. You don't have to be a motor head to appreciate the finest cars both new and old in existence today, but it helps! Be one of the 70,000 people to see everything from big rig monster trucks to good old fashion classic hot rods.

Get your tickets now! Admission is £10 for adults and £5 for children during off-peak times, and £20 for adults and £10 for children and senior citizens on weekends and for full-day passes.

Come see vintage classics, bid in the auctions, and even test out a few on the Winner's Circle Racetrack. An insider tip - weekends are the exact time when all of the best attractions take place, but to avoid Saturday crowds join us this Sunday. You'll see me - Skip Gordon - and all your friends from WKXP there this Sunday at our very own booth, so stop by and say hi and you might just win a prize of your own.

A new attraction this year will be the addition of a new car category - electricity, namely the electric car class. See displays from Toyota, Honda, and - you guessed it - Tesla! Watch as the first generation of fully electric cars compete on style, ride, and watch the main entertainment as there's going to be a fabulous show of racing car to see who takes home fastest battery powered car. While not typically known for their speed, this new class is guaranteed to surprise you.

Get tickets before they sell out! Last year's tickets sold out fast, so we upped the attendance this year. That's right, more seats! But don't wait - act now and save! That's right - if you buy your tickets before this Friday, you'll get two for the price of one. That's right, TWO for the price of one!

And don't worry kids, just like last year, there's something specially for you! Wreak havoc on the road with the Kids Krazy Cars ride, and then Race around the Tiny Tykes Track in your favorite child-sized race car. Meanwhile Mom and Dad can take a spin in a ride a bit more than their size. We're rolling out a massive, dirt track so you can get behind the wheel and test drive something a little more adventurous. Put the pedal to the metal in a 4 by 4 SUV as you go over bumps and navigate through twists and turns - you'll want to buckle up!

You heard it here - act now to get in on the fun at the Durham County Car Show before it's too late. Come for prizes, good prices, and good old fashioned family fun. We had a lucky draw for a NEW car last year, but this year our main event is the Monster Truck Rally, where one lucky fan will win a chance experience the thrill from behind the wheel – well, next to the wheel as they ride with legendary driver Smash Tate! Feel the speed first hand and talk to a living legend in a true once-in-a-lifetime opportunity.

For tickets, go online to www.durhamcountycars.com, or call 1-888-CAR-SHOW now. We'll see you there! And always remember to buckle up!

## Part 3

STUDENT: Hi, Professor Jamison, I was hoping we could talk this week about choosing courses for next semester.

TUTOR: That sounds great! Any idea yet what you would like to take?

STUDENT: Well, I was hoping you could kind of tell me. There are so many to choose from. I don't even know where to start!

TUTOR: Sure. Well, first thing's first. Do you know what you will major in? It is important to take courses that are relevant to your career path.

STUDENT: Well, I think I want to major in Biology. I want to go to medical school, so it seems like it would make sense.

TUTOR: I agree - if you like Biology, it is definitely a good idea to focus on that since so many of the requirements overlap.

STUDENT: Okay, so I should take a few Biology classes then?

TUTOR: Yes. Let's start there. You should pick one or two Biology classes. Not just any Biology classes, though! If possible, read online or talk to senior fellows and find out about the structure of the courses. You don't want to end up signing up for two classes that require labs in the same semester - you'll spend so much time in the Biology Department that you won't see the light of day.

STUDENT: Oh right, good idea. I heard labs can be as long as 4 hours.

TUTOR: That is true. And another thing - make sure the topic is either relevant to your major, or something you are interested in learning about. It sounds obvious, but do not just take a class because you heard it was easy, or because it does not require attendance.

STUDENT: Of course not. Though it would be really nice to have at least one class, that's a little bit less rigorous than the ones I'm taking this semester. I barely sleep as it is with all this studying.

TUTOR: That may have more to do with your study habits, though I don't disagree that your schedule is really difficult this semester.

TUTOR: So any idea which Biology classes you may decide on for next semester?

STUDENT: Well, I was thinking of taking Human Physiology - it sounds relevant and interesting.

TUTOR: I think it is an interesting class, but I would recommend against it. You are already in Human Anatomy, which also covers Physiology so it would be repetitive, and probably not the best use of your time.

STUDENT: If I already know some of the stuff, I could take it to boost my GPA a little bit.

TUTOR: Um, you could maybe do that, except the professor that teaches it is famous for giving out the fewest A's of any professor.

STUDENT: Oh wow. Never mind.

TUTOR: Now, changing subjects, have you decided yet on your research topic?

STUDENT: Well, I actually decided. I don't want to do a research paper. I'm going to do a dissertation instead. I think I will much more enjoy coming up with a thesis and finding all the details to support it.

TUTOR: I see. Didn't you already do some of the research though? What happened to that?

STUDENT: Well, I started doing research. Then the more data I collected, the more complicated things got. I realised I would have to take a lot more steps to randomise the sample, and then I realised I would need to control for more factors.

TUTOR: I see. What kind of data collection did you do?

STUDENT: I interviewed employees at the water treatment facility after Professor Dickinson recommended it.

TUTOR: I understand. Well, the research paper could be much more outside work, but it may be worth it if that is what you are interested in.

STUDENT: No, I am a lot happier just doing the dissertation.

TUTOR: That's fine with me. Just remember, you need to finish your first draft and send it in soon. It's already the middle of February!

STUDENT: Oh wow, it is, isn't it? I just have to finish it by the end of March, right?

TUTOR: Yep, but don't forget! The date will really sneak up on you.

STUDENT: OK, I'll make sure to set reminders in my calendar. And who do I talk to about registering my dissertation?

TUTOR: You should go to the Department Office, and then talk to the secretary.

STUDENT: I thought I needed to talk to the Department Head.

TUTOR: Not for registering. If you need help developing your dissertation, that's when you should go to the Department Head.

STUDENT: Oh, I see. And who would I see about getting access to the database of past research on my topic?

TUTOR: That you can find in the computer lab, specifically in the office - you'll have to ask a lab technician to give you access.

STUDENT: Okay. Well, I'll go ahead and get started on that then. Thanks!

## Part 4

Good morning, everyone. In today's lecture, I'm going to talk about the role of sleep in humans and animals. Of all the biological processes in the animal kingdom, sleep is perhaps the most important. A human can survive for almost two weeks without eating, but did you know that one week without sleep can be fatal? It's even worse for animals, especially for those who must avoid predators. Without sleep, an animal is much less capable of avoiding an attack - this is the case for all animals, whether they are reptiles, mammals or fish. Let us look now at how different animals sleep, reasons for their ways of rest, and the potential problems they might encounter.

In marine life, sleep must be balanced with breathing. For example, the dolphin must float to the surface as it sleeps in order to breathe. Like other large sea mammals, they keep one eye open and one half of the brain awake at all times to maintain some amount of consciousness required to breathe and to watch out for possible threats. They sleep with only one brain hemisphere in slow-wave sleep.

Birds also have unusual sleeping patterns, mostly due to being constantly on edge in the presence of numerous predators. They usually sleep quite lightly - for example, Swainson's Thrush, also called Olive-backed Thrush, is a medium-sized thrush that takes hundreds of naps during the day, each of which lasts just a few seconds. While migrating, migratory birds tend to function well on micro-naps.

Horses, on the other hand, do most of their sleeping standing up. Scientists think that horses develop their habit of sleeping upright as a defense mechanism, a way of protecting themselves against predators, and a standing position keeps a horse in a constant state of readiness to race away if danger should approach.

Also, horses do occasionally take short naps lying down. Horses are heavy animals with big muscles, but their bones are surprisingly delicate, so lying in one position for a long time could well injure a horse.

Just like humans, animals can also have sleeping problems. Dr. John Hedricks and Adrian Morrison from the School of Veterinary Medicine, University of Pennsylvania in Philadelphia, determined that certain diseases were primarily associated with the sleep states in animals. In their research they emphasised that because so much in this area still remains unclear, animal models were very important for studies of sleep disorders. The physiology of sleep in animals is similar to that of humans.

But why do we humans sleep? Researchers and scientists believe it helps us organise our memories of the day - that sleep acts as a kind of filing system for the brain. Without it, our thoughts become disorderly and confused, which leads to increased likelihood of accidents and a tendency to say and do bizarre things. Researchers also believe that sleep plays a key role in learning. We sleep so that the brain can integrate new knowledge and form new associations. Because of the similar sleeping pattern to that of humans, rats are often studied in order to increase our knowledge of human physiology. In one study, rats were kept awake for almost two weeks, and their behavior was observed. Researchers found the sleep-deprived rats could hardly remember anything of what they had been taught that day. For example, one rat had been taught to recognise pictures of various Parisian landmarks in order to receive food - pressing a button below a picture of the Louvre would result in food being released and so forth. However, when deprived of sleep, they would press buttons seemingly at random.

In addition to rats, the fruit fly, a small insect that feeds and breeds on spoiled fruit, also has been used as a model organism and thousands of scientists around the world work on it. But why was the fruit fly chosen to be studied? It was for practical reasons. The most important one is that the relationship between fly and human genes is so close that the sequences of newly discovered human genes, including genes that show a susceptibility, can often be matched against their fly counterparts. This provides an indication of the function of the human gene and could help in the development of effective drugs to help people with sleeping disorders. Therefore, many scientists today choose to study the genetic structure of the fruit fly, which could make a particularly important contribution to the understanding of developmental processes in humans.

In conclusion, sleep is a necessary part of life not just for humans, but for the entire animal kingdom. Now, I'd be happy to answer any questions you may have...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | B | The Star Hotel offers online bookings at no additional charge. CUSTOMER: It sounds fine! AGENT: Yeah, and you can even book the gorgeous sea view rooms if you act quickly |
| 2 | D | Yes, all three options have access for the physically disabled |
| 3 | A | There is a limited continental breakfast menu at the Star and at the Winchester. For a full restaurant and room service, the Royal Hotel is your best bet |
| 4 | A | For a full restaurant and room service, the Royal Hotel is your best bet.CUSTOMER: Oh wonderful! Could you tell me more about the restaurant?AGENT: Absolutely. In the morning there is a gourmet buffet or a la carte item, and after 11 a.m. lunch is served in the dining room. Dinners are in a nice, low-key but high quality setting in the hotel's private dining room and Fridays feature the house jazz band |
| 5 | C | It looks like there is one at the Winchester – 15% off when you book 8 or more rooms |
| 6 | C | Yes. In fact, it has a play place that kids just love, with slides, and swings and everything. Definitely a good hotel to bring the kids |
| 7 | deposit | We will hold a block of rooms for you as soon as you send a deposit |
| 8 | invitations | I'll send the invitations and put down the deposit |
| 9 | transport/transportation | Great! And don't worry about this now, but sometime before you arrive do let us know if you'll be requiring our transport service to and from the airport |
| 10 | gifts/presents | Oh, don't worry about it. It is a free service, so if you would like to tip you are welcome to do so, but hotel drivers do not accept gifts |
| 11 | March 19(th)/19 March | the exhibition officially opens to the public on Saturday, March 19th |
| 12 | 70,000 / 70000 | Be one of the 70,000 people to see everything from big rig monster trucks to good old fashion classic hot rods |
| 13 | 5 | Admission is £10 for adults and £5 for children during off-peak times, and £20 for adults and £10 for children and senior citizens on weekends and for full-day passes |
| 14 | Sunday | An insider tip – weekends are the exact time when all of the best attractions take place, but to avoid Saturday crowds join us this Sunday |
| 15 | electricity | A new attraction this year will be the addition of a new car category – electricity, namely the electric car class |
| 16 | racing car | Watch as the first generation of fully electric cars compete on style, ride, and watch the main entertainment as there's going to be a fabulous show of racing car to see who takes home fastest battery powered car |
| 17 | B | Last year's tickets sold out fast, so we upped the attendance this year. That's right, more seats |
| 18 | C | And don't worry kids, just like last year, there's something specially for you |
| 19 | C | And don't worry kids, just like last year, there's something specially for you! Wreak havoc on the road with the Kids Krazy Cars ride, and then Race around the Tiny Tykes Track in your favorite child-sized race car. Meanwhile Mom and Dad can take a spin in a ride a bit more than their size. We're rolling out a massive, dirt track so you can get behind the wheel and test drive something a little more adventurous. Put the pedal to the metal in a 4 by 4 SUV as you go over bumps and navigate through twists and turns – you'll want to buckle up |
| 20 | A | We had a lucky draw for a NEW car last year, but this year our main event is the Monster Truck Rally, where one lucky fan will win a chance experience the thrill from behind the wheel – well, next to the wheel as they ride with legendary driver Smash Tate |
| 21 | B / E / F | It is important to take courses that are relevant to your career path If possible, read online or talk to senior fellows and find out about the structure of the courses And another thing – make sure the topic is either relevant to your major, or something you are interested in learning about |
| 22 | B / E / F | It is important to take courses that are relevant to your career path If possible, read online or talk to senior fellows and find out about the structure of the courses And another thing – make sure the topic is either relevant to your major, or something you are interested in learning about |
| 23 | B / E / F | It is important to take courses that are relevant to your career path If possible, read online or talk to senior fellows and find out about the structure of the courses And another thing – make sure the topic is either relevant to your major, or something you are interested in learning about |
| 24 | A | I think it is an interesting class, but I would recommend against it. You are already in Human Anatomy, which also covers Physiology so it would be repetitive, and probably not the best use of your time |
| 25 | B | I'm going to do a dissertation instead. I think I will much more enjoy coming up with a thesis and finding all the details to support it |

| # | Answer | Explanation |
|---|---|---|
| **26** | **C** | Well, I started doing research. Then the more data I collected, the more complicated things got. I realised I would have to take a lot more steps to randomise the sample, and then I realised I would need to control for more factors |
| **27** | **A** | I interviewed employees at the water treatment facility after Professor Dickinson recommended it |
| **28** | **March** | STUDENT: Oh wow, it is, isn't it? I just have to finish it by the end of March, right? TUTOR: Yep, but don't forget! The date will really sneak up on you |
| **29** | **secretary** | You should go to the Department Office, and then talk to the secretary |
| **30** | **Computer** | That you can find in the computer lab, specifically in the office – you'll have to ask a lab technician to give you access |
| **31** | **attack** | Without sleep, an animal is much less capable of avoiding an attack — this is the case for all animals, whether they are reptiles, mammals or fish |
| **32** | **mammals** | this is the case for all animals, whether they are reptiles, mammals or fish |
| **33** | **breathe** | For example, the dolphin must float to the surface as it sleeps in order to breathe |
| **34** | **on edge** | Birds also have unusual sleeping patterns, mostly due to being constantly on edge in the presence of numerous predators |
| **35** | **bones** | Horses are heavy animals with big muscles, but their bones are surprisingly delicate, so lying in one position for a long time could well injure a horse |
| **36** | **sleeping problems** | Just like humans, animals can also have sleeping problems |
| **37** | **memories** | Researchers and scientists believe it helps us organise our memories of the day – that sleep acts as a kind of filing system for the brain |
| **38** | **learning** | Researchers also believe that sleep plays a key role in learning |
| **39** | **rats** | Because of the similar sleeping pattern to that of humans, rats are often studied in order to increase our knowledge of human physiology |
| **40** | **genetic structure** | Therefore, many scientists today choose to study the genetic structure of the fruit fly, which could make a particularly important contribution to the understanding of developmental processes in humans |

# Test 77

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-4

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**NOTES ON ISLAND HOTEL**

Example

Type of room required: double room

**Time**

- The length of stay: approx 2 weeks
- Starting date: 25th April

**Temperature**

- Daytime: up to **1** _____ °C
- Erratic weather

**Transport**

- Pick-up service is provided.
- Normally transferring to the airport takes about **2** _____.

**Facilities**

- en-suite facilities and a **3** _____
- gym and spa facilities
- a large outdoor swimming pool
- three standard **4** _____

## Questions 5-10

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

| Day | Entertainment activities | Transportation |
|---|---|---|
| Tuesdays | • learning to make **5** _____<br>• having a **6** _____ concert | • mini bus |
| Wednesdays | • enjoying mountain view<br>• exploring a tropical **7** _____ | • **8** _____<br>• shuttle bus |
| Thursdays | • having a fancy dinner<br>• watching a spectacular display of **9** _____ | • **10** _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Choose the correct letter, A, B or C.

**11** The website is organised by

- **A** family members.
- **B** friends.
- **C** businessmen.

**12** How long has the website been operated?

- **A** about 3 weeks
- **B** about 3 months
- **C** about 6 months

**13** How many registered users are there in the website?

- **A** 1,000
- **B** 1,500
- **C** 2,000

**14** Which country has the most users in the website?

- **A** Ireland
- **B** UK
- **C** Canada

### Questions 15-16

Choose TWO letters, A-E.

Which TWO things are most popular among users?

**15** **16** Which TWO things are most popular among users?

- **A** children's books
- **B** textbooks
- **C** computer games
- **D** toys
- **E** tools

### Questions 17-20

Complete the sentences below.

Write ONE WORD ONLY for each answer.

The website will sort out **17** _____ items to help those who can't decide what to exchange.

Do not bother because everyone's **18** _____ is different.

Users will give **19** _____ on the completion of exchanges.

**Criteria**

- the quality of the item
- the ease of communication
- the **20** _____ of delivering

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-26

Choose the correct letter, A, B or C.

**21** What should be firstly included in the reflective journal?

- **A** topics he is going to talk about
- **B** study aims for the module
- **C** suggestions from others

**22** The woman has got

- **A** a lot of friends to help her.
- **B** several books that may be useful.
- **C** sufficient resources showing that she is a good technology user.

**23** What was the man's biggest achievement in the past?

- **A** He worked as a waiter in a restaurant.
- **B** He got an offer to lead a team.
- **C** He became the chairman of the Student Union.

**24** The man decides to

- **A** do it by himself.
- **B** find a tutor.
- **C** listen to others.

**25** What is the man's attitude after the discussion?

- **A** He thinks it is useless.
- **B** He is looking forward to it.
- **C** He feels uncertain about it.

**26** What should be shown in the man's reflective journal?

- **A** self-awareness
- **B** mistakes
- **C** achievements

### Questions 27-30

What is the woman's attitude toward each of the following activities of study?

Choose FOUR answers from the box and write the correct letter, A-E, next to questions 27-30.

A. define a problem

B. independent learning

C. develop study skills

D. gain confidence

E. find it difficult

**27** writing an essay _____

**28** taking exams _____

**29** making class notes _____

**30** taking presentation notes _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-38

Complete the notes below.

Write ONE WORD ONLY for each answer.

**Chimpanzee Behaviours**

**Species**

- We can find Pan or Pan Troglodytes in West and Central Africa.
- The Bonobo or Pan Paniscus are found in Democratic Republic of Congo.

**Current research**

- rule out **31** _____ and biological factors
- learn through **32** _____ of other chimps' behaviour

**Discoveries**

- The book *The Third Chimpanzee* by James Diamond discusses some physical features of chimpanzees.
- The discovery reported by Jane Goodall suggests that chimpanzees know how to use **33** _____.

**Chimpanzees in Senegal**

- use spears sharpened with their teeth
- can **34** _____ the shell of a coconut
- use a **35** _____ hammer to crash nuts
- are capable of learning **36** _____ and understanding human language

**Sub-species**

- Bonobos live on the other side of a **37** _____
- Both of them are reducing alarmingly in population **38** _____

## Questions 39-40

Choose TWO letters, A-E.

Which TWO topics about chimpanzees will the students discuss next week?

**39** **40** Which TWO topics about chimpanzees will the students discuss next week?

- **A** ☐ They are slower than human in different ways.
- **B** ☐ They learn things by copying humans' behaviour.
- **C** ☐ They develop behaviours generation by generation.
- **D** ☐ They have very strong ability of logical thinking.
- **E** ☐ They could be modified to adapt to the environment.

# Transcripts

## Part 1

Reception: Good afternoon, you're through to reception at The Island Hotel in Crete, how may I help you today?

Mr. Schiffer: Yes, hello there, I'm hoping to book a double room for my wife and myself for about two weeks from the 25th April of this year. Firstly, could you tell me whether it's particularly hot during this time?

Reception: Yes, of course Sir, during late April and early May, the daytime temperature shouldn't exceed 19 degrees Celsius, but the weather has been rather erratic and difficult to predict in recent years, so I am unable to say for certain.

Mr. Schiffer: Okay, that sounds good, my wife doesn't like going outside when it's very hot! I haven't booked flights yet, but I must say that I'm unfamiliar with Crete and its transport system. Does the hotel provide an airport shuttle service?

Reception: Yes Sir, we provide a complementary airport pick-up service for all our guests. It takes about 40 minutes to get here from the airport, but it's at least 60 minutes at rush hours and you will be provided with a fully air-conditioned shuttle bus.

Mr. Schiffer: Okay, excellent. In that case, do you have any rooms available for the dates I gave you?

Reception: I shall have a look on the system now for you Sir, bear with me just a moment. [brief pause] Yes Sir, I can see now that we have several rooms available. Would you prefer a garden view or a sea view?

Mr. Schiffer: Well, ideally I would like a sea-view room with a balcony, but of course that depends on the difference in price.

Reception: Not to worry Sir, all of our standard double rooms have en-suite facilities and a balcony. If you would like one of our sea-view rooms, there is a premium of €60 per night.

Mr. Schiffer: Okay, so could you tell me the total nightly rate for a standard double room with a sea view?

Reception: Yes, of course Sir, for the spring months, our rate is €216 per night. For 14 nights, altogether this will come to €3,024.

Mr. Schiffer: Perfect. I also read on your website that the hotel has gym and spa facilities. Are there any other facilities on offer?

Reception: Yes, we have a large outdoor infinity pool overlooking the ocean, with luxury sun beds and a poolside bar. We also have 3 full-sized tennis courts, where we run a popular doubles tournament, with the winner receiving 2 all-inclusive spa day vouchers.

Mr. Schiffer: Goodness, I shall have to brush up on my tennis skills!

Mr. Schiffer: Are there any other activities organised by the hotel that we can partake in? It's just that it's our wedding anniversary on the 30th of June, and I would like to provide my wife with the perfect romantic getaway.

Reception: I can assure you, Sir, that your wife won't be disappointed. Ours is a 5-star resort which is renowned for its luxury and beauty. In terms of activities, the hotel provides thrice weekly entertainment. On Tuesdays, guests will take a mini bus and partake in learning to cook succulent fish dishes with our Michelin starred chef, Enrique. The class will take place in a beautiful valley deep in the Cretan hills, where guests will be treated to an intimate piano performance by our in-house concert pianist, Pedro. On Wednesdays, a select number of guests will be fortunate enough to explore the mountains by helicopter, before being transported to a tropical Cretan garden by shuttle bus. Finally, on Thursdays after a fancy dinner, we provide a spectacular fireworks display, which guests can view from the comfort of a cable car.

Mr. Schiffer: Oh wow, that all sounds absolutely wonderful! I shall book the room now, and then I need to look at flights so as not to become extortionate. Would you like to take my details now or later? [fade out]

## Part 2

BarterOnlineUK is a young, up and coming website in the United Kingdom where users can 'buy' new and used goods; however, instead of paying with money, registered users instead exchange their purchase for an item of similar value. This part is perhaps the most complicated, as the registered users themselves must mutually decide on an appropriate value, with value either being the recommended retail price (RRP), or simply how much they believe the item to be worth. The website has been founded by a group of four friends in the north of England. Originally they exchanged their belongings among family members. They frequently found themselves swapping their belongings when they no longer had any use for them. They live by the motto 'one person's trash is another person's treasure', and hate to throw things away. As more and more people caught wind of the idea and wanted to participate in the exchanges, the group decided that the idea had the potential to become a successful business venture, and so it did.

BarterOnlineUK is a start-up online business, which took 3 months to set up and has now been running for around half a year. Despite only being founded a short time ago, the website has already garnered about 1,500 registered users, with 500 more than expected, a huge achievement for the founders. Some of the users are registered in the United Kingdom and Canada, with the majority from the Republic of Ireland. In order to become a registered member, users must first fill in their personal details followed by their credit or debit card details, which will be used to take payment of a monthly fee of £5. As long as this fee is paid, users will be able to perform an unlimited number of online exchanges.

A multitude of items are sold on the website, such as textbooks, soft toys, and tools, however books for children and computer games are by far selected most. The exchange process itself is not as complicated as it might seem, users can enter their preferences for what they would like to receive, and also explicitly state what they would like to give away, and the website will automatically pair up suitable users. If, however, a user doesn't want to give anything away, but would simply like to buy something, BarterOnlineUK does support a secure online payment system where users can perform a normal monetary transaction. Despite this, the founding group strongly discourages the use of the online payment system, clearly stating that this goes against the intended ethos of the company.

Although bartering is an age-old process, many of the website's users are unsure how to decide which of their own items to exchange. It often helps to order items by popularity using the 'filter' button provided, this will tell the website to find out popular items for users' convenience. To this, the founding members say just put everything you don't want on there, different people have different tastes, and you never know what they might be looking for! In order to aid registered users in their exchanges, and to provide them with assurance, the founders recently added a new feature whereby on completion of an exchange, users will be encouraged to provide each other with feedback. This feedback will include criteria such as the quality of the item as compared with how it was advertised, the ease of communication with the seller, the speed at which the item was delivered, and so on. The friends believe that using this method, users will have a more transparent and trustworthy bartering experience. [fade out]

## Part 3

Tom: Professor Tomlinson, may Annie and I please quickly ask you a few questions about the reflective journal assignment? It's just that we're a bit confused as to what you want us to include and discuss.

Prof. Tomlinson: Yes of course, what are you having trouble with?

Annie: Well, everything really. To start with, what should be included first in the reflective journal? Perhaps suggestions from others?

Prof. Tomlinson: No no, firstly you should include the study goals you set yourself at the beginning of the module. This section should have been discussed in some detail towards the beginning of the course by Professor May. You should be able to find her suggestions on the slides she has provided the class online.

Annie: Okay, thank you, Professor. Could I also trouble you to take a brief look at my bibliography and footnotes? I feel like they're missing something; most of our friends' bibliographies are longer.

Prof. Tomlinson: Well, looking at this Annie, I can see that you have used a wide range of resources, which shows that you have made effective use of communication technology. As far as I can tell, you need not make any changes to this, although you might want to double check that your referencing complies with the Harvard Referencing Style regulations.

Annie: Oh I'm very surprised you've said that! Thank you, now I can set my mind at ease. Tom, you said you wanted to ask the Professor about the achievements section?

Tom: Ah yes, Professor, in the assignment guidelines, we are asked to introduce and elaborate on our biggest achievement in the past, saying which skills we learnt in the process, and how these skills can be transferred to various different future careers. The only problem is that I don't know what my greatest achievement actually is. I've only ever worked as a waiter in a hotel restaurant during the summer holidays from university.

Prof. Tomlinson: If you worked as a waiter in a hotel restaurant, you're bound to have worked with other waiters as part of a team. Would you say that during your time as a waiter, you developed any leadership skills?

Tom: Yes, well I suppose I was asked to become the team leader of the food and beverage department. But that's hardly an achievement.

Prof. Tomlinson: You might not think so, but if you write that you were offered the position of the team leader, it shows a lot more about your character, for example that you're charismatic and work well in a high-pressure situation.

Tom: I never would have thought to write that down, thank you! I guess I should start listening to others more often! Annie, do you have any more questions or are you ready to go back to the library?

Annie: Yeah, I think I've got everything I need. Thank you very much, Professor Tomlinson!

[Tom and Annie alone]

Tom: That was really helpful. I'm actually starting to look forward to writing this now, and it should be a really useful exercise to prepare us for writing CVs and applying for jobs. It's shocking how bad I am at identifying my strengths and weaknesses. Professor Tomlinson has shown me that I definitely need to start displaying some self-awareness!

Annie: Yeah, Tom, you really do. You're always so modest! Modesty is great until it comes to applying for jobs!

Annie: Oh no! I forgot to ask the professor about the section on identifying the skills gained through different activities, do you remember? When it asks you, for example, whether writing an essay develops your study skills or your independent learning and so on?

Tom: Oh goodness, we really should have asked him that. I've been having trouble with it too. It just seems like such a pointless task. What do you reckon the answers are?

Annie: Hmm...I think writing an essay might be a way of identifying and resolving a problem, because you have to state the problem in the introduction and then solve it. I'm not so sure about taking exams...I thought they were supposed to develop lots of different skill sets. If I really had to choose, I'd say that taking exams enables you to become more confident in yourself...do you agree?

Tom: Maybe, I really don't know either. What do you think about the last two? Making class notes and presentation notes?

Annie: Oh it's so difficult! I think making class notes has to be a way of becoming a more independent learner because you yourself decide what the important information is and learn it. That reminds me, I find taking presentation notes is a disaster! The professors speak much too quickly, and I write much too slowly. [fade out]

## Part 4

Welcome back to my series of short lectures on apes. Today we will examine recent and historical breakthroughs on the behaviour of chimpanzees, otherwise known as chimps.

The word 'chimpanzee' is an umbrella term for two different species of apes in the genus Pan, which are the Common Chimpanzee, or Pan Troglodytes, found in West and Central Africa, and the Bonobo, or Pan Paniscus, which are found in the forests of the Democratic Republic of the Congo. Chimpanzees belong to the Hominidae family, together with gorillas, orangutans and indeed humans. Current research tells us that the chimps broke away from the human branch of the Hominidae family approximately six million years ago, and remain the closest living relative to humans to this day. More modern researches into chimpanzees have centred on their behavioural characteristics, once all biological and genetic factors have been ruled out. In this way, scientists have unearthed an unfathomable amount of similarities between human and chimpanzee behaviour. Although much of this research has taken place through observation of captive chimps, the results are widely seen as an authoritative reflection of chimps living in the wild. Chimps live in large so-called communities comprised of many male and female members, with the social hierarchy determined by an individual chimp's position and influence. Through such research, scientists have found that chimps learn and adapt through observation of others' behaviour. Once in power, the alpha male is often seen to alter its body language in order to retain power, for example he might puff himself up in order to intimidate others, while lower-ranking chimps are noted to behave more submissively and holding out their hands while grunting. Female chimpanzees also have a distinct social hierarchy, with high social standing inherited by children. It is not unheard of for dominant females within a community to unite and overthrow the alpha male, backing another in his place.

James Diamond, in his book The Third Chimpanzee suggests that chimps should now be reclassified in the genus Homo, instead of Pan, and there are many arguments still in favour of this. Male common chimpanzees are on average 1.7 metres in height, weighing 70kg, with their female counterparts being somewhat smaller. By comparison, the Bonobo is slightly shorter and lighter, but with longer arms and legs; however, both species walk on all fours, and climb trees with great ease. Jane Goodall made a groundbreaking discovery in 1960, when she observed the use of tools among chimpanzees, including digging for termites with large sticks. A recent study claimed to reveal that common chimpanzees in Senegal have been using spears sharpened with their teeth to hunt; however these reports remain unsubstantiated. Researchers have witnessed such tools, namely rocks, being used by chimps to open coconut shells and indeed crushing nuts with stone hammers. As scientific technology has developed, so too has our knowledge of the sheer extent of the chimp's intelligence. Research has now shown that chimps have the capability to learn and use symbols, and understand aspects of the human language, including syntax as well as numerical sequences.

As I mentioned earlier, the umbrella term 'chimpanzee' is comprised of the common chimpanzee and the bonobo. These two sub-species are divided along the Congo River, with the common chimps living on one side, and the bonobos living on the opposite side of the river. Over the past few decades, both of these sub-species have witnessed an alarming decrease in population density, with animal activists now working harder than ever to protect those remaining and encourage procreation.

In addition, next week's episode will focus more closely on how chimpanzees in captivity are able to learn things through imitating the behaviour of humans, as well as how chimpanzees' behaviours have developed over many generations. Thank you very much for attending this evening's lecture. I hope you found it intellectually stimulating, and I look forward to seeing you again next week. Goodnight!

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **19** | Yes, of course Sir, during late April and early May, the daytime temperature shouldn't exceed 19 degrees Celsius, but the weather has been rather erratic and difficult to predict in recent years, so I am unable to say for certain |
| 2 | **40 minutes/forty minutes** | It takes about 40 minutes to get here from the airport, but it's at least 60 minutes at rush hours |
| 3 | **balcony** | Not to worry Sir, all of our standard double rooms have en-suite facilities and a balcony |
| 4 | **tennis courts** | We also have 3 full-sized tennis courts, where we run a popular doubles tournament, with the winner receiving 2 all-inclusive spa day vouchers |
| 5 | **fish dishes** | On Tuesdays, guests will take a mini bus and partake in learning to cook succulent fish dishes with our Michelin starred chef, Enrique |
| 6 | **piano** | On Tuesdays, guests will take a mini bus and partake in learning to cook succulent fish dishes with our Michelin starred chef, Enrique. The class will take place in a beautiful valley deep in the Cretan hills, where guests will be treated to an intimate piano performance by our in-house concert pianist, Pedro |
| 7 | **(Cretan) garden** | On Wednesdays, a select number of guests will be fortunate enough to explore the mountains by helicopter, before being transported to a tropical Cretan garden by shuttle bus |
| 8 | **helicopter** | On Wednesdays, a select number of guests will be fortunate enough to explore the mountains by helicopter, before being transported to a tropical Cretan garden by shuttle bus |
| 9 | **fireworks** | Finally, on Thursdays after a fancy dinner, we provide a spectacular fireworks display, which guests can view from the comfort of a cable car |
| 10 | **cable car** | Finally, on Thursdays after a fancy dinner, we provide a spectacular fireworks display, which guests can view from the comfort of a cable car |
| 11 | **B** | The website has been founded by a group of four friends in the north of England |
| 12 | **C** | BarterOnlineUK is a start-up online business, which took 3 months to set up and has now been running for around half a year |
| 13 | **B** | Despite only being founded a short time ago, the website has already garnered about 1,500 registered users, with 500 more than expected, a huge achievement for the founders |
| 14 | **A** | Some of the users are registered in the United Kingdom and Canada, with the majority from the Republic of Ireland |
| 15 | **A / C** | A multitude of items are sold on the website, such as textbooks, soft toys, and tools, however books for children and computer games are by far selected most |
| 16 | **A / C** | A multitude of items are sold on the website, such as textbooks, soft toys, and tools, however books for children and computer games are by far selected most |
| 17 | **popular** | It often helps to order items by popularity using the 'filter' button provided, this will tell the website to find out popular items for users' convenience |
| 18 | **taste** | To this, the founding members say just put everything you don't want on there, different people have different tastes, and you never know what they might be looking for |
| 19 | **feedback** | In order to aid registered users in their exchanges, and to provide them with assurance, the founders recently added a new feature whereby on completion of an exchange, users will be encouraged to provide each other with feedback |
| 20 | **speed** | the speed at which the item was delivered, and so on |
| 21 | **B** | firstly you should include the study goals you set yourself at the beginning of the module |
| 22 | **C** | Well, looking at this Annie, I can see that you have used a wide range of resources, which shows that you have made effective use of communication technology. As far as I can tell, you need not make any changes to this, although you might want to double check that your referencing complies with the Harvard Referencing Style regulations |
| 23 | **B** | Yes, well I suppose I was asked to become the team leader of the food and beverage department. But that's hardly an achievement |
| 24 | **C** | I never would have thought to write that down, thank you! I guess I should start listening to others more often |
| 25 | **B** | I'm actually starting to look forward to writing this now, and it should be a really useful exercise to prepare us for writing CVs and applying for jobs |
| 26 | **A** | Professor Tomlinson has shown me that I definitely need to start displaying some self-awareness |
| 27 | **A** | I think writing an essay might be a way of identifying and resolving a problem, because you have to state the problem in the introduction and then solve it |

| # | Answer | Explanation |
|---|---|---|
| **28** | **D** | If I really had to choose, I'd say that taking exams enables you to become more confident in yourself do you agree |
| **29** | **B** | Annie: Oh it's so difficult! I think making class notes has to be a way of becoming a more independent learner because you yourself decide what the important information is and learn it |
| **30** | **E** | That reminds me, I find taking presentation notes is a disaster! The professors speak much too quickly, and I write much too slowly |
| **31** | **genetic** | once all biological and genetic factors have been ruled out |
| **32** | **observation** | Through such research, scientists have found that chimps learn and adapt through observation of others' behaviour |
| **33** | **tools** | Jane Goodall made a groundbreaking discovery in 1960, when she observed the use of tools among chimpanzees, including digging for termites with large sticks |
| **34** | **open** | Researchers have witnessed such tools, namely rocks, being used by chimps to open coconut shells |
| **35** | **stone** | Researchers have witnessed such tools, namely rocks, being used by chimps to open coconut shells and indeed crushing nuts with stone hammers |
| **36** | **symbols** | Research has now shown that chimps have the capability to learn and use symbols, and understand aspects of the human language, including syntax as well as numerical sequences |
| **37** | **river** | These two sub-species are divided along the Congo River, with the common chimps living on one side, and the bonobos living on the opposite side of the river |
| **38** | **density** | Over the past few decades, both of these sub-species have witnessed an alarming decrease in population density, with animal activists now working harder than ever to protect those remaining and encourage procreation |
| **39** | **B / C** | In addition, next week's episode will focus more closely on how chimpanzees in captivity are able to learn things through imitating the behaviour of humans, as well as how chimpanzees' behaviours have developed over many generations |
| **40** | **B / C** | In addition, next week's episode will focus more closely on how chimpanzees in captivity are able to learn things through imitating the behaviour of humans, as well as how chimpanzees' behaviours have developed over many generations |

# Test 78

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

### Birmingham Exhibition

Example

Purpose of calling: purchasing tickets

- Open in: 1 _____
- Length of exhibition: 2 _____
- A wide range of manufacturers will be showcased.
- Some cars are available to observe and the others are for 3 _____.
- The 4 _____ is prohibited to take into the museum.
- Every ticket includes one free photo.
- Price of ticket: £ 5 _____ (in advance)
- Transfer to Mark 6 _____ (Box Office Manager)
- Held in the 7 _____ Palace this year
- Not far from 8 _____
- Website: www. 9 _____ .com
- Best way to contact: 10 _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Choose the correct letter, A, B or C.

**11** How many patients does the hospital consult every year?

- **A** ○ 3,000
- **B** ○ 5,000
- **C** ○ 11,000

**12** When can patients meet the female doctor?

- **A** ○ on weekday mornings
- **B** ○ three days a week
- **C** ○ only on Mondays and Fridays

**13** Who is the expert on treating hearing loss?

- **A** ○ Mr. Robert
- **B** ○ Mr. Green
- **C** ○ Mr. Edwards

**14** Where are patients recommended to buy their medicine?

- **A** ○ the supermarket in the town
- **B** ○ pharmacies nearby the city centre
- **C** ○ the health care's pharmacy

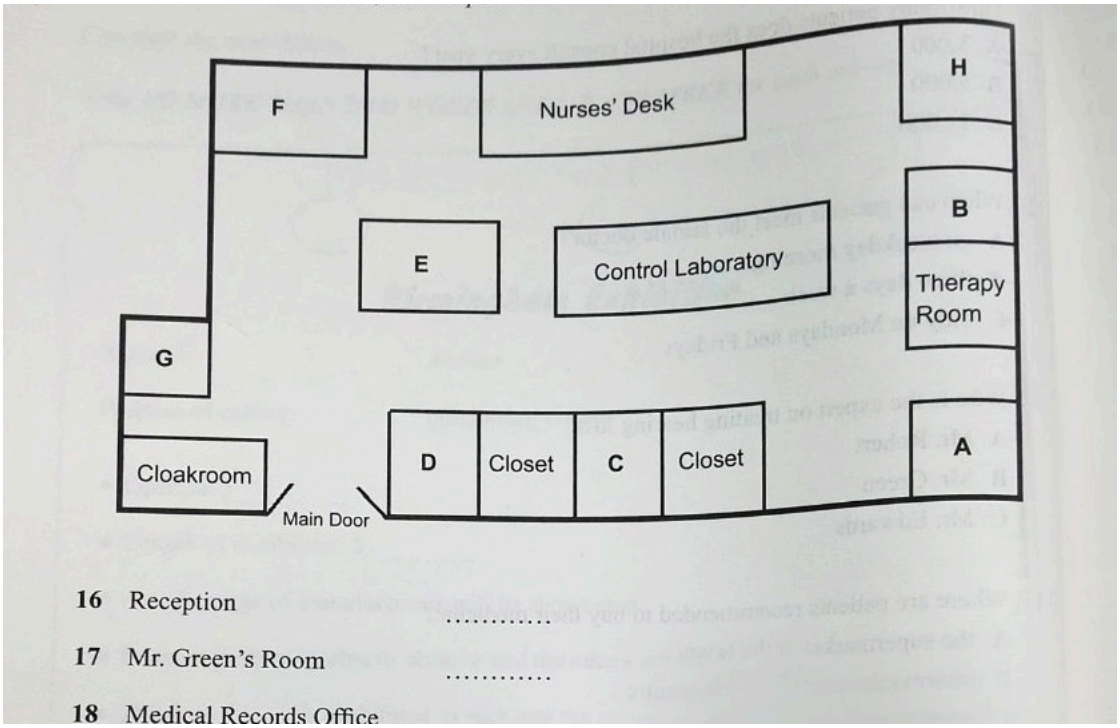
**15** What will the patients be asked about whether they are willing to do?

- **A** ○ Letting one student attend the consultation
- **B** ○ Asking postgraduate students to do treatment
- **C** ○ Meeting students in group discussion

### Questions 16-20

Label the map below.

Write the correct letter, A-H, next to questions 16-20.




| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| 16 Reception | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 17 Mr. Green's Room | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 18 Medical Records Office | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19 Surgery Room | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20 Manager's Office | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

What is the main opinion of each of the following people?

Choose FIVE answers from the box and write the correct letter, A-G, next to questions 21-25.

A. lighting restrictions

B. alternative lighting

C. reduce the number of insects

D. decline in the number of species

E. climate changes

F. impacts on the growth of animals

G. impacts on water quality

**21** Ken Simpson _____

**22** Dave Kepler _____

**23** Sharon Grey _____

**24** Maria Jackson _____

**25** Barbara Swallow _____

### Questions 26-27

Choose the correct letter, A, B or C.

**26** What does Jim think about the difference among species in natural and artificial light?

- **A** ○ It makes no difference.
- **B** ○ Species will die out in natural light.
- **C** ○ Species will die out in artificial light.

**27** One reason why Jim and Jane felt unsatisfied about the theories discussed in the lecture was that

- **A** ○ governments didn't increase any spending on them.
- **B** ○ most theories had nothing to do with the exams.
- **C** ○ many theories lacked solid proof in the field.

### Questions 28-30

Choose THREE letters, A-G.

**28** **29** **30** Which THREE topics are they interested in studying in the future?

- **A** ☐ quality of life of tourists
- **B** ☐ wildlife park animals
- **C** ☐ migration birds
- **D** ☐ animals living in rural areas
- **E** ☐ animals living in tropical climate
- **F** ☐ the impacts of different environment on animals
- **G** ☐ pandas in the zoo

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-32

Choose TWO letters, A-E.

**31** **32** Which TWO aspects did the new rules at the end of the 19th century focus on?

- **A** ☐ cooperation
- **B** ☐ competition
- **C** ☐ moral values
- **D** ☐ player's physical protection
- **E** ☐ business model

### Questions 33-40

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- At present the main reason why UK schools push football education is the pressure from **33** _____.
- Prior to the 19th century, football players used different **34** _____ of rules.
- People attempted to standardise the rules from the whole **35** _____, known as the 'Cambridge Rules' in 1848.
- Attendances were increasing due to the improvement of infrastructure and the **36** _____ system.
- Football became popular and it is regarded as a **37** _____ event.
- The football clubs were responsible for most of the **38** _____ and development for the football association.
- **39** _____ against other teams were also organised by the football clubs.
- In 1910s, **40** _____ football players were approved of in the game.

# Transcripts

## Part 1

Events Coordinator: Good morning, you're through to the events coordinator at the Birmingham City Council, how may I help you?

Julie: Hello there, my husband and I are interested in purchasing tickets to the automobile exhibition, but I couldn't find many details about it on your website, and I was wondering whether you could provide me with some more information. Does it open in June?

Events Coordinator: Yes, of course, Madam. The exhibition will take place during July, and will showcase the history of automobiles from the very first commercial car in the late 1800s all the way through to the present day.

Julie: Is the exhibition open for the duration of July?

Events Coordinator: No, Madam, the exhibition will last 3 days, from the 1st of July to the 3rd of July, and then the cars will be taken to another exhibition.

Julie: Okay. Does the exhibition focus on a certain manufacturer?

Events Coordinator: No, it will showcase a wide range of manufacturers.

Julie: Wonderful! I'm ever so fed up of going to these shows and only seeing one manufacturer. Are there any opportunities to sit in or even drive the cars?

Events Coordinator: There will be many opportunities for you to sit in the cars; however, some of the cars will only be available to observe. We are yet to be told whether any of the antique cars will be available to drive, however there will certainly be an opportunity to test driving some of the more modern cars on a purpose-built track.

Julie: That sounds like great fun! I mustn't forget to bring my camera, or my husband will never forgive me!

Events Coordinator: I'm afraid to say that cameras are actually strictly not allowed to bring into the exhibition. There will however be a section where a professional photographer will be available to take photos of you sitting in a car in period clothing.

Julie: Well, that sounds like it could be fun, but I assume the photos won't be free.

Events Coordinator: On the contrary, one free photograph is included within every ticket, but each photo after this will cost £5.

Julie: That's a nice surprise, not many things are free anymore. I've been asking around about the ticket prices, but I haven't yet had a definite answer. Is it correct that the tickets are £100 whether you buy them now or on arrival?

Events Coordinator: I'm afraid not. If you buy the ticket in advance the price is £110, but it's £165 on the door.

Julie: Oh goodness! I suppose I'd best pay for them now then. Is it possible to buy tickets from you now over the phone?

Events Coordinator: Yes, of course, Madam. I'll transfer you to the Box Office Manager, Mark Edgeworth, that's E-D-G-E-W-O-R-T-H, and he will probably need to take your credit card details and some personal details.

Julie: Yes, that's fine. Before you transfer me, I just need to ask a few more questions. Will the exhibition be held in the Birmingham Exhibition Centre? I think that's where I went last time.

Events Coordinator: No, Madam, the Birmingham Exhibition Centre is currently undergoing some renovations, so this year all exhibitions will be held in the Summer Palace.

Julie: Summer Palace? I'm not entirely sure where that is.

Events Coordinator: Well, it's not too far from city centre. Once you're in the centre, you should be able to find signs for the palace. If not, most people in Birmingham will be able to direct you.

Julie: Hmm...neither my husband nor I am particularly good with directions. Is there anywhere I can find this information on the Internet?

Events Coordinator: Our website will give you an address. Perhaps you could visit www.directions.com for more detailed information, and they should be able to provide you with step-by-step instructions.

Julie: Okay and is this the best way to contact you, by phone?

Events Coordinator: I think the most convenient way to contact us is enquiring online, which is much simpler than having to dial various different numbers to reach the right person! Unless you have any more questions, I'll transfer you now.

Julie: No, that's great! Thank you for your help.

## Part 2

Hello, and welcome to the home page for the Healthy Hearing Medical Clinic and Surgery, where we'd like to share a little more information about the services we provide and more.

Our hospital is one of the leading specialised hospitals in the United Kingdom, attracting the very best healthcare professionals from around the globe. Not only are we a leading medical practice, but we are also the only hospital in the United Kingdom dedicated entirely to the treatment of, and research into the curing of hearing loss. Our facilities and staff here are renowned across Europe, attracting thousands of patients a year. Our consultations can number

anything up to 11,000 patients a year, however we aim to treat around 5,000 patients a year so as to maintain and ensure the quality of our services. Our patients are guaranteed the highest standard of care, as well as the use of our first class facilities. All patients requiring overnight treatment are provided with their own private room with en-suite facilities, as well as a state-of-the-art entertainment centre, which includes a flat screen LCD television and Playstation.

Appointments with our healthcare professionals can be made at any time during the week, with female doctors available between 8 am and 11 am. If you need to see a doctor outside of these times, please visit the 'Out of Hours' page of our website for more information. Our doctors are all trained to an exceptionally high standard, and practice a vast array of specialties: Mr. Robert is a fully qualified ear and throat specialist, Mr. Edwards is a pediatric hearing specialist, while Mr. Green specialises in reversing hearing loss. For more details about our people, please visit the 'Staff Members' page on our website.

During a consultation, doctors will sometimes decide medication is required, for which patients should receive a prescription. There are several pharmacies within the city; however we recommend that patients use the pharmacy housed within our health care facility. Our in-house pharmacy is well-stocked at all times, our products are competitively priced, and our pharmacists are on hand to help and advise from 8 am until 10 pm from Monday to Saturday, and from 9 am until 12 pm on Sundays. If you require any help outside of these hours, please see our 'Out of Hours' page on the website.

Since the Healthy Hearing Medical Clinic and Surgery also functions as a teaching hospital, we aim to provide our students with every opportunity to expose themselves to medicine in practice. Therefore we would like to encourage our patients to give their consent for a medical student to attend their consultations. If our patients are not comfortable with this, there will be a form at reception where patients will be able to opt out.

Now, please look at the map I've given you of the Healthy Hearing Medical Clinic and Surgery. For those not familiar with our practice, reception can be found through the main door at the end of the corridor. If your consultation is booked with Mr. Green, you need to go through the main door and turn right by the nurses' desk, and his office is at the end of the corridor on your left-hand side. If you need to alter any of your personal details, please visit our secretary at the Office for Medical Records, which you will find next to the therapy room. If you're awaiting surgery, please first check in with reception, before taking the first door on the right after you enter the clinic. Finally, in the event that you feel disappointed with any of the services we have provided, or have any further questions, please locate our Manager's Office, which can be found near the Office for Medical Records and between two closets.

If you have any more questions about the Healthy Hearing Medical Clinic and Surgery, please do not hesitate to contact us on 01256 111 111. [fade out]

## Part 3

Jim: Jane, what did you think of Professor Morgan's lecture? I don't know about you, but I find it incredibly difficult to believe that light influences the environment as much as he says. I've never seen any journal articles, websites or anything that verifies his argument. It's stupid.

Jane: On the contrary, I've seen a great deal of research supporting his argument from a wide range of renowned scientists. Have you looked at the recommended textbook listed on the course outline given to us at the beginning of the semester? All the information is in there, perhaps you've just been looking in the wrong places.

Jim: I never look at the course outlines, I have so many loose sheets of paper I tend to lose anything I'm given by the end of the day. What's the textbook they recommend, and where can I get it from? I should probably go buy it soon; I'm already behind in the course.

Jane: Yeah, you definitely should buy it, and our grades are more important this year! It's called 'The Influence of Light on the Environment'. You should be able to find it in the bookshop on campus. If not, they'll order it within two weeks. In the meantime, you should read up on Ken Simpson's work, he argues that in order to protect natural habitats, governments should endeavor to turn off lights in cities at night.

Jim: Well that's controversial; I doubt any government would be willing to do that any time soon. I imagine roads would become quite dangerous without street lighting. For this issue, Dave Kepler suggests they could just replace the existing lights with more environmentally friendly bulbs. They could even install solar-powered lights; that way, roads will be more eco-friendly while maintaining safety. Although I guess they wouldn't be particularly effective in colder countries, especially during the winter.

Jane: That's quite a good idea actually. The price of solar power is supposed to be on par with electricity within the next few decades, and it was on the news this morning. I've also heard that, according to Sharon Grey, in countries with more sunlight, insect-eating animals tend to be smaller in size. Since there are fewer insects, and the remaining insects produced a smaller number of eggs.

Jim: Yeah, I think I read somewhere that sunlight also has a negative effect on the quality of water, but I'm not sure I believe it. In many hot countries, particularly developing countries, there is a lot of water pollution caused by factories rather than sunlight. Nevertheless, Maria Jackson says that in direct sunlight, the surface of the water becomes more translucent, therefore it affects the amount of sunlight that aquatic insects can absorb. Not much research has been undertaken to prove Jackson's theory, but it seems to have been widely accepted anyway.

Jane: I've never heard of that. I'll have to look it up on Google. The only other theory I've studied is Barbara Swallow's study on how declined insect population adversely affects the frog population. Not that I'm complaining...I hate insects, especially spiders.

Jim: You have arachnophobia? I never would have guessed. Didn't your brother have a pet black widow spider?

Jane: Yes, he did, and I hated it. It escaped from its cage once and we never found it. I had nightmares for months.

Jane: Okay, now I'm getting goose bumps, let's change the subject. What's your stance on natural and artificial light?

Jim: Honestly, I'm not sure it makes much difference which one you use; species will die out either way. I think the real argument we should consider is global warming and protection or replacement of finite fuels. Solar power provides us with an incredible opportunity to replace electricity, and governments should definitely increase spending on research in this field. The theories discussed in our lectures, like Simpson's and Grey's, are so vague and lack proof, so I don't understand why we even study them.

Jane: I see what you mean. I don't like learning unsupported theories for exams, and I'd rather spend my time learning something else. For example, I'd be much more interested in studying the animals in safari parks than researching migratory birds, particularly the effect of tourists on the quality of life of

animals. As we know, every year thousands of visitors will drive in their own vehicles or ride in vehicles provided by the facility to observe freely roaming animals.

Jim: Yeah, that would be really interesting! Especially those animals living in more tropical countries, like Borneo. Following on from that, I want to study how bringing animals over from foreign countries to put in our zoos affects their life expectancy. For example, do you remember when China sent pandas to Edinburgh Zoo? Apparently one of the pandas became depressed, but it was never explained why. To me, obviously, you can't take an animal out of its natural habitat and put it in a cage on the other side of the world. It just doesn't work...[fade out]

## Part 4

Great Britain is often hailed as the home of football, with talented players travelling from far and wide to play for teams in the English Premier League – one of the most popular football leagues on the planet. Today we are going to take a look back to the 19th century Great Britain in an attempt to trace the evolution of ‘the beautiful game’ as it is now known.

Prior to the 19th century, the game featured a wide variety of local and regional adaptations, which were later smartened up and made more uniform to create our modern-day sports of association football, rugby football, and Ireland's Gaelic football. Even up to the mid-19th century, Shrovetide football or 'mob football' was still widely practiced. According to the rules of mob football, there were no rules...a player could legally use any means whatsoever to obtain the ball, such as kicking, punching, biting and gouging, with the only exceptions being murder and manslaughter. These games may be regarded as the ancestors of modern codes of football, and by comparison with later models of football, they were chaotic and had few cooperation. Towards the latter end of the 19th century and moving into the early part of the 20th century, however, there appeared a new found emphasis on moral values in football. Perhaps a more modern example of this can be seen in John Terry's suspension as England captain following reports of his infidelity to his wife. Furthermore, as mob football died away, there grew a greater concern for players' health and general well-being, with many clubs affording their top players access to frequent medical check-ups and treatment. Despite the presence of Great Britain's unique state-funded National Health Service, football clubs are still seen today providing team members with state-of-the-art healthcare facilities, with the top clubs even housing their own specialist doctors and physicians.

Today, football is a key feature of school children's day-to-day education, particularly for boys. With the help of football associations, all schools in the UK are boasting their own football teams. This mainly comes as a result of pressure put on schools and the government by concerned parents, who felt that football education taught their children valuable lessons and indeed vital life skills, such as teamwork and a drive to succeed. Nowadays, many of the UK's top football clubs provide training facilities and outreach programmes in an attempt to educate the nation's aspiring youths.

As I previously mentioned, it was only during the 19th century that football in its uniform concept truly began to emerge, with footballers previously playing according to their own versions of the rules. However, it was not until the early 20th century that different players actually began to play according to these standardised rules. Prior to the 19th century, football was played by all the major English public schools including the likes of Eton College, Winchester College, and Harrow. In 1848 there was a meeting at Cambridge University in an attempt to lay down the laws of football. Present at the meeting were representatives of each of these major public schools, whom each brought a copy of the rules enforced by their own individual school's rules of football. The result of the meeting was what is now known as the 'Cambridge Rules', thereby uniting the rules from across the country into one simple document. However, the Cambridge Rules were not liked by all, and a new set of rules, 'Thring's Rules' compounded in the book 'The Simplest Game' became common place among dissenters.

Across the country, improvements in infrastructure and public transport had a knock on effect of dramatically increasing attendance to football games. Football quickly became a social event where spectators would meet friends, drink tea and chat about the good old days. As football became more and more popular, it was decided that more money should be invested in maintaining the quality of pitches amongst other things, and there was even talk of installing seating for spectators. However, the question of who was to foot the bill quickly became a divisive issue, with many believing that the government should fund football's development as a national sport. But in the end, the onus fell upon Britain's local and regional football clubs for the funding and development of the football association. They became responsible for the upkeep of football grounds, began to pay their best players a small salary, and organised competitions against other local and regional teams. And there began England's Football Association, or the FA, as we know it in its current form, the governing body of football in England. As the FA continued to grow and accumulate greater wealth, it was able to attract more and more talented young men from across the country, before finally accepting professional talent in the early 20th century. Today, football is played at a professional level all over the world. Millions of people regularly go to football stadiums to follow their favourite teams, while billions more watch the game on television or on the Internet. [fade out]

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **July** | The exhibition will take place during July, and will showcase the history of automobiles from the very first commercial car in the late 1800s all the way through to the present day |
| 2 | **3 days/three days** | No, Madam, the exhibition will last 3 days, from the 1st of July to the 3rd of July, and then the cars will be taken to another exhibition |
| 3 | **test driving** | There will be many opportunities for you to sit in the cars; however, some of the cars will only be available to observe. We are yet to be told whether any of the antique cars will be available to drive, however there will certainly be an opportunity to test driving some of the more modern cars on a purpose-built track |
| 4 | **camera** | I'm afraid to say that cameras are actually strictly not allowed to bring into the exhibition |
| 5 | **110** | If you buy the ticket in advance the price is £110, but it's £165 on the door |
| 6 | **Edgeworth** | I'll transfer you to the Box Office Manager, Mark Edgeworth, that's E-D-G-E-W-O-R-T-H, and he will probably need to take your credit card details and some personal details |
| 7 | **Summer** | No, Madam, the Birmingham Exhibition Centre is currently undergoing some renovations, so this year all exhibitions will be held in the Summer Palace |
| 8 | **city centre/centre/center/city center** | Well, it's not too far from city centre |
| 9 | **directions** | Perhaps you could visit http://www.directions.com for more detailed information |
| 10 | **(enquiring) online** | I think the most convenient way to contact us is enquiring online, which is much simpler than having to dial various different numbers to reach the right person |
| 11 | **C** | Our consultations can number anything up to 11,000 patients a year, however we aim to treat around 5,000 patients a year so as to maintain and ensure the quality of our services |
| 12 | **A** | Appointments with our healthcare professionals can be made at any time during the week, with female doctors available between 8 am and 11 am |
| 13 | **B** | Mr. Green specialises in reversing hearing loss |
| 14 | **C** | There are several pharmacies within the city; however we recommend that patients use the pharmacy housed within our health care facility |
| 15 | **A** | Therefore we would like to encourage our patients to give their consent for a medical student to attend their consultations |
| 16 | **F** | reception can be found through the main door at the end of the corridor |
| 17 | **H** | If your consultation is booked with Mr. Green, you need to go through the main door and turn right by the nurses' desk, and his office is at the end of the corridor on your left-hand side |
| 18 | **A** | If you need to alter any of your personal details, please visit our secretary at the Office for Medical Records, which you will find next to the therapy room |
| 19 | **D** | If you're awaiting surgery, please first check in with reception, before taking the first door on the right after you enter the clinic |
| 20 | **C** | Finally, in the event that you feel disappointed with any of the services we have provided, or have any further questions, please locate our Manager's Office, which can be found near the Office for Medical Records and between two closets |
| 21 | **A** | In the meantime, you should read up on Ken Simpson's work, he argues that in order to protect natural habitats, governments should endeavor to turn off lights in cities at night |
| 22 | **B** | For this issue, Dave Kepler suggests they could just replace the existing lights with more environmentally friendly bulbs. They could even install solar-powered lights; that way, roads will be more eco-friendly while maintaining safety |
| 23 | **F** | I've also heard that, according to Sharon Grey, in countries with more sunlight, insect-eating animals tend to be smaller in size |
| 24 | **G** | Nevertheless, Maria Jackson says that in direct sunlight, the surface of the water becomes more translucent, therefore it affects the amount of sunlight that aquatic insects can absorb |
| 25 | **D** | The only other theory I've studied is Barbara Swallow's study on how declined insect population adversely affects the frog population |
| 26 | **A** | Honestly, I'm not sure it makes much difference which one you use; species will die out either way |

| # | Answer | Explanation |
|---|---|---|
| **27** | **C** | The theories discussed in our lectures, like Simpson's and Grey's, are so vague and lack proof, so I don't understand why we even study them. Jane: I see what you mean. I don't like learning unsupported theories for exams |
| **28** | **B / E / F** | For example, I'd be much more interested in studying the animals in safari parks than researching migratory birds, particularly the effect of tourists on the quality of life of animals Especially those animals living in more tropical countries, like Borneo. Following on from that, I want to study how bringing animals over from foreign countries to put in our zoos affects their life expectancy |
| **29** | **B / E / F** | For example, I'd be much more interested in studying the animals in safari parks than researching migratory birds, particularly the effect of tourists on the quality of life of animals Especially those animals living in more tropical countries, like Borneo. Following on from that, I want to study how bringing animals over from foreign countries to put in our zoos affects their life expectancy |
| **30** | **B / E / F** | For example, I'd be much more interested in studying the animals in safari parks than researching migratory birds, particularly the effect of tourists on the quality of life of animals Especially those animals living in more tropical countries, like Borneo. Following on from that, I want to study how bringing animals over from foreign countries to put in our zoos affects their life expectancy |
| **31** | **C / D** | Towards the latter end of the 19th century and moving into the early part of the 20th century, however, there appeared a new found emphasis on moral values in football Furthermore, as mob football died away, there grew a greater concern for players' health and general well-being, with many clubs affording their top players access to frequent medical check-ups and treatment |
| **32** | **C / D** | Towards the latter end of the 19th century and moving into the early part of the 20th century, however, there appeared a new found emphasis on moral values in football Furthermore, as mob football died away, there grew a greater concern for players' health and general well-being, with many clubs affording their top players access to frequent medical check-ups and treatment |
| **33** | **parents** | This mainly comes as a result of pressure put on schools and the government by concerned parents, who felt that football education taught their children valuable lessons and indeed vital life skills, such as teamwork and a drive to succeed |
| **34** | **versions** | As I previously mentioned, it was only during the 19th century that football in its uniform concept truly began to emerge, with footballers previously playing according to their own versions of the rules |
| **35** | **country** | The result of the meeting was what is now known as the 'Cambridge Rules', thereby uniting the rules from across the country into one simple document |
| **36** | **transport** | Across the country, improvements in infrastructure and public transport had a knock on effect of dramatically increasing attendance to football games |
| **37** | **social** | Football quickly became a social event where spectators would meet friends, drink tea and chat about the good old days |
| **38** | **funding** | But in the end, the onus fell upon Britain's local and regional football clubs for the funding and development of the football association |
| **39** | **Competitions** | They became responsible for the upkeep of football grounds, began to pay their best players a small salary, and organised competitions against other local and regional teams |
| **40** | **professional** | As the FA continued to grow and accumulate greater wealth, it was able to attract more and more talented young men from across the country, before finally accepting professional talent in the early 20th century |

# Test 79

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

Example

Looking for driving lessons given during the: weekends

Address: **1** _____ Road

Drive: the city center

**2** _____ above the city

Teacher's name: Allen **3** _____

Popular type of car on roads: **4** _____

Had better: practice during the **5** _____

Safety driving depends on: good **6** _____

Obtain: a driving **7** _____

Final test fee: $ **8** _____

Duration of test: approx **9** _____ minutes

More advice: keep a driving **10** _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Complete the sentences below.

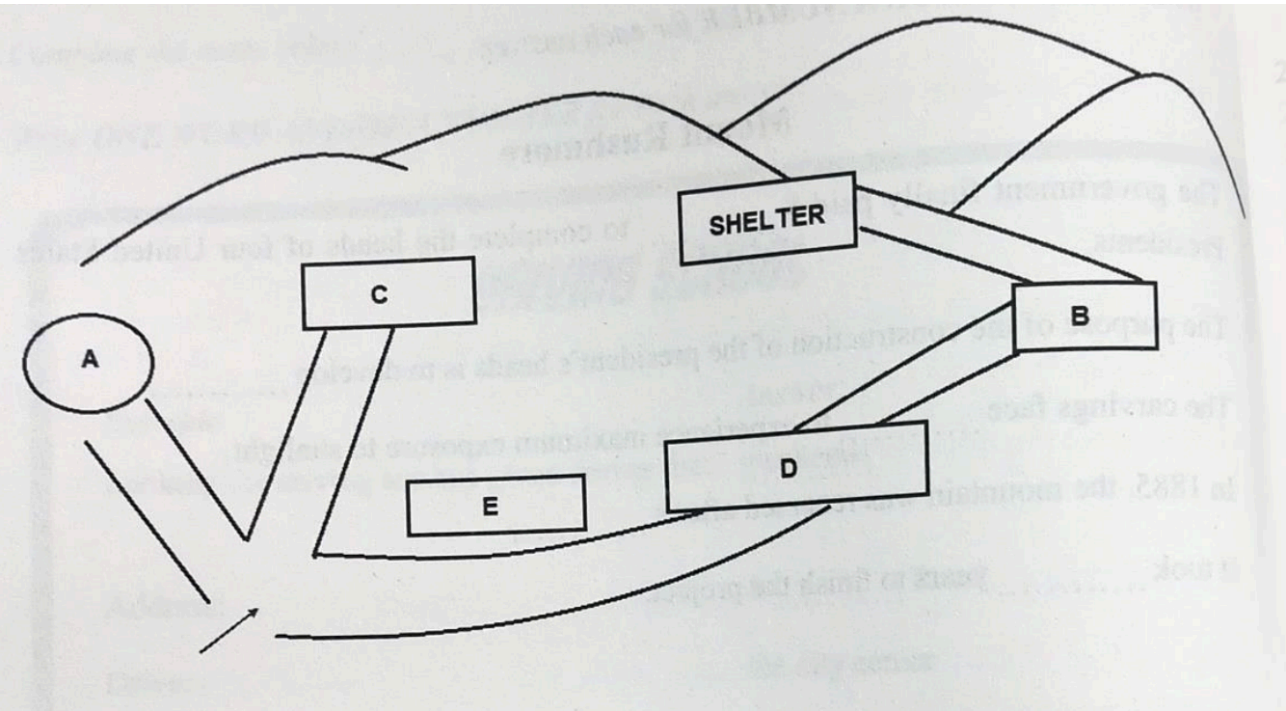
Write ONE WORD AND/OR A NUMBER for each answer.

- The government finally paid $ **11** _____ to complete the heads of four United States Presidents.
- The purpose of the construction of the president's heads is to develop **12** _____.
- The carvings face **13** _____ to experience maximum exposure to sunlight.
- In 1885, the mountain was renamed after a **14** _____.
- It took **15** _____ years to finish the project.

### Questions 16-20

Label the map below.

Write the correct letter, A-E.




| | A | B | C | D | E |
|---|---|---|---|---|---|
| **16** information centre | ○ | ○ | ○ | ○ | ○ |
| **17** refreshment centre | ○ | ○ | ○ | ○ | ○ |
| **18** gift shop | ○ | ○ | ○ | ○ | ○ |
| **19** workshop | ○ | ○ | ○ | ○ | ○ |
| **20** visitor centre | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Choose the correct letter, A, B or C.

**21** Why does the student want to study Tourism?

- **A** ◯ A good future
- **B** ◯ B good pay
- **C** ◯ C parents' will

**22** What kind of skill will the student gain in the course?

- **A** ◯ A time-management
- **B** ◯ B financial planning
- **C** ◯ C note-taking

**23** The student has the ability of

- **A** ◯ A independence.
- **B** ◯ B communication.
- **C** ◯ C coping well with statistics.

**24** The teacher believes that the industry of tourism is

- **A** ◯ A shrinking.
- **B** ◯ B seeing a bright future.
- **C** ◯ C growing popular.

**25** How does the student compare the university course with polytechnics?

- **A** ◯ A There are summer schools.
- **B** ◯ B The course is structured in modules.
- **C** ◯ C The price is reasonable.

### Questions 26-30

What feature do the speakers identify for each of the following courses?

Choose FIVE answers from the box and write the correct letters, A-G.

A. limited value

B. useful

C. relevant to career

D. flexible admission

E. intensive

F. improving leadership

G. self-control and time management

**26** Travel and Business _____

27 Japanese _____

28 Medical Care _____

29 Computer _____

30 Public Relations _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Case study - TCP Technologies:

• Manager: Manjeet Khanna

• Main target: to create a **31** _____ environment

Grading for staff:

• Every month grades are published on an **32** _____

• The cultural openness increased the quantity of incoming contracted opportunities.

• The cultural openness improved the level of **33** _____ of the company.

• The increased rate of staff satisfaction has led to growth of 32% in the **34** _____

Recent interview:

• A company is not one entity comprised of components, but a living organism composed of cells.

• Manjeet's motto is **35** _____

Benefits of management style:

• The rate of staff turnover has been reduced.

• A **36** _____ can be from any other company.

• Grades are not used for **37** _____

Features of managing style:

• Personally, the manager wrote emails to respond to the complaints.

• The complaint form known as a **38** _____ has access to all employees online.

• The manager can receive any complaints concerning air conditioning, food quality and **39** _____ entitlement.

• A **40** _____ on the anonymous complaint was introduced in the new system.

# Transcripts

## Part 1

OLIVIA: Hi Zach! I heard you passed your driving test! Congratulations!

ZACH: Thanks Olivia! I passed just last week. It feels great to be independent and driving on my own!

OLIVIA: I really want to take driving lessons, but I haven't been able to find a driving school that will give lessons during the weekends so that I don't have to miss any classes at college.

ZACH: The driving school that I used was brilliant and really flexible with their teaching hours. It's really close to school. The address is 67 King's Road - that's 67-KING-apostrophe-S Road.

OLIVIA: Oh that's perfect! I don't like the idea of driving around busy streets. Did your teacher make you drive in urban areas or did he mainly teach you on roads in the countryside?

ZACH: My teacher said that I had to learn on both in order to become a good and experienced driver. We would start in the city centre and then drive north above the city.

OLIVIA: He sounds like a good teacher. Would you mind giving me his contact details so I can ask him for lessons?

ZACH: Of course! My mother's friend Daniel Smith referred me to him. His name is Allen Sutcliffe.

OLIVIA: Could you spell the surname please?

ZACH: S-U-T-C-L-I-double-F-E.

OLIVIA: Thanks for helping me out, I'll give him a call tomorrow. I don't know if I should learn in a manual or automatic car. How do I decide?

ZACH: I wasn't sure which type of car to learn in either. In the end I chose to learn in a manual car because once you've learnt how to drive manually you can drive automatic as well. Most cars on the road are automatic nowadays.

OLIVIA: OK, I think I'll learn with a manual car too then. Hopefully the teacher will be able to give me lessons in the evenings after school!

ZACH: It would be much better if you take the lessons during the day. It will be far easier for you to learn when there is enough daylight to clearly see everything going on around you. But you need to be an experienced driver to drive safely at night.

OLIVIA: How frustrating! I was hoping I wouldn't have to take lessons during the weekends! You're right though, safety comes first!

ZACH: Speaking of safety, you should wait until summer to start learning! It's really difficult and dangerous to drive in the wind and rain as a learner so you should definitely wait until the weather is sunny and dry.

OLIVIA: OK, that's perfect, actually! It will give me some time to save up some money to pay for the lessons.

ZACH: Tell me about it! I had to work for months before I had enough money saved up! It was worth all the work when I finally got my driving license though!

OLIVIA: The whole process is so expensive! How much did it cost you in the end?

ZACH: Well, each half hour lesson cost $30 and then the final test cost $50. In total it cost me about $300.

OLIVIA: Gosh, it's pretty expensive! How did you find the test? Was it really difficult?

ZACH: No, it wasn't too bad, and the man was really calm and friendly. I knew that I would have to perform two parking manoeuvres during the test, so I practised them a lot beforehand and that really helped! The test used to last 40 minutes, but it changed a bit. For the first 20 minutes of the test he gave me directions and I had to just drive around and then the last 10 minutes was for demonstrating the manoeuvres, so the test is 30 minutes in total.

OLIVIA: OK, great, I'll remember that! Do you have any more advice?

ZACH: It's really good to practise driving a lot outside of driving lessons as well. Whenever my parents were running errands on the weekends I would offer to drive them. My driving teacher also told me to buy a notebook to write down everything that I've learnt in it like a diary.

OLIVIA: Haha, that sounds boring, but I'll do it if it helps.

ZACH: I found it really useful! Before my test I read through everything I had written down and it reminded me of a lot of things that I had forgotten about! It's really helpful for the theory test as well because there's so much information to remember for it.

OLIVIA: That's great, Zach! Thanks for your help!

ZACH: No problem, see you at school!

OLIVIA: Bye!

## Part 2

Good morning, everybody and welcome to Mount Rushmore! To start your visit I'm just going to give you a brief account of the history of the memorial before letting you roam about on your own. I won't keep you long. OK?

Mount Rushmore is South Dakota's top tourist attraction and features the heads of four United States Presidents - George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln. Each head is 18 metres tall, which is taller than the heights of eleven people combined! The sculptor initially wanted to depict the presidents from head to waist, but due to a lack of funding the construction had to stop before this vision could be realised. In total it cost the government $1 million to sculpt the heads at Mount Rushmore.

Before the construction of the presidents' heads, the mountain was just bare rock and forest attracting only a few hikers a year. The new carving at Mount Rushmore has become an iconic symbol of presidential greatness and has appeared in works of fiction and other popular works. The sculpture has also worked perfectly as a way to develop tourism, which was its intended purpose, and now attracts over two million people a year.

The original plan was to carve the Presidents' faces into the granite pillars known as 'The Needles', however the sculptor soon realised that these rocks were too eroded and delicate to support such a large sculpture. Instead he chose to locate the carving at Mount Rushmore due to its grand appearance and brightly lit rock faces that experience maximum exposure to sunlight throughout the day as a result of the south-east orientation. Upon seeing Mount Rushmore, the sculptor declared 'America will march along that skyline.'

The name of Mount Rushmore also has an interesting history. The location was originally known as the Six Grandfathers, however during an expedition in 1885 the mountain was renamed after Charles E. Rushmore, a prominent New York lawyer who joked that his annual treks to the mountain had earned him the right to have it named after him. Forty years after the mountain was renamed, Charles E. Rushmore donated $5,000 towards the sculpting of the president's heads – the largest single contribution. In 1927 the construction work started and seven years later was complete with no fatalities.

So that's the history for you. If you'd like any more information, please feel free to ask me questions, or you can soak up the information from our fantastic guide book.

Now I'm going to give you a plan of the site and I'd just like to point out where everything is so that you can explore everything for yourself. We're currently standing at the entrance, which is marked with the arrow on the map. If you follow the trail up to our left, you will find the information centre. There's a great photo booth there where you can have your photograph taken with Mount Rushmore in the background for a fee of only $10 – what a great souvenir! In front of us is the refreshment centre where you can help yourselves to coffee, locally grown tea and a delicious selection of cold drinks and biscuits. Be sure to stay hydrated as it can get really hot up here! To our right not far up the trail is the gift shop. Here we sell copies of the guide book and it's also the perfect place to pick up some small souvenirs for yourself, your family and friends. Now further up the trail behind the gift shop is a big stone building with a workshop. This is where all of our souvenirs are made by hand, which you can purchase in the gift shop like I said before. Some are even carved from pieces of rock taken from Mount Rushmore itself! If you carry on walking up the trail past the workshop you'll find our state of the art visitor centre where you can find maps of the walking trails here at Mount Rushmore. Now for the real treat! After you have walked past the visitor centre, you can follow the trail up to the left, which will take you to our wooden shelter. From here you will have the best view of Mount Rushmore that there is – an experience not be forgotten!

Right, if anyone wants a guided tour then I'm starting at the information centre. If you'd like to follow me, this way please.

## Part 3

CHARLOTTE: Excuse me, Dr Twain. May I speak with you for a minute?

DR TWAIN: Of course, please come in.

CHARLOTTE: I'm Charlotte York. I'm considering taking your course in Tourism.

DR TWAIN: Right. Well, Charlotte, how can I help you?

CHARLOTTE: I have been considering studying Tourism, however, it is such an important decision that I would like to seek some advice about it first. Would you mind answering some of my questions?

DR TWAIN: Absolutely, fire away!

CHARLOTTE: Well I have been discussing courses with my parents and they are concerned that I will not be able to get a well-paid job with a degree in Tourism. The reason that I want to study the course is that I have a great interest in the subject and I think I would really enjoy it. I believe the only way that I will enjoy my life is if I enjoy my career. Happiness is far more important than money, don't you think?

DR TWAIN: Absolutely. I would much rather be happy and poor rather than rich and miserable. Money cannot buy you happiness.

CHARLOTTE: I'm glad you agree.

DR TWAIN: You needn't worry about money, Charlotte. A large part of the Tourism course is dedicated to teaching students how to manage finances, a skill that you can apply to your everyday life as well. I would also recommend that you take a sideline course in time management, as this can be incredibly useful in efficiently planning your workload. Efficiency is the key to success!

CHARLOTTE: I'll remember that.

DR TWAIN: Now I have found that some students have natural talents that really help them to succeed in the course. Communication skills, for example, can be very beneficial. Do you have any strengths?

CHARLOTTE: Maths was always my favourite subject at school so I really enjoy solving mathematical problems, however I find statistics quite difficult. I have always been very capable and self-sufficient. I have a lot of confidence in my abilities and will take the initiative in situations without needing to depend on anyone else for their help.

DR TWAIN: That's a really great quality to have and will be particularly useful if you choose to study Tourism.

CHARLOTTE: That's great.

DR TWAIN: I would recommend that you spend some of your time researching the course. A lot of people who are uneducated on the subject claim that Tourism is a shrinking industry and that it will become irrelevant in the future. If you study the published research however, you will see that the truth is

quite the opposite. The industry has, in fact, grown significantly as people have developed an ever-increasing interest in culture and travel. Have you compared the university course with a polytechnic?

CHARLOTTE: Yes, I have. I was interested in studying the course in modules. However, the university doesn't offer that option. I don't have enough funds to be able to attend an expensive university, so I was relieved to see that the course is quite affordable. I also considered attending a summer school instead of university to save money and so that I could work during the rest of the year, but I really wanted the university experience.

DR TWAIN: I think that university would suit you well.

DR TWAIN: Now, what about the courses? Are you interested in any of the other subjects on offer?

MELANIE: I have looked at a few. I was interested in Travel and Business as it sounds similar to Tourism.

DR TWAIN: That is really worth learning, however, be aware that it is difficult and will demand a lot of your time.

MELANIE: OK, that's good to know.

DR TWAIN: You might find that Japanese is an interesting course and it will teach you valuable skills in speaking the language. Personally, it's not bad and could be of some help, but not that much.

MELANIE: OK, Japanese, got that... What about Medical Care?

DR TWAIN: Well, if you have time, the course will teach you a lot about curing diseases and illnesses, or dealing with injuries outside, although it's not essential.

CHARLOTTE: So, OK, if it's useful, I'll take it.

DR TWAIN: If you enjoy using technology and are worried about fulfilling the entry requirements, computing is very relaxed about the skills that applicants must possess.

CHARLOTTE: I'm terrible with computers so I'm not sure that I would enjoy that course. How about Public Relations?

DR TWAIN: Yes, I would recommend that course. It would be related to entering the Tourism industry as it will educate you on how to approach clients and develop associations with them.

CHARLOTTE: That's great! Thank you so much for your help!

## Part 4

Welcome class to your very first lecture in this series on Business in the Modern World conducted by myself, Dr Toby Bennett. Today we will be looking into the practice of company outsourcing, using TCP Technologies as a case study. Now, for those of you who are unfamiliar with this practice, I will give you a summative definition: company outsourcing involves the contracting of various business activities by one company to another. This practice will sometimes occur from a western company to a party based in a third world country, the rationale being to make significant financial savings on lower international labour rates and to potentially increase quality.

Now, our case study for today is TCP Technologies – a party located in India that receives outsourced tasks from western companies. The manager of TCP Technologies is a man called Manjeet Khanna who has personally developed a series of aims and philosophies by which the company is expected to operate. He claims that the most important of these philosophies is to create a workplace where each individual member has the opportunity to contribute their opinion to the operations of the company. That is to say that he found it important to develop a democratic environment.

As a means of ensuring quality from every individual at TCP Technologies, a grading system has been developed that encourages an ethos of hard work and recognises accomplishment. This grading of individuals is based upon a series of factors such as turnover, hours worked and efficiency. Every month Khanna publishes the grades on an internal website where staff can access not only their own grades, but also compare it to others. A spirit of playful competitiveness has developed through this method, which has resulted in increased efficiency and turnover across the company.

Khanna also saw it as essential to develop a culturally diverse group of employees as a means of presenting a multi-faceted image that would appeal to a host of potential employees from across the globe. This cultural openness has not only increased the quantity of incoming contracted opportunities by 7%, but has also benefitted the company itself significantly. A level of transparency now exists that had not before been apparent. According to questionnaires carried out recently, these newly introduced measures have significantly increased the rate of staff satisfaction, which has subsequently led to an increase of 32% in the company's income.

These figures are truly admirable and serve as a testament to the measures that Khanna has introduced to the workplace at TCP Technologies. In a recent interview published by the Economist, he declared, 'The figures speak for themselves – my system works!' When asked if he had any advice for companies on methods they could employ to streamline workflow and increase turnover, he replied, "It's simple, really. A company must see itself not as one entity comprised of nameless components, but instead as a living organism composed of cells, each one essential to the functioning of the whole. I suggest that the motto by which your management operates will be 'employee first'."

Many benefits have been reaped from the aforementioned changes in management style, such as a significant decrease in staff turnover. This improvement alone has solved many problems that had before stunted the growth of the company. A lot of these improvements came from the realisation that the solution does not have to be produced internally, but can come from any other company. The grading system also immeasurably enhanced the dynamics of the company. The fact that this measuring system is solely produced for staff members and inaccessible by management means that it cannot be used as a judging criterion for promotion. It has proven itself a relaxed and informal means of stimulating workflow.

When asked about specific features of his managing style, Khanna mentioned that it is important for him to respond personally to any complaints filed by staff members. Having found the existing complaints process slow and ineffective, he introduced a new online system that created a direct line of communication between Khanna and all employees of the company. The complaint form, dubbed by Khanna as a ticket, eradicates the middleman, is easily

accessible to all employees online and has an interface that can be instinctively navigated. Any staff-related complaint, such as those relating to air conditioning and food quality, can be submitted directly to Khanna via this online system. Entitlement to vacation is also a popular issue discussed through this forum. The main benefit of using this system is that staff must include their personal details on the ticket before they are able to submit it. In the past, anonymous complaints had been at the root of much confusion and caused many wasted work hours, so the new system has put a ban on this form of complaint.

That wraps up the lecture for today. Please remember that attendance is mandatory... (fade out)

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **67 King's** | The address is 67 King's Road – that's 67-KING-apostrophe-S Road |
| 2 | **north** | We would start in the city centre and then drive north above the city |
| 3 | **Sutcliffe** | His name is Allen Sutcliffe.OLIVIA: Could you spell the surname please?ZACH: S-U-T-C-L-I-double-F-E |
| 4 | **automatic** | Most cars on the road are automatic nowadays |
| 5 | **day** | It would be much better if you take the lessons during the day. It will be far easier for you to learn when there is enough daylight to clearly see everything going on around you |
| 6 | **weather** | Speaking of safety, you should wait until summer to start learning! It's really difficult and dangerous to drive in the wind and rain as a learner so you should definitely wait until the weather is sunny and dry |
| 7 | **license** | It was worth all the work when I finally got my driving license though |
| 8 | **50** | Well, each half hour lesson cost $30 and then the final test cost $50 |
| 9 | **30** | The test used to last 40 minutes, but it changed a bit. For the first 20 minutes of the test he gave me directions and I had to just drive around and then the last 10 minutes was for demonstrating the manoeuvres, so the test is 30 minutes in total |
| 10 | **diary** | My driving teacher also told me to buy a notebook to write down everything that I've learnt in it like a diary |
| 11 | **1 million / 1000000 / 1,000,000** | In total it cost the government $1 million to sculpt the heads at Mount Rushmore |
| 12 | **tourism** | The sculpture has also worked perfectly as a way to develop tourism, which was its intended purpose, and now attracts over two million people a year |
| 13 | **southeast/south-east** | Instead he chose to locate the carving at Mount Rushmore due to its grand appearance and brightly lit rock faces that experience maximum exposure to sunlight throughout the day as a result of the south-east orientation |
| 14 | **lawyer** | The location was originally known as the Six Grandfathers, however during an expedition in 1885 the mountain was renamed after Charles E. Rushmore, a prominent New York lawyer who joked that his annual treks to the mountain had earned him the right to have it named after him |
| 15 | **7/seven** | In 1927 the construction work started and seven years later was complete with no fatalities |
| 16 | **A** | If you follow the trail up to our left, you will find the information centre |
| 17 | **C** | In front of us is the refreshment centre where you can help yourselves to coffee, locally grown tea and a delicious selection of cold drinks and biscuits |
| 18 | **E** | To our right not far up the trail is the gift shop |
| 19 | **D** | Now further up the trail behind the gift shop is a big stone building with a workshop |
| 20 | **B** | If you carry on walking up the trail past the workshop you'll find our state of the art visitor centre where you can find maps of the walking trails here at Mount Rushmore |
| 21 | **A** | The reason that I want to study the course is that I have a great interest in the subject and I think I would really enjoy it. I believe the only way that I will enjoy my life is if I enjoy my career. Happiness is far more important than money, don't you think |
| 22 | **B** | A large part of the Tourism course is dedicated to teaching students how to manage finances, a skill that you can apply to your everyday life as well |
| 23 | **A** | I have always been very capable and self-sufficient. I have a lot of confidence in my abilities and will take the initiative in situations without needing to depend on anyone else for their help |
| 24 | **C** | The industry has, in fact, grown significantly as people have developed an ever-increasing interest in culture and travel |
| 25 | **C** | Yes, I have. I was interested in studying the course in modules. However, the university doesn't offer that option. I don't have enough funds to be able to attend an expensive university, so I was relieved to see that the course is quite affordable |
| 26 | **E** | DR TWAIN: That is really worth learning, however, be aware that it is difficult and will demand a lot of your time |
| 27 | **A** | You might find that Japanese is an interesting course and it will teach you valuable skills in speaking the language. Personally, it's not bad and could be of some help, but not that much |
| 28 | **B** | DR TWAIN: Well, if you have time, the course will teach you a lot about curing diseases and illnesses, or dealing with injuries outside, although it's not essential. CHARLOTTE: So, OK, if it's useful, I'll take it |

| # | Answer | Explanation |
|---|---|---|
| **29** | **D** | If you enjoy using technology and are worried about fulfilling the entry requirements, computing is very relaxed about the skills that applicants must possess |
| **30** | **C** | Yes, I would recommend that course. It would be related to entering the Tourism industry as it will educate you on how to approach clients and develop associations with them |
| **31** | **democratic** | That is to say that he found it important to develop a democratic environment |
| **32** | **internal website** | Every month Khanna publishes the grades on an internal website where staff can access not only their own grades, but also compare it to others |
| **33** | **transparency** | This cultural openness has not only increased the quantity of incoming contracted opportunities by 7%, but has also benefitted the company itself significantly. A level of transparency now exists that had not before been apparent |
| **34** | **(company's) income** | According to questionnaires carried out recently, these newly introduced measures have significantly increased the rate of staff satisfaction, which has subsequently led to an increase of 32% in the company's income |
| **35** | **employee first** | I suggest that the motto by which your management operates will be 'employee first' |
| **36** | **solution** | A lot of these improvements came from the realisation that the solution does not have to be produced internally, but can come from any other company |
| **37** | **promotion** | The fact that this measuring system is solely produced for staff members and inaccessible by management means that it cannot be used as a judging criterion for promotion |
| **38** | **ticket** | The complaint form, dubbed by Khanna as a ticket, eradicates the middleman, is easily accessible to all employees online and has an interface that can be instinctively navigated |
| **39** | **vacation** | Entitlement to vacation is also a popular issue discussed through this forum |
| **40** | **ban** | In the past, anonymous complaints had been at the root of much confusion and caused many wasted work hours, so the new system has put a ban on this form of complaint |

# Test 80

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

### JOB ENQUIRY

| Example<br>• Type of job required: | Answer<br>part-time |
|---|---|
| **Position Available** | **Details** |
| 1 _____ | Duty: to provide 2 _____ service<br>Working hours: 3 _____<br>Requirement: receive 4 _____ without pay<br>Day off: one day a week (request in advance) |
| 5 _____ | Requirements: clean and valid license<br>six-year experience<br>Working hours: 6 _____<br>Duty: to take employers to and from work<br>to collect the 7 _____<br>to pick up the children<br>Day off: 8 _____ |
| Cashier in a 9 _____ | Working hours: 17.30-22.30<br>Duty: to sell and dispense tickets<br>to provide refreshments<br>to take 10 _____<br>Day off: Mondays |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Choose the correct letter, A, B or C.

**11** The host families will

- **A** ○ earn a big money.
- **B** ○ receive no pay.
- **C** ○ receive stable pay.

**12** What is the guest expected to overcome when suffering from culture shock?

- **A** ○ loneliness
- **B** ○ difficulty to make friends
- **C** ○ language barriers

**13** What can the guests do if they want to become familiar with host families?

- **A** ○ talk about personal interests
- **B** ○ clean their rooms
- **C** ○ cook together

**14** What's likely to happen to the guests in the long run?

- **A** ○ They will enhance cultural understanding.
- **B** ○ They will gain overseas experience.
- **C** ○ They will know more people from different countries.

### Questions 15-20

Complete the flow-chart below.

Write NO MORE THAN TWO WORDS for each answer.

#### HOW TO APPLY FOR A HOMESTAY

Visit the website and contact the advisor

↓

Keep in touch with the **15** _____

↓

Provide two photos, one for the host family, and the other for **16** _____

↓

Send in some documents to confirm your **17** _____

↓

Receive **18** _____ within 7 working days

↓

Have a(n) **19** _____ in London

↓

Pay the extra fee for a fast-track service

↓

Receive a written **20** _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

Choose the correct letter, A, B or C.

**21** What kind of research method does the professor recommend?

- **A** interview
- **B** observation
- **C** questionnaire

**22** What is the project based on?

- **A** a study they did before in Australia
- **B** a similar angle someone has done before
- **C** an Australian study

**23** What does the professor advise Douglas to do about the formation of the focus groups?

- **A** strengthen the group in size
- **B** reduce the number of children in each group
- **C** build more than 3 groups

**24** To do the project best, the professor suggests the students

- **A** interview various people or sectors.
- **B** not be too ambitious.
- **C** work hard enough.

**25** To gather data, the professor asks Jane

- **A** to replace other people's advice.
- **B** to simplify the textbook.
- **C** to practice using the date table.

**26** The reason why Douglas hasn't read enough reference books is that

- **A** he doesn't have enough time.
- **B** he thinks there are too many books to read.
- **C** he hasn't spent time in the library.

## Questions 27-30

What do the students decide about the following parts of the project?

Write the correct letter, A, B or C, next to questions 27-30.

A. Jane will do

B. Douglas will do

C. They will do together

**27** final report _____

**28** sheet preparation _____

**29** letter _____

**30** transcript _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-36

Complete the notes below.

Write ONE WORD ONLY for each answer.

### GRAPHICAL SYMBOL

**'Graphical symbol'**

• includes the logographs in Egyptian hieroglyphic writing and ancient Chinese pictograms

• found in Africa, the Americas, and Oceania

• still has something to do with **31** _____ use today

**Ancient graphic writing systems**

• Researchers obtain a wide range of **32** _____ about past civilisations.

- Rosetta Stone was found in 1799 when members of Napoleon's expedition got to Egypt.

- Frenchman Jean-François Champollion determined the phonetic values of the symbols in 1822.

• In those symbols, **33** _____ are used to depict various meanings.

**Camera obscura**

• **34** _____ helps people understand history better.

• Some charities will **35** _____ many endangered species.

• A camera was tied to one **36** _____ of a bird.

## Questions 37-40

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- More **37** _____ will be included in the future with the development of photography.
- Companies would like to invest a lot to advertise in **38** _____
- Designing appealing **39** _____ is used as a way of effective branding.
- Graphic writing systems are of great importance in the subject of **40** _____

# Transcripts

## Part 1

Manager: Hi there, welcome to the Job Centre. How can I help?

Lauren: Good morning, I'm here to enquire as to whether you have any jobs available at the moment?

Manager: Yes, we have several available. What kind of job is it that you're looking for?

Lauren: Well, um, I'll take any part-time jobs I can get. I'm really strapped for cash at the moment.

Manager: Okay, bear with me while I have a browse on our system. [Pause] Here we are. We have three vacancies at the moment, all involving quite different roles.

Lauren: That sounds promising. What are they?

Manager: The first one is for a post as a receptionist. It says here that experience in reception or general administration is preferred, but not essential. Have you worked on a reception desk previously?

Lauren: No, I haven't. I had a baby quite young, and so I have very little work experience. Could you tell me a few more details?

Manager: Yes, of course. The job will be to mainly provide quality customer service both over the phone and in person. When customers are waiting you will be expected to provide them with refreshments and ensure they have a first-rate experience.

Lauren: I think I could manage that, and I'm a very friendly person!

Manager: That's great.

Lauren: Do you have any information about the hours involved?

Manager: It says here that you will be expected to work several early mornings, 4 days a week.

Lauren: Any other requirements?

Manager: Yeah, you'll have to go through a couple of weeks of unpaid training before qualifying for the post.

Lauren: Hmm, I don't know if I would be able to fully commit to that. Did you say it's 4 days per week?

Manager: Yeah, it says here 4 days a week, with another day off per week when requested in advance. It also explicitly states that at least one of your working days must fall on a weekend.

Lauren: I'll have to think about that and talk to my babysitter.

Lauren: Are there any other roles beginning later in the day?

Manager: Yes, there's an advertisement here for a driver. It says you'll need a clean and valid UK driver's license, with absolutely no exception.

Lauren: No problems there. I passed my test first time and have never received any points.

Manager: It also explicitly states that you must be over twenty-five and have been driving for at least six years.

Lauren: That sounds quite exciting. Is there any more information?

Manager: Yep, it says here that working hours are flexible, and the employers are happy to work within your personal schedule since they employ multiple drivers.

Lauren: That's great.

Manager: The employers ask for a commitment to either mornings 5 days per week, evenings 5 days per week, or three full working days per week.

Lauren: I'm sure I can handle all that without a problem.

Manager: As well as driving the employers to and from work, they will ask you to perform various duties on their behalf, such as collecting the grocery shopping, and picking their children up from school.

Lauren: Do they need me to work a day on the weekend as well?

Manager: No, it says here that they only require you to work on weekdays, not weekends.

Lauren: That sounds interesting.

Manager: Okay, there's only one more left, another customer service-related post. It looks like it requires you to work short hours, quite late at night, so it might not be suitable for you. Do you want to hear about it anyway?

Lauren: Yeah, can't do any harm.

Manager: Okay, so it's a post for a cashier in a cinema in the centre of town. I'm sure you've been to the cinema a few times, so you can guess what kind of role it would be. They're quite short and late shifts, between 17.30 and 22.30 most nights, with slightly longer shifts on Friday and Saturday nights.

Lauren: Mmm, can you tell me what the job involves?

Manager: Yes, sure. It says that you'll be required to sell and dispense tickets, and provide refreshments. Also, they ask that you be quick on the computers since you'll also need to take bookings over the phone, but you'll receive basic training for that.

Lauren: Do they need me to work weekdays as well?

Manager: Well, it says here that if you request at least a fortnight in advance, they will grant you a day off on Mondays, but never on a weekend.

Lauren: Mmm. I'll think it over and let you know later. Thanks for all your help.

## Part 2

Thank you all for coming to my talk this evening. It's nice to see so many people in the audience. For those of you who don't know very much about 'Connection', let me start by giving you some background information about it.

'Connection' is a British organisation that facilitates homestays all over the globe. This organisation prides itself on matching tens of thousands of host families with guests every single year, allowing travellers to discover a country's culture in a way like no other. Homestays are ideal for both travellers and homeowners, enabling inter-cultural exchanges and the development of life-long friendships, while providing travellers with often discounted accommodation costs, and host families with a steady income from the comfort of their own homes. The homestay experience is particularly popular with university exchange students looking for a more genuine insight into their country of choice, and an unrivalled opportunity to develop their language skills. The homestay experience is truly unique and once-in-a-lifetime, and one that you will likely remember for the rest of your lives. It is important to note, however, that some people will find it difficult to adapt to the new country, with many enduring what is known as 'culture shock'. Connection's advice for those suffering from culture shock, is to go out and make as many friends as possible, no matter how difficult you may find it. Friends are guaranteed to help you feel more integrated as part of the local society, and show you some great places to hang out. At first, it might seem extremely challenging to overcome the language barrier between you and your host family; however, you will find that you quickly overcome this and develop a very close and almost familial relationship. Many of our travellers have suggested that they have found discussing their hobbies and other interests with their host families is the best way to overcome any barriers, since you are more than likely to find something you share in common. For example, you might find that you are both passionate about football, and end up playing in the local field every week. One of our guests undertaking a homestay in a rural area of the UK told us that she and her host now take a Tai Chi class together upon a hilltop at sunrise, calling the experience 'absolutely breathtaking'. After the first few weeks, you will find your understanding of the people around you and their culture deepens by leaps and bounds, and you will soon become one of the locals. Our hosts, in over 140 countries, turn a location into a culture, time into experience and strangers into friends.

So how can you find out about applying for a homestay? The best way would be to visit Connection's website, www.connection.com, and contact one of their friendly advisors for more information. Once you have confirmed your interest in the service, we would strongly advise that you remain in close contact with the registration office, which will send you several emails keeping you up-to-date with potential matches in your country of choice. Once registered, Connection will require you to send various documents, and will act as an intermediary between you and the host family prior to final confirmation and payment. During this stage, Connection will ask you to provide two photos, one for the host family, and the other for our own records. Please ensure that you sign the back of each photo. Due to the nature of the service Connection provides, security is an absolute must, and they will ask you to send in photocopies of your passport, birth certificate, and a bank statement as confirmation of your identity. On receipt of these documents, the official process will begin and your bank account will be debited for the initial deposit of £200. If you haven't received any acknowledgement confirming receipt of these documents from us within seven working days, please contact the main office. As I mentioned before, due to the nature of the organisation, Connection operates a meticulous screening process, and all applicants will undergo an interview in our head office in London, with exceptions made in extreme circumstances. After your interview, it may take us several weeks to carry out the decision process, so please be patient with us. If you would like a fast-track service, please indicate this on your application and we will notify you of the additional charges. Finally, once we have come to a result about your application, you will receive a decision in the post. If you do not receive an offer of placement, we will refund your deposit within 7 working days.

## Part 3

Professor: For next week, I'd like you to undertake a piece of research in preparation for writing your final essay. In order to gain top marks, you must include a range of primary, secondary, and tertiary sources. Are there any questions?

Douglas: Yes, Professor, I have a question. We haven't yet covered how to undertake this sort of research in much depth, and I'm a little unsure of what you want us to do. In telling us to include primary sources, do you mean you want us to design and distribute a questionnaire, analysing the results?

Professor: You could design a questionnaire, but you'll soon find that distributing a questionnaire on such a large scale is somewhat troublesome. We couldn't possibly expect you to do it effectively as an individual university student without the necessary resources. No, ideally I would like you to form one or two focus groups, and interview them. This will provide you with a more qualitative approach. If your strengths lie in mathematics, please by all means take a more quantitative approach, but this will be more strenuous and time consuming, and isn't entirely necessary for the purpose of this study.

Jane: Professor, you haven't told us what our project is about. Do we get to choose our own topic based on the previous study?

Professor: No, I'm afraid not. This will be a strictly Australian study; however, you can choose which angle you'd like to take, so long as it remains within the realm of anthropology. Does anyone have any questions specifically about the formation of the focus groups? I've had several emails about this, and I'd like to address it now.

Douglas: My study is related to growing up in Australia, and the question of nature versus nurture. I've gathered more than two hundred school children who would be happy to participate in a focus group. Do you think we'll need to include that many participants in a focus group?

Professor: Blimey, Douglas, well done for finding that many willing children, but you definitely don't need that many for the study you're going to undertake. I'd say you need no more than five children per group, and no more than three groups, so fifteen children altogether. You definitely need to control the

group size in order to generate a meaningful dialogue.

Douglas: OK, if it's useful, I'll try and do it...

Professor: I appreciate your enthusiasm for the project, but there are plenty of different ways to gather data, and I'm sure that if you look hard enough, you'll find someone who has conducted almost the exact same research in the past. My advice for you is don't be too ambitious, and try to include as much information about various people or sectors.

Jane: For those who haven't ever collected original data before, what do you suggest we do?

Professor: I would suggest that you read accounts from other people who have undertaken such research to see what advice they can give. I would also encourage you to read Chapter Eight in the course textbook, which should give you a good introduction to collecting data. Moreover, you should try to practice using the data table provided in your course handbook. By now you should have read at least six or seven books giving quite detailed instruction on how to go about collecting data.

Douglas: Professor, I don't know about everyone else, but I'm having trouble reading the books. I had a really big assignment for another course and I've been spending all my time on that. Jane, have you read all the books the professor mentioned?

Jane: Well, my trouble is getting hold of the books. I've been to the library several times, but all the books are out.

Professor: Sounds like you should have started borrowing books a bit earlier.

Jane: Yes, I should have. But I got several ones from my friend a couple of days ago. I just skimmed through them, and don't remember a lot of the information.

Jane: But now let's look at these things. We'll need to start thinking about which ones we'll definitely want to do for the project.

Douglas: Okay. The first one here is the final report.

Jane: If you like, we can work together on the research and data-collection side of the project, and doing the final write-up?

Douglas: Cool. That sounds good. I'm not sure how much I'd be able to contribute considering I haven't had a chance to read the course material. But I should be able to prepare some sheets and a list of questions that can be used during the focus group sessions.

Jane: That sounds appropriate. I think so too.

Douglas: Do you think we'll need to write a letter to send to the participants, telling them the time and place for the interviews?

Jane: Positive. I can take care of that.

Douglas: Well, that's great.

Jane: I should also include a document for them to sign saying that they're happy to be voice-recorded.

Douglas: Oh yes, of course. I forgot about the transcript. That'll likely be a big job, so let's do half each, I'll do one of the groups and you can do the other. Okay?

Jane: Sounds like a plan!

## Part 4

Good morning everyone! Today I'm going to talk about the graphical symbol. A graphic symbol is a written symbol that is used to represent speech, such as those used in the Greek alphabet. The term 'graphic symbol' encompasses anything from the logographs used in Egyptian hieroglyphic writing, to ancient Chinese pictograms. Early symbols were based on pictographs and ideograms before they were developed into logographic writing systems. These systems are still in use in some non-literate cultures in Africa, the Americas, and Oceania. Indeed, elements of pictography are still found in modern Chinese characters, and it is often an interesting exercise to trace the origins of some Chinese characters. Pictographs remain in common commercial use today as signs, instructions, or statistical diagrams. Road signs and public toilet signs, and even flat-pack assembly instructions utilising pictures are considered pictographic.

Ancient graphic writing systems provide researchers with a wealth of knowledge about past civilisations. In 1799, one of the most important historical discoveries was made by accident when members of Napoleon's expedition to Egypt found a stone in Rosetta that exhibited three different scripts. The stone, now known as the Rosetta Stone, was studied in significant depth by scholars, and was first deciphered by Frenchman Jean-François Champollion in 1822. He was able to correctly determine the phonetic values of the symbols, and later research has confirmed his findings. In many of these symbols, lines are used to portray a multitude of meanings, and knowledge and understanding of these lines holds the key to comprehension of graphic writing systems.

A key moment in the history of communication was the invention of the camera obscura, or camera. Although the concept can be traced back to the fifth century B.C. Chinese philosopher Mo Ti, the first photographic image was ultimately created in 1826 by Joseph Nicéphore Niépce. Photography, as it was later known, enables researchers to piece together and better understand history. Today, photography forms a huge part of everyday life and most publications contain a vast number of photographs. Photography is used in advertising, and is now becoming a way to increase awareness of existing world issues.

For example, animal welfare charities are increasingly using photography to advertise animals that are at high risk of endangerment. Charity workers are sometimes flown to far-flung locations to document the suffering endured by high-risk animals in an attempt to raise human awareness of their consumption activities, and how they impact others. One recent high profile campaign was undertaken by attaching a camera to the foot of a bird, in order to obtain photographs of the animals in their natural habitats, and understand how often they come into contact with human waste. A soon-to-be-released documentary about the suffering of animals on Midway Island shows the full extent to which human consumption is harming animals thousands of miles away from us.

As photography continues to progress, with the use of drones now becoming somewhat commonplace, we should expect more and more objects to be included in the future, expanding the horizon of photography ever further. Indeed, the downward pressure on traditional media prices means that media companies are being forced to get creative on how to make a profit. Many have found that the answer to this lies in advertising, and companies are now willing to devote a large portion of their budgets to advertising in newspapers. By the same token, marketing has become an essential part of a company's business model, often meaning the success or failure of a company. As a result, much time and money has been pumped into the development of effective branding, with attractive packaging playing a large role in this. However, many governments are now seen to be cracking down on marketing and packaging in an attempt to protect consumers from being misled. In particular, tobacco companies are now subject to ever increasing regulation. For example, in the United Kingdom, legislation is soon to pass preventing any form of branding or differentiation on cigarette packaging in efforts to curb the harmful effects of smoking.

Finally, one must not forget the fundamental role that graphic writing systems have had to play in mathematics. Graphs, icons, and diagrams often form the very basis of these branches of academia. Indeed, one needs to look no further than chemistry's periodic table to see a perfect example of graphic writing systems in use today.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Receptionist** | The first one is for a post as a receptionist |
| 2 | **(quality) customer** | The job will be to mainly provide quality customer service both over the phone and in person |
| 3 | **early mornings** | It says here that you will be expected to work several early mornings, 4 days a week |
| 4 | **training** | Manager: Yeah, you'll have to go through a couple of weeks of unpaid training before qualifying for the post |
| 5 | **Driver** | Yes, there's an advertisement here for a driver. It says you'll need a clean and valid UK driver's license, with absolutely no exception |
| 6 | **flexible** | Yep, it says here that working hours are flexible, and the employers are happy to work within your personal schedule since they employ multiple drivers |
| 7 | **grocery shopping** | they will ask you to perform various duties on their behalf, such as collecting the grocery shopping, and picking their children up from school |
| 8 | **weekends** | No, it says here that they only require you to work on weekdays, not weekends |
| 9 | **cinema** | Okay, so it's a post for a cashier in a cinema in the centre of town |
| 10 | **bookings** | Also, they ask that you be quick on the computers since you'll also need to take bookings over the phone, but you'll receive basic training for that |
| 11 | **C** | while providing travellers with often discounted accommodation costs, and host families with a steady income from the comfort of their own homes |
| 12 | **B** | Connection's advice for those suffering from culture shock, is to go out and make as many friends as possible, no matter how difficult you may find it |
| 13 | **A** | Many of our travellers have suggested that they have found discussing their hobbies and other interests with their host families is the best way to overcome any barriers, since you are more than likely to find something you share in common |
| 14 | **A** | After the first few weeks, you will find your understanding of the people around you and their culture deepens by leaps and bounds, and you will soon become one of the locals |
| 15 | **registration office** | Once you have confirmed your interest in the service, we would strongly advise that you remain in close contact with the registration office, which will send you several emails keeping you up-to-date with potential matches in your country of choice |
| 16 | **records** | During this stage, Connection will ask you to provide two photos, one for the host family, and the other for our own records |
| 17 | **identity** | Due to the nature of the service Connection provides, security is an absolute must, and they will ask you to send in photocopies of your passport, birth certificate, and a bank statement as confirmation of your identity |
| 18 | **acknowledgement** | If you haven't received any acknowledgement confirming receipt of these documents from us within seven working days, please contact the main office |
| 19 | **interview** | Connection operates a meticulous screening process, and all applicants will undergo an interview in our head office in London, with exceptions made in extreme circumstances |
| 20 | **decision** | Finally, once we have come to a result about your application, you will receive a decision in the post |
| 21 | **A** | No, ideally I would like you to form one or two focus groups, and interview them |
| 22 | **C** | No, I'm afraid not. This will be a strictly Australian study; however, you can choose which angle you'd like to take, so long as it remains within the realm of anthropology |
| 23 | **B** | I'd say you need no more than five children per group, and no more than three groups, so fifteen children altogether. You definitely need to control the group size in order to generate a meaningful dialogue |
| 24 | **B** | My advice for you is don't be too ambitious, and try to include as much information about various people or sectors |
| 25 | **C** | Moreover, you should try to practice using the data table provided in your course handbook |
| 26 | **A** | Professor, I don't know about everyone else, but I'm having trouble reading the books. I had a really big assignment for another course and I've been spending all my time on that |
| 27 | **C** | Jane: If you like, we can work together on the research and data-collection side of the project, and doing the final write-up?Douglas: Cool. That sounds good |

| # | Answer | Explanation |
|---|---|---|
| **28** | **B** | But I should be able to prepare some sheets and a list of questions that can be used during the focus group sessions |
| **29** | **A** | Douglas: Do you think we'll need to write a letter to send to the participants, telling them the time and place for the interviews? Jane: Positive. I can take care of that |
| **30** | **C** | Douglas: Oh yes, of course. I forgot about the transcript. That'll likely be a big job, so let's do half each, I'll do one of the groups and you can do the other. Okay?Jane: Sounds like a plan |
| **31** | **commercial** | Pictographs remain in common commercial use today as signs, instructions, or statistical diagrams |
| **32** | **knowledge** | Ancient graphic writing systems provide researchers with a wealth of knowledge about past civilisations |
| **33** | **lines** | In many of these symbols, lines are used to portray a multitude of meanings, and knowledge and understanding of these lines holds the key to comprehension of graphic writing systems |
| **34** | **Photography** | Photography, as it was later known, enables researchers to piece together and better understand history |
| **35** | **advertise** | animal welfare charities are increasingly using photography to advertise animals that are at high risk of endangerment |
| **36** | **foot** | One recent high profile campaign was undertaken by attaching a camera to the foot of a bird, in order to obtain photographs of the animals in their natural habitats, and understand how often they come into contact with human waste |
| **37** | **objects** | As photography continues to progress, with the use of drones now becoming somewhat commonplace, we should expect more and more objects to be included in the future, expanding the horizon of photography ever further |
| **38** | **newspapers** | Many have found that the answer to this lies in advertising, and companies are now willing to devote a large portion of their budgets to advertising in newspapers |
| **39** | **packaging** | As a result, much time and money has been pumped into the development of effective branding, with attractive packaging playing a large role in this |
| **40** | **mathematics/math/maths** | Finally, one must not forget the fundamental role that graphic writing systems have had to play in mathematics |

# Test 81

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

**COMPLAINT TO THE AIRPORT**

| Example | Answer |
|---|---|
| Name: | Jack Dawson |
| Address: | 1 _____ Road, Exeter |
| Postcode: | 2 _____ |
| Telephone: | work: 3 _____<br>home: 798662 |

### Questions 4-6

Choose the correct letter, A, B or C.

4 What aspect of the flight does the man complain about?

- A ○ punctuality
- B ○ legroom
- C ○ temperature

5 What does the man think about the food served during the flight?

- A ○ It is not enough to eat.
- B ○ It is expensive.
- C ○ It has a bad taste.

6 What does the man think of the service of the staff?

- A ○ satisfied
- B ○ long wait
- C ○ bad attitude

### Questions 7-10

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- The man felt satisfied with 7 _____ because it was quick.
- During the flight, 8 _____ facilities helped him distract from other poor quality of the service.
- As a gift, a 20% discount on the 9 _____ fees will be offered.

- The flight company also offers the man a **10** _____ worth £20.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

What is customers' attitude towards the following services?

Write the correct letter, A, B or C, next to questions 11-16.

A. They are very interested.

B. They might be less interested.

C. They are not interested.

**11** a free gift _____

**12** a driver for an extra fee _____

**13** a package service _____

**14** updated car models _____

**15** a discount _____

**16** a new branch company _____

### Questions 17-20

Choose the correct letter, A, B or C.

**17** What is the problem of the public transport?

- **A** ○ Traffic jams
- **B** ○ Pedestrian safety
- **C** ○ Low efficiency

**18** According to the speaker, what is true about the transportation?

- **A** ○ Buses are easy to find.
- **B** ○ Taxis are punctual.
- **C** ○ Airplanes are unaffordable.

**19** According to the speaker, what is true about the bus?

- **A** ○ Passengers occasionally spend more than half an hour waiting for it.
- **B** ○ It is sometimes overcrowded.
- **C** ○ It is often dirty.

**20** What is the existing situation about the price of bus tickets?

- **A** ○ It is fluctuating severely.
- **B** ○ It is declining.
- **C** ○ It needs to be increased.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Choose the correct letter, A, B or C.

**21** What was the most difficult problem when the company was founded?

- **A** ○ No clear objectives
- **B** ○ No formal structures
- **C** ○ No perfect premises

**22** What is the staff unsatisfied with?

- **A** ○ The type of work
- **B** ○ The work assignment
- **C** ○ The feeling of appreciation

**23** What was the problem of the manager?

- **A** ○ He had a lot of tasks to do.
- **B** ○ He employed too many people and let them go then.
- **C** ○ He always made decisions by himself.

**24** What does the staff think of the new manager of the company?

- **A** ○ They are delighted to see that the meeting time is shorter.
- **B** ○ They feel annoyed toward him.
- **C** ○ They are amazed that he has done it well.

**25** What achievement has the organisation made already?

- **A** ○ Children were involved in painting the entrance area.
- **B** ○ There was no particular achievement.
- **C** ○ It built a local primary school.

### Questions 26-30

Complete the summary below.

Write NO MORE THAN THREE WORDS for each answer.

**Major Problems of a Company**

Since the company opened, there have been many problems with employment, but there is no **26** _____. He needs to find a venue for financial training. It is very hard to run an organisation and the **27** _____ is of great importance to staying organised. To enhance the organisation skills, there is a section on **28** _____ in the library where some valuable books can be found. In addition, the library contains some useful resources, such as a collection of documentaries on personal organisation, the literature on **29** _____, and the articles on the **30** _____.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

**CLIMATE AND ARCHITECTURE**

- Cases and examples are from practice conducted in **31** _____ as well as rural areas.

**Acid rain**

- The chemicals have devastating effects on the architecture.
- The government try to reduce the negative effects.
- Funds have been received from a **32** _____
- **33** _____ experience lower levels of acid in damaging pollutants.
- In recent years, Alter Project focuses on the buildings made of **34** _____

**Pollution**

- One of the main sources of pollution is from the construction industry.
- **35** _____ is used to reduce pollution in Sky Tower.
- Construction is affected by the increased **36** _____ in winter.
- Humidity affects the **37** _____ buildings whose grain can be condensed by moisture from the air.

**Building & Technology**

- Ground conditions can be a problem when the density of the **38** _____ is wrong.
- Architects can now monitor the **39** _____ of buildings.
- The government should make **40** _____ for the architects.

# Transcripts

## Part 1

OPERATOR: Hello, you have reached the complaints department. How can I help you?

JACK: Yes, hello there. I am phoning to make a complaint regarding a flight that I took with you recently.

OPERATOR: OK. There are some details I will need to take from you first. May I have your name please?

JACK: Jack Dawson. That's D-A-W-S-O-N.

OPERATOR: And your address?

JACK: It's 33 Hillcrest Road. That's H-I-double-L-C-R-E-S-T.

OPERATOR: 33 Hillcrest Road. Is that in Exeter?

JACK: Yes.

OPERATOR: And what is the postcode of the residence?

JACK: It's AL698GQ.

OPERATOR: Thank you. Do you have a telephone number?

JACK: Yes. The number at my office is 754688.

OPERATOR: That's good, and may I just take a home phone number for you in case of emergencies?

JACK: No problem. It's 798662.

OPERATOR: Are they both local numbers?

JACK: Yes.

OPERATOR: OK great, thank you for your patience. Now what is the nature of your complaint?

JACK: I'm phoning to complain about a flight I took recently. I always take certain measures to ensure that I will be comfortable. For example, I always pay the additional cost for extra legroom and I always arrive punctually for the flight to make sure that I am seated beneath an air conditioner. Unfortunately I was disappointed to find that the air conditioning on the plane was broken, so I spent the entire flight in discomfort as it was too hot and the air was stuffy.

OPERATOR: I see. I do apologise for this fault with the air conditioning. Now while I have you on the phone, would you mind answering a short questionnaire regarding your recent flight?

JACK: Sure.

OPERATOR: OK, let's get started. What did you think of the food that was served to you during the flight?

JACK: I thought that it was inexpensive and quite delicious. However I was still very hungry afterwards as it was a very small portion and more of a snack. Providing a snack for lunch is not reasonable.

OPERATOR: OK, I have noted that down. What was your opinion of the quality of service that you received from our staff on-board?

JACK: The staff were very helpful, but each time I pressed the button to request service it took a long time for a staff member to arrive. I found this frustrating as there just weren't enough staff on-board the flight to be able to serve all of the customers.

OPERATOR: OK, that's great. Thank you very much for answering those questions. Are there any other parts of your travel experience that you would like to comment on?

JACK: Yep. The process of moving through security was very quick and helped to make my travel experience stress-free.

OPERATOR: Okay. Do you have any extra comments on the services you received during the flight?

JACK: Yes, I thought that the seats were very uncomfortable and looked very old. They were also in need of repair as the reclined feature on my chair was broken so I could not go to sleep for the whole flight. Luckily the entertainment facilities were very good so I was able to distract myself by watching movies.

OPERATOR: Thank you so much for taking the time to answer all of my questions, we would like to offer you some gifts as a goodwill gesture, with a 20% discount on the cost of your hotel stay. We also appreciate that international calls to your home country can be expensive and we are sure that you would like to keep your family updated on your travels, so please accept a phone card, which has a credit of £20.

JACK: Oh that's really great. Thank you so much for the gifts!

OPERATOR: No problem, we look forward to having you travel with us again soon! Have a fantastic vacation.

JACK: Thanks! Bye!

## Part 2

PRESENTER: Good morning, listeners! And welcome back to Star Radio! Today on the show we have a visitor from Yazoo Car Rental who is going to give us an insight into his company and into the public transport system! Welcome Jonathan!

JONATHAN: Thank you for having me. Yes, I would like to start by introducing my company Yazoo Car Rental. We are the cheapest and most reliable rental company in the city and have won multiple awards for the quality of our services. This success did not come easily, however, and it proved important that we stay fresh and are always thinking of ways to attract new customers. Our first attempt to do this was to offer a free gift with every car rental, which we were confident the customers would be very interested in. The offer of a free hoover with each rental, however, did not attract any new customers so we quite quickly stopped offering it.

In 2002, a new taxi company opened next door to us and we started losing a lot of business to them, so we introduced an offer that we hoped might compete with their service. We offered a new package where you could rent a car with a driver for a small extra fee. By introducing this offer, we found that all of our customers preferred to drive the cars themselves, so again this offer was unsuccessful in attracting more customers.

Learning from these mistakes, we decided to offer a package service where the customer no longer had to come to our offices to pick up the rental car. Instead we could drop off and pick up the car anywhere in the city to make the customer's experience a lot more stress free. This offer was very popular and increased our profits by 30%.

In order to attract a younger demographic, we updated the models of cars that we offered for rental. We began offering more trendy cars such as minis and smart cars that we thought might appeal to the younger crowd and we also purchased them in more fun colours like reds and greens. This offer attracted some new customers of a younger age group, however not as many as we hoped.

Next I decided to offer our services at a discounted price on our website where it could be seen by thousands of people. I thought that this could be a great way to attract a number of new customers who would never have heard of us before and it worked fantastically well. Following the success of the discount offer, we had so many customers that it became necessary to open a new branch of the company in the centre of the city. The cost of renting offices in the city centre was very high, so we hoped that our profits would justify this expensive decision. We made enough profit to keep our city centre offices open, but we had hoped for a greater increase in customer numbers.

Now for the second part of my talk, which is on the topic of public transport. There are many benefits to public transport, for example, the recent introduction of bus lanes has meant that buses are now unaffected by traffic jams and are able to stay on schedule. Unfortunately, as fewer and fewer people are taking the bus nowadays, the service has become quite inefficient. This reduction in passengers may be due to the stories in the newspaper about the dangers posed to pedestrian safety by the buses, however this is largely untrue as buses are responsible for far less pedestrian-related accidents than cars. I use the bus service often, as car petrol is so expensive nowadays that the bus is far more affordable. However, if I am in a rush I prefer to take a taxi as they tend to get you to your destination very quickly so you can remain punctual for your appointments. I also very much enjoy flying to my destinations, as the service is incredibly fast and the airports are always very easy to find. Personally, my favourite mode of transportation is the bus. Due to the lack of people using the service I have found that the buses are never overcrowded so there is always a seat available. They are also never dirty as they get cleaned regularly. However, I have found that sometimes the bus can be over a half hour behind schedule which can be very frustrating. There has been a lot of fluctuation in the price of bus tickets in the last couple of years. In the past, £1.80 for a ticket was enough to sustain the bus companies, however, as the price of fuel increased so did the ticket prices. Now the ticket prices are declining as the bus companies try to encourage more people to use their service again.

Well, that's all from me today. Thank you for listening.

## Part 3

ALEXANDRA: Excuse me, Dr Thompson. May I speak to you for a minute?

MR THOMPSON: Of course. Please come in.

ALEXANDRA: I'm Alexandra Jones. I'm studying Business here at the university and for my assignment I have to carry out a survey of people who own their own organisations. I heard that you are the founder of your own company, and I was wondering if I could ask you some questions about it.

MR THOMPSON: Yes, of course, please fire away.

ALEXANDRA: OK great, we'll get started! Did you encounter any problems whilst you were starting your company?

MR THOMPSON: Actually it was not as hard as I anticipated. I started out with very clear objectives, so I knew exactly what I wanted my corporate identity to be. It was very difficult to find the correct premises as the property market in London is so competitive, but eventually I found the perfect site. The hardest part was structuring the business, as I had no formal template so I had to create it myself.

ALEXANDRA: Yes, that is very impressive. Was it difficult dealing with staff?

MR THOMPSON: It's always tricky trying to satisfy a group of people with varying interests, however, I didn't encounter many problems. I found it very important to make the staff feel appreciated, so I hosted a staff day where we could all introduce ourselves and get to know each other as individuals. I was also able to talk to them about the type of work that they would be doing and gave them the opportunity to share with me the issues they had with the allocation of the work.

ALEXANDRA: OK. Did you hire a management team or did you take on the role of the manager?

MR THOMPSON: Oh no, I already had enough tasks to take care of. I employed someone else to take on the role of the manager, however, he never consulted me before making decisions so I was forced to let him go and hire someone else.

ALEXANDRA: And what did the other staff think of the new manager?

MR THOMPSON: They had a great deal of respect for him. It definitely helped that I consulted with them before hiring him. They were surprised that he has been so successful in his role at the company, despite the longer meeting hours.

ALEXANDRA: Since the company opened, has it had any great achievements?

MR THOMSON: There are many aspects of the company that I am pleased with, however, there is one achievement of which I am particularly proud. I wanted a mural painted to brighten up our entrance area, so I decided it would be a great idea to invite the local primary school to create one for us. The youngsters had a great time and I know they were thrilled to be included.

ALEXANDRA: Oh, that's lovely.

ALEXANDR: Have you encountered any major problems since you opened the company?

MR THOMPSON: Yes, we are always encountering issues with employment because it is very hard to find people who are qualified for the roles that we were offering, but unfortunately there is no solution to this. One of our administrators also recently left to go on maternity leave, which put us in a tricky situation, however, we have managed to find a temporary replacement for her. It's also now approaching the period when we must carry out our financial training so I need to find a venue with enough space to hold everyone. It will be interesting trying to organise that event!

ALEXANDRA: Oh gosh, I can imagine. I find it hard enough to organise myself!

MR THOMPSON: Organisation is a difficult thing to master, but it is also essential for success! Whilst I was learning how to stay organised, I realised that the role of motivation is essential.

ALEXANDRA: OK, that's great!

MR THOMPSON: I also suggest that you visit the library, as there is a section on culture that will have some very valuable material on how to develop your organisation skills.

ALEXANDRA: OK, I'll head to the library when we're finished.

MR THOMPSON: I think you will find it very useful. They also have a collection of documentaries on the subject of personal organisation and I suggest that you look up the literature on management of change. I personally found these sources incredibly useful. Articles are also a valuable resource and we have a whole collection of them in our university library. I advise that you look at Section 2 where you will find articles on the nature of volunteering.

ALEXANDRA: That's great, thank you so much for your help.

MR THOMPSON: No problem.

## Part 4

Welcome class to your very first lecture in this series on Architecture conducted by myself, Dr Torben Dahl. Today we will be looking into the relationship between climate and architecture, where I will be giving you a critical overview of the main climate influences that shape the design of buildings. Throughout this lecture series we will be looking at the latest research into climatic design carried out by experts in the field in addition to case studies and examples drawn from modernist practice both in cities and rural areas.

Now, acid rain is one of the climatic elements with the most devastating effects on our architecture. The chemicals in acid rain can cause paint to peel, corrosion of steel structures such as bridges, and erosion of stone statues. Since the 1970s, our government has been making great effort to reduce the release of these chemicals into the atmosphere with positive results. Private organisations have also been raising awareness and funds and recently received a huge donation from the bank. It is interesting to look at the studies that have been carried out into the effects of acid rain at varying altitudes. Research has shown that there are lower levels of acid in the damaging pollutants at higher altitudes, meaning that skyscrapers are much less vulnerable to the negative effects as they are exposed to acid rain with far lower levels of damaging pollutants.

Recently, the Alter Project was founded to carry out further research into acid rain. This project is directed towards studying the effects of acid rain on old, traditional buildings of stone construction that are vulnerable to damage caused by acid rain. Masonry is particularly vulnerable as it is easily corroded and weakened by the acidic chemicals. It is imperative that we protect these buildings, as they are valuable examples of our history and culture.

Pollution is one of the main sources of concern in the present day. The construction industry contributes considerably as a source of pollution in its day-to-day processes of creating building materials such as concrete and glass, however, more new sustainable methods are being developed to counter this. A recent case study for this is Sky Tower, whose windows have been made from recycled glass to prevent pollution from the glass-making process.

Water is the most problematic element to be considered in construction. It is imperative that construction elements such as the insulation are fitted into the building in dry weather to prevent it from getting wet. This makes winter an undesirable season for construction as the heavy rainfall can have adverse effects on the building. Another climate type that has an enormous affect on buildings is humidity. Constructions made of steel and stone are largely unaffected by humidity, however, it can have a serious effect on wooden constructions if the timber has not been correctly treated. Moisture from the air can condense in the grain of the wood, which then swells and shrinks in proportion to the magnitude of change in its moisture content. This variation in size can have disastrous consequences.

In areas of the world that are prone to earthquakes, certain design and environmental conditions are preferable for protecting buildings in the event of a tremor. Engineers have come up with numerous building procedures to help minimise shaking in buildings. For example, tall buildings have height restrictions and counterweights and multi-storey buildings have reinforced floors and walls. Ground conditions are a cause for worry in many constructions as often the soil is of the wrong density to protect the foundations.

Luckily technology has now been developed that can help to minimise damage by earthquakes. Seismic sensors can give prior warning when an earthquake is about to happen so that preparations can be made to protect both the people and the buildings from harm. The movement of building structures can now also be measured and monitored over time by architects. It has been expressed by architects within the design community that it would be valuable to be

given special courses for designing buildings within earthquake zones. Guidelines are also expected to be produced by the government in the near future that will give architects a universal checklist to follow.

That wraps up the lecture for today. Please remember that attendance is mandatory... [fade out]

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **33 Hillcrest** | JACK: It's 33 Hillcrest Road. That's H-I-double-L-C-R-E-S-T |
| 2 | **AL698GQ** | It's AL698GQ |
| 3 | **754688** | JACK: Yes. The number at my office is 754688 |
| 4 | **C** | Unfortunately I was disappointed to find that the air conditioning on the plane was broken, so I spent the entire flight in discomfort as it was too hot and the air was stuffy |
| 5 | **A** | However I was still very hungry afterwards as it was a very small portion and more of a snack |
| 6 | **B** | The staff were very helpful, but each time I pressed the button to request service it took a long time for a staff member to arrive |
| 7 | **security** | The process of moving through security was very quick and helped to make my travel experience stress-free |
| 8 | **entertainment** | Luckily the entertainment facilities were very good so I was able to distract myself by watching movies |
| 9 | **hotel** | we would like to offer you some gifts as a goodwill gesture, with a 20% discount on the cost of your hotel stay |
| 10 | **phone card** | so please accept a phone card, which has a credit of £20 |
| 11 | **C** | Our first attempt to do this was to offer a free gift with every car rental, which we were confident the customers would be very interested in. The offer of a free hoover with each rental, however, did not attract any new customers so we quite quickly stopped offering it |
| 12 | **C** | By introducing this offer, we found that all of our customers preferred to drive the cars themselves, so again this offer was unsuccessful in attracting more customers |
| 13 | **A** | we decided to offer a package service where the customer no longer had to come to our offices to pick up the rental car. Instead we could drop off and pick up the car anywhere in the city to make the customer's experience a lot more stress free. This offer was very popular and increased our profits by 30% |
| 14 | **B** | This offer attracted some new customers of a younger age group, however not as many as we hoped |
| 15 | **A** | I thought that this could be a great way to attract a number of new customers who would never have heard of us before and it worked fantastically well. Following the success of the discount offer, we had so many customers that it became necessary to open a new branch of the company in the centre of the city |
| 16 | **B** | We made enough profit to keep our city centre offices open, but we had hoped for a greater increase in customer numbers |
| 17 | **C** | Unfortunately, as fewer and fewer people are taking the bus nowadays, the service has become quite inefficient |
| 18 | **B** | However, if I am in a rush I prefer to take a taxi as they tend to get you to your destination very quickly so you can remain punctual for your appointments |
| 19 | **A** | However, I have found that sometimes the bus can be over a half hour behind schedule which can be very frustrating |
| 20 | **B** | Now the ticket prices are declining as the bus companies try to encourage more people to use their service again |
| 21 | **B** | The hardest part was structuring the business, as I had no formal template so I had to create it myself |
| 22 | **B** | gave them the opportunity to share with me the issues they had with the allocation of the work |
| 23 | **C** | I employed someone else to take on the role of the manager, however, he never consulted me before making decisions so I was forced to let him go and hire someone else |
| 24 | **C** | They had a great deal of respect for him. It definitely helped that I consulted with them before hiring him. They were surprised that he has been so successful in his role at the company, despite the longer meeting hours |
| 25 | **A** | I wanted a mural painted to brighten up our entrance area, so I decided it would be a great idea to invite the local primary school to create one for us. The youngsters had a great time and I know they were thrilled to be included |
| 26 | **solution** | Yes, we are always encountering issues with employment because it is very hard to find people who are qualified for the roles that we were offering, but unfortunately there is no solution to this |
| 27 | **role of motivation** | Whilst I was learning how to stay organised, I realised that the role of motivation is essential |
| 28 | **culture** | I also suggest that you visit the library, as there is a section on culture that will have some very valuable material on how to develop your organisation skills |
| 29 | **management of change** | They also have a collection of documentaries on the subject of personal organisation and I suggest that you look up the literature on management of change |

| # | Answer | Explanation |
|---|---|---|
| **30** | **nature of volunteering** | I advise that you look at Section 2 where you will find articles on the nature of volunteering |
| **31** | **cities** | Throughout this lecture series we will be looking at the latest research into climatic design carried out by experts in the field in addition to case studies and examples drawn from modernist practice both in cities and rural areas |
| **32** | **bank** | Private organisations have also been raising awareness and funds and recently received a huge donation from the bank |
| **33** | **Skyscrapers** | Research has shown that there are lower levels of acid in the damaging pollutants at higher altitudes, meaning that skyscrapers are much less vulnerable to the negative effects as they are exposed to acid rain with far lower levels of damaging pollutants |
| **34** | **stone** | Recently, the Alter Project was founded to carry out further research into acid rain. This project is directed towards studying the effects of acid rain on old, traditional buildings of stone construction that are vulnerable to damage caused by acid rain |
| **35** | **Recycled glass** | A recent case study for this is Sky Tower, whose windows have been made from recycled glass to prevent pollution from the glass-making process |
| **36** | **rainfall** | This makes winter an undesirable season for construction as the heavy rainfall can have adverse effects on the building |
| **37** | **wooden** | Constructions made of steel and stone are largely unaffected by humidity, however, it can have a serious effect on wooden constructions if the timber has not been correctly treated. Moisture from the air can condense in the grain of the wood, which then swells and shrinks in proportion to the magnitude of change in its moisture content |
| **38** | **soil** | Ground conditions are a cause for worry in many constructions as often the soil is of the wrong density to protect the foundations |
| **39** | **movement** | The movement of building structures can now also be measured and monitored over time by architects |
| **40** | **guidelines** | Guidelines are also expected to be produced by the government in the near future that will give architects a universal checklist to follow |

# Test 82

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-10

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**HOUSE RENTAL**

| Example | Answer |
|---|---|
| • Name: | Mary Collins |
| • Facility available: | 1 _____ |
| • General layout: | upstairs: living room<br>bedrooms<br>downstairs: 2 _____ |
| • Car park: | availability of a large 3 _____ |
| • Shopping: | at the 4 _____ |
| • Place for children playing: | 5 _____ |
| • Education resources: | a 6 _____ in the community |
| • Rent: | $980 a month<br>(including the maintenance fees of the 7 _____) |
| • Date of house available: | 8 _____ |
| • Viewing arrangement (time): | meet at 9 _____ |
| • Postcode: | GA58ER |
| • Address: | 10 _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Choose the correct letter, A, B or C.

**11** What's the new improvement about the zoo this time?

- **A** ○ The zoo has built a new dog-walking area.
- **B** ○ The zoo has brought a new batch of animals.
- **C** ○ The zoo has expanded its exhibition area.

**12** What is the change for the new regulation enacted in June?

- **A** ○ The zoo is not open during the weekdays.
- **B** ○ Visitors are allowed to feed the animals at night.
- **C** ○ Visitors are allowed to see the animals until the late night.

**13** While visiting the kangaroo, which behaviour is forbidden?

- **A** ○ Photo-taking
- **B** ○ Shouting
- **C** ○ Feeding

**14** Why is the pye-dog zone temporarily closed?

- **A** ○ Because the fence is broken.
- **B** ○ Because the pye-dogs are in hibernation.
- **C** ○ Because the pye-dog zone is under construction.

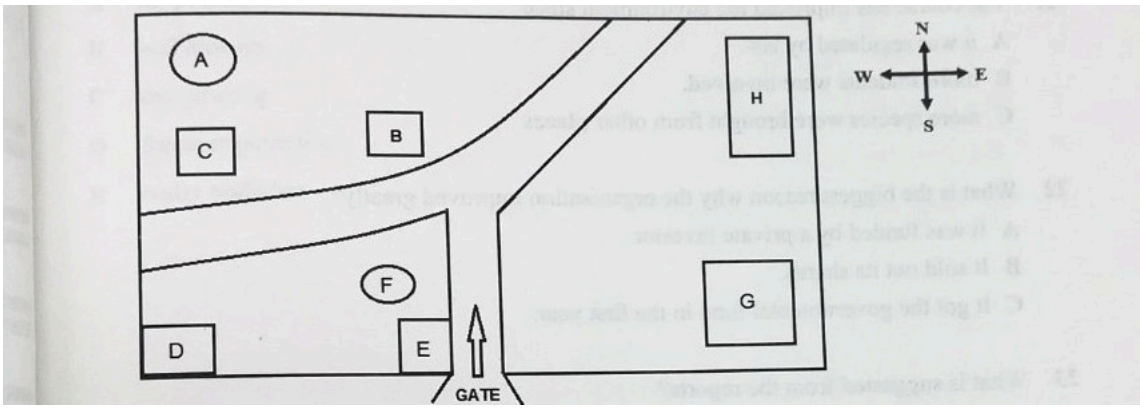
**15** Where can the visitors buy the discounted ticket?

- **A** ○ Gift shop
- **B** ○ Photo shop
- **C** ○ Reception desk

### Questions 16-20

Label the map below.

Write the correct letter, A-H, next to questions 16-20.



| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| 16 Bird hide | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 17 Pye-dog zone | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 18 Rest area | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19 Kangaroo visiting site | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20 Photo shop | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Choose the correct letter, A, B or C.

**21** The course has improved the environment since

- **A** ○ it was regulated by law.
- **B** ○ more students were involved.
- **C** ○ more species were brought from other places.

**22** What is the biggest reason why the organisation improved greatly?

- **A** ○ It was funded by a private investor.
- **B** ○ It sold out its shares.
- **C** ○ It got the governmental fund in the first year.

**23** What is suggested from the reports?

- **A** ○ Resources still need management.
- **B** ○ Teachers and the students have benefitted from the field trips.
- **C** ○ The environment has been terribly damaged.

**24** Who did obtain the special experience from the field trip carried out by the organisation?

- **A** ○ students
- **B** ○ teachers
- **C** ○ researchers

### Questions 25-26

Choose TWO letters, A-E.

**25** **26** What TWO problems does the report focus on?

- **A** ☐ air pollution
- **B** ☐ soil erosion
- **C** ☐ overgrazing
- **D** ☐ forest exploitation
- **E** ☐ water pollution

### Questions 27-28

Choose TWO letters, A-E.

27 28 Which TWO benefits of this activity to the students are mentioned by the professor?

- A ☐ They become more punctual.
- B ☐ They feel more confident.
- C ☐ They get practical experience.
- D ☐ They learn how to collect data.
- E ☐ They know the importance of environment protection.

## Questions 29-30

Choose TWO letters, A-E.

29 30 What TWO things will the woman do in the rest of the time when no activities are going on?

- A ☐ read more reference books
- B ☐ study in library
- C ☐ interview some teachers
- D ☐ participate in one of fun hobbies
- E ☐ join in some tutorials

## PART 4 — QUESTIONS

Part 4 audio

# Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

**ROBERTS COMPANY**

**Founding**

- The most important principal of the company is to improve the **31** _____ development of camera technology.

**Aim**

- It was founded by Dwayne Roberts in 1957 and mainly explore **32** _____.

**Potential applications**

- recording high-definition video
- discovering **33** _____
- searching plants in the rainforest to experiment **34** _____
- distributing more across the road network to control **35** _____

**At present**

- **36** _____ are the best sellers in the company.
- They are designed to look like **37** _____.
- The company is working on a tiny **38** _____ to change the way people see photography.

**Other applications**

- Surgeries could be faster and more **39** _____.

**Internship opportunity**

- To get it, the students can participate in the **40** _____ organised by the company every year.

# Transcripts

## Part 1

AGENT: Hello, thank you for calling Iris Rentals. How can I help you?

CLIENT: Yes, hello there. I'm ringing just to make enquiries about renting a new property and I came across a listing on your website that I'm interested in.

AGENT: Oh yes.

CLIENT: I'd like to find out a few more details, if I may.

AGENT: Yes, of course. Can I take your name?

CLIENT: It's Mary Collins.

AGENT: Okay, Mary. I'm just searching our system for the property details. Is there any information in particular that you were wanting?

CLIENT: Does the house have a gym?

AGENT: No, the house doesn't have a gym, however the house has a large swimming pool, which will be great for exercise and really refreshing during summer.

CLIENT: Oh wow, that sounds lovely. What is the general layout of the house?

AGENT: This house is rather unusual as the living room is located upstairs with the bedrooms, and downstairs at ground floor is the dining room, which has a lovely view out over the swimming pool.

CLIENT: Does the house come with a car parking space on the street?

AGENT: Oh, there's no need for that. The house comes with a big garage where you can park your cars and there's also a lot of room for storage. It's attached to the house through a door in the kitchen.

CLIENT: Oh, that's perfect, it'll make it far easier to carry my food shopping into the house.

AGENT: Oh yes, absolutely. You actually don't even need to take your car to do the shopping as the local supermarket is just down the street. You can walk the distance easily.

CLIENT: Really? How convenient! Is there anywhere near to the house where I can take my children to play?

AGENT: Unfortunately there aren't any playgrounds nearby, but there is a park near the supermarket that would be great for taking your children for a walk. It would also be a great place for you to meet your neighbours.

CLIENT: Yes, that's true, I love taking long walks in the park. I'm sure there will be a playground at the local school anyway.

AGENT: Yes, absolutely. The community has its own primary school and there is a secondary school in the neighbouring community, so there are plenty of resources nearby for your children's education.

CLIENT: OK, great. What are the rental costs for the property?

AGENT: The monthly rent is $980, which is very reasonable considering the size of the house and the amenities that it has to offer.

CLIENT: Does that figure include maintenance fees and bills?

AGENT: The bills are not included in that figure, but it does include any maintenance fees for the garden.

CLIENT: That sounds like a very reasonable price. We were hoping to move in on the 20th of April. Will the house be vacant for that date?

AGENT: The current tenants of the property are due to leave on the 20th, but the cleaners will need a few days to make sure that the house is clean and tidy. This would make the house officially available on the 23rd April.

CLIENT: Well everything about the house sounds perfect...exactly what I'm looking for. What date would it be possible to view the property?

AGENT: I have arranged for the tenant to leave the property on Friday so I can show the house to prospective renters. Would you be able to make that day?

CLIENT: Yes, I'm sure I could come on my lunch break. Would 1 o'clock be OK?

AGENT: I'm afraid that I have a meeting at 12.30, so I won't be able to make that time. I have available appointments at 10.15 and 3.

CLIENT: OK, in that case can we schedule the appointment for 10.15?

AGENT: No problem, I'll book it into my schedule. If you wouldn't mind arriving 5 minutes early that would be great, just so we can get started on time.

CLIENT: Sure. What is the address?

AGENT: The postcode is GA58ER and the house is number 8 on Spring Street. It's the second right off of Bath Street.

CLIENT: OK, that's great.

AGENT: Do you have any more questions?

CLIENT: Nope...thank you for your help.

AGENT: No problem. See you on Friday. Bye!

## Part 2

Good morning everybody and welcome to the Australian Wild Zoo. I would like to start by introducing you to the new features that we have added to our zoo in the recent renovation. Being the only zoo in the area, we receive thousands of visitors a year. We found that this huge footfall was too demanding for the facilities that we were able to provide, and so we decided to expand ourselves in order to give every visitor a brilliant and exciting experience. We initially intended to build a new dog-walking area, however we felt that the zoo should cater only to exotic animals. During our previous renovation we expanded the exhibition centre and so we felt that this time the zoo would benefit most from introducing a new batch of animals, so visitors can now see a whole range of new additions at the Australian Wild Zoo, including lions and bears.

With this huge improvement to our facilities, we also found it necessary to change our regulations, which we put into action in June. We now allow visitors access to the zoo during weekdays and, as some of our newly added animals are nocturnal, guests may also now visit the animals late at night. Unfortunately some visitors had started feeding the animals during these late night viewing times, which disrupted their feeding pattern and as a result we had to ban food in the viewing areas.

One of our most exciting additions to the zoo is our native kangaroo, who we have named Frisbee. For a fee of just $5, visitors can have their photo taken with him and have it printed onto a selection of items such as key rings and mugs. At first, visitors were also allowed to feed Frisbee items that we provided, such as carrots and leaves, however some guests started feeding him hamburgers and chips so we were forced to forbid visitors from feeding him. As kangaroos are such calm animals, Frisbee isn't disturbed by the noises and shouting of visitors at the zoo, which has helped him to settle in at his new home very quickly.

The pye-dog zone has been permanently closed throughout the winter period to allow the dogs to hibernate as they would in their natural habitat. We were very excited to be reopening the zone, however unfortunately we have been forced to close it temporarily as the result of a broken fence, which will take about one week to fix. We were intending to renovate the zone with the other constructions that we were undertaking, but unfortunately we did not have sufficient funds. We understand that this temporary closure may disappoint our visitors, and so we have decided to offer a discounted price on our tickets for the next week. If you ask at the reception desk, they will happily direct you to the photo shop where you can purchase the ticket. The ticket will also entitle you to a 10% discount off any item in our gift shop where we sell a range of items including postcards and fluffy toys.

Now we're currently standing at the gate, which is marked with the arrow on the map. Now if any of you need to visit the toilets before we get started, they're right here to our left. Out to the east, just across the grass, there is the bird hide where we have over one hundred species of birds for you to watch. We even have an interactive zone where you can feed them with seed and take photographs with our parrots! What a great souvenir to remember your trip! And up the path to the north, if you look in front of you now, there is the pye-dog zone. Although it is closed, if any of the dogs are playing outside, you will be able to see them through the fence. And then let's pass by the refuge. This area is a sheltered part for Brolga watchers who can use it to spy through binoculars. And after that, I suggest that you all visit the rest area for some cold drinks and snacks as it is very hot outside. It is just at the northwest corner of the zoo. After that you could cut across the path to the large rectangular hut where you will be able to see our new addition of fierce lions. The mother has just had cubs, so it is really quite a rare thing to see! And around to the west, for those of you who want to visit Frisbee, our native kangaroo, he is in the circular shaped hut just up the path to the left. Don't forget to have your photo taken with him! Now, as I mentioned before, you can purchase your discounted tickets at the photo shop and this is also where you will come to collect any photos you have had taken at the zoo during your visit. The photo shop is located at the southwest corner of the zoo. Okay, ladies and gentlemen, enjoy your visit.

## Part 3

JONES: Hello, Mr Thompson. May I speak to you for a minute?

MR THOMPSON: Of course. Please come in.

JONES: I'm Alexandra Jones. I'm studying Sustainability here at the university and I heard about the summer course that you offer every year. I was considering joining the course and wanted to ask you some questions about it.

MR THOMPSON: Yes, of course, please fire away.

JONES: Has the course been effective in improving the environment?

MR THOMPSON: Yes, absolutely. We have seen great results. Last year we planted a small field of trees and we have been measuring their oxygen outputs to see the benefits that they have provided to the environment. Since we were regulated by law last month, we are now able to hugely enhance our efforts. Our current goal is to introduce a lot more tree species to the plot so that we can establish a complex habitat and compare the benefits of each species. In order to do this we need to get a lot more students involved in the project, so I am very pleased to hear about your interest.

JONES: Well, the project sounds fascinating. I would definitely like to be involved.

MR THOMPSON: Absolutely. Over the years we have received funding from private investors and from selling shares, but the biggest improvement in our research came from a government fund that we received in the first year. This has greatly improved the organisation and we have since won prizes for our research.

JONES: Wow, how impressive!

MR THOMPSON: Yes, it is of the utmost importance to our organisation that we find a way to repair the terrible damage that has been done to the environment by the human species. This is no small undertaking and our resources still need management, but from reports taken of our studies we have found that teachers and students have greatly benefitted from field trips to the tree plantation.

JONES: Yes, I visited the plantation myself on a field trip two years ago and I found myself greatly impressed by it.

MR THOMPSON: We have received a lot of feedback from visiting groups telling us how impressed teachers, researchers and students alike have been during their visits. Due to the educational facilities that we have carefully structured, I know that the visits are useful and engaging for students and that their experience is particularly special.

JONES: So what is the particular focus of the organisation and the reports that it provides?

MR THOMPSON: I am personally very interested in soil erosion, so I knew that I definitely wanted to focus some of the report on this area. Before I set up the organisation, I looked up information on what areas were currently being researched and I found that there were already studies into air pollution and water pollution. I obviously wanted to find a unique area to research and so these were no good. I was tempted to look into the background of overgrazing, but the impacts of forest exploitation are far more devastating and very little research has been carried out on this subject, so I decided that this should also form some focus for the report.

JONES: Yes, that makes sense. What have you found to be the greatest benefits of the activities carried out by the organisation?

MR THOMPSON: I have found that the greatest benefits are not the ones that anyone can learn from a book, like how to collect data, but more importantly are life lessons that one can gain only from experience. Students who have partaken in the summer course have massively enhanced their confidence, which will prove invaluable for the rest of their lifetime. The people who partake in the summer course already know the importance of environmental protection, so it is not important that we spend time teaching them this. Students instead benefit from learning the importance of punctuality, as each day they have to wake up early to make sure that they are not late for their practical experience sessions.

JONES: If I decide to attend the summer course, what will I be doing for the rest of the time when no activities are going on?

MR THOMPSON: Well, we unfortunately don't yet have a library on site, so you would be unable to read reference books although you are obviously welcome to bring some books of your own with you. We offer a range of fun hobbies, such as games and painting, for students to participate in outside of their classes so you could participate in one of these activities. We do not offer tutorials outside of the scheduled classes, however you are free to interview teachers and ask them any questions you may have about the research.

JONES: Well, the course sounds fantastic. I would definitely like to participate during the summer. Thank you so much for your help.

MR THOMPSON: No problem at all, here is a form with all of the details. I look forward to seeing you there.

## Part 4

Good morning. In the last few lectures I've been talking about the history of technology in the modern world. But today I want to use Roberts as our case study, which is a company that develops complex camera technology for a range of industries and disciplines. Since the camera was invented in 1816, it has changed and improved dramatically with cameras now in existence that can fit on the head of a pin. The company has been founded on a series of principals by which the company operates in its day-to-day business, the most important of these being to enhance the present development of camera technology.

Roberts has a philosophy pioneering and innovation, having been responsible for the invention of numerous technologies since it was founded by Dwayne Roberts in 1957. It has achieved many of its aims over the years, but its principal and founding aim persists through time, which is to explore new facts and imagine the unimaginable.

The cameras produced by Roberts have a multitude of potential applications that are currently being explored. One of these is an anti-gravity camera that they aim to attach to a space satellite from where it will record live, high-definition video and provide fascinating new views of planet earth. It could also prove useful in exploring other planets by providing researchers with never before seen images of the universe. Roberts are also experimenting with attaching the cameras to small drones that will fly through the rainforest in search of plants that could be used to develop future medicine. The camera also has the potential to be used on the roads. As it is 20% cheaper than the speed cameras that are currently in operation, this means that more of them could be distributed across the road network where they can control traffic by making sure that all cars abide by the speed regulations.

Despite this diverse range of potential applications, the cameras are presently used for very different, more domestic purposes. Roberts' cameras are presently used as nanny-cams, which allow parents to watch their nannies to ensure that they are responsibly attending to the children that they have been employed to care for. These cameras give parents peace of mind and more control over their child's welfare whilst they are at work or otherwise occupied. The highest sales of the company are in toys that have the cameras hidden within them. This clever idea means that the cameras are camouflaged from view and do not look out of place in the child's nursery. The toys are also very robust, so children can play with them without damaging them in the process. The toys are designed to look like animals and come in a range of shapes, sizes and colours as well as different animal species such as monkeys and bears. These toys are incredibly popular and can be bought in any toy store for only $20. Always eager to be constantly improving their products, Roberts are now working on a product that will change the way people see photography. This new contraption is a mini camera that is built into eyewear such as glasses and sunglasses where it can capture the world as you see it. Holiday makers and tourists no longer have to carry a big, heavy camera around with them on their travels! They can instead purchase a set of eyewear with the built-in camera, which will capture the moment with a simple tap.

Roberts are also developing a model of this tiny camera for use during medical procedures and operations. The camera will be used during non-invasive keyhole surgeries to enable the surgeon to see what they are doing inside the body without having to make a large incision. This innovative application for the camera could make surgeries a lot faster and the saved time and energy will also make it far more efficient. As the patient will no longer have to undergo a large incision for their surgery, it also means that their recovery will be much faster with a greatly reduced chance of post-op infection.

If any of you have an interest in working in this field of technological invention, Roberts is a very diverse and fast-growing company that would be a fantastic internship opportunity. Every year they organise a series of competitions where entrants stand the chance of winning a place in their internship programme, so I would suggest that all of you enter.

That wraps up the lecture for today. Please remember that attendance is mandatory... [fade out]

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **swimming pool** | No, the house doesn't have a gym, however the house has a large swimming pool, which will be great for exercise and really refreshing during summer |
| 2 | **dining room** | This house is rather unusual as the living room is located upstairs with the bedrooms, and downstairs at ground floor is the dining room, which has a lovely view out over the swimming pool |
| 3 | **garage** | The house comes with a big garage where you can park your cars and there's also a lot of room for storage |
| 4 | **local supermarket** | You actually don't even need to take your car to do the shopping as the local supermarket is just down the street |
| 5 | **park** | Unfortunately there aren't any playgrounds nearby, but there is a park near the supermarket that would be great for taking your children for a walk |
| 6 | **primary school** | The community has its own primary school and there is a secondary school in the neighbouring community, so there are plenty of resources nearby for your children's education |
| 7 | **garden** | The bills are not included in that figure, but it does include any maintenance fees for the garden |
| 8 | **23(rd) April** | This would make the house officially available on the 23rd April |
| 9 | **10.15 / 10:15** | AGENT: I'm afraid that I have a meeting at 12.30, so I won't be able to make that time. I have available appointments at 10.15 and 3. CLIENT: OK, in that case can we schedule the appointment for 10.15? AGENT: No problem, I'll book it into my schedule |
| 10 | **Spring Street** | The postcode is GA58ER and the house is number 8 on Spring Street. It's the second right off of Bath Street |
| 11 | **B** | We initially intended to build a new dog-walking area, however we felt that the zoo should cater only to exotic animals. During our previous renovation we expanded the exhibition centre and so we felt that this time the zoo would benefit most from introducing a new batch of animals, so visitors can now see a whole range of new additions at the Australian Wild Zoo, including lions and bears |
| 12 | **C** | We now allow visitors access to the zoo during weekdays and, as some of our newly added animals are nocturnal, guests may also now visit the animals late at night |
| 13 | **C** | however some guests started feeding him hamburgers and chips so we were forced to forbid visitors from feeding him |
| 14 | **A** | We were very excited to be reopening the zone, however unfortunately we have been forced to close it temporarily as the result of a broken fence, which will take about one week to fix |
| 15 | **B** | If you ask at the reception desk, they will happily direct you to the photo shop where you can purchase the ticket |
| 16 | **G** | Out to the east, just across the grass, there is the bird hide where we have over one hundred species of birds for you to watch |
| 17 | **B** | And up the path to the north, if you look in front of you now, there is the pye-dog zone |
| 18 | **A** | And after that, I suggest that you all visit the rest area for some cold drinks and snacks as it is very hot outside. It is just at the northwest corner of the zoo |
| 19 | **F** | And around to the west, for those of you who want to visit Frisbee, our native kangaroo, he is in the circular shaped hut just up the path to the left |
| 20 | **D** | The photo shop is located at the southwest corner of the zoo |
| 21 | **A** | Since we were regulated by law last month, we are now able to hugely enhance our efforts |
| 22 | **C** | Over the years we have received funding from private investors and from selling shares, but the biggest improvement in our research came from a government fund that we received in the first year |
| 23 | **B** | but from reports taken of our studies we have found that teachers and students have greatly benefitted from field trips to the tree plantation |
| 24 | **A** | Due to the educational facilities that we have carefully structured, I know that the visits are useful and engaging for students and that their experience is particularly special |
| 25 | **B / D** | I am personally very interested in soil erosion, so I knew that I definitely wanted to focus some of the report on this area. Before I set up the organisation, I looked up information on what areas were currently being researched and I found that there were already studies into air pollution and water pollution. I obviously wanted to find a unique area to research and so these were no good. I was tempted to look into the background of overgrazing, but the impacts of forest exploitation are far more devastating and very little research has been carried out on this subject, so I decided that this should also form some focus for the report |

| # | Answer | Explanation |
|---|---|---|
| **26** | **B / D** | I am personally very interested in soil erosion, so I knew that I definitely wanted to focus some of the report on this area. Before I set up the organisation, I looked up information on what areas were currently being researched and I found that there were already studies into air pollution and water pollution. I obviously wanted to find a unique area to research and so these were no good. I was tempted to look into the background of overgrazing, but the impacts of forest exploitation are far more devastating and very little research has been carried out on this subject, so I decided that this should also form some focus for the report |
| **27** | **A / B** | Students who have partaken in the summer course have massively enhanced their confidence, which will prove invaluable for the rest of their lifetime. The people who partake in the summer course already know the importance of environmental protection, so it is not important that we spend time teaching them this. Students instead benefit from learning the importance of punctuality, as each day they have to wake up early to make sure that they are not late for their practical experience sessions |
| **28** | **A / B** | Students who have partaken in the summer course have massively enhanced their confidence, which will prove invaluable for the rest of their lifetime. The people who partake in the summer course already know the importance of environmental protection, so it is not important that we spend time teaching them this. Students instead benefit from learning the importance of punctuality, as each day they have to wake up early to make sure that they are not late for their practical experience sessions |
| **29** | **C / D** | We offer a range of fun hobbies, such as games and painting, for students to participate in outside of their classes so you could participate in one of these activities. We do not offer tutorials outside of the scheduled classes, however you are free to interview teachers and ask them any questions you may have about the research |
| **30** | **C / D** | We offer a range of fun hobbies, such as games and painting, for students to participate in outside of their classes so you could participate in one of these activities. We do not offer tutorials outside of the scheduled classes, however you are free to interview teachers and ask them any questions you may have about the research |
| **31** | **present** | the most important of these being to enhance the present development of camera technology |
| **32** | **new facts** | It has achieved many of its aims over the years, but its principal and founding aim persists through time, which is to explore new facts and imagine the unimaginable |
| **33** | **other planets** | It could also prove useful in exploring other planets by providing researchers with never before seen images of the universe |
| **34** | **future medicine** | Roberts are also experimenting with attaching the cameras to small drones that will fly through the rainforest in search of plants that could be used to develop future medicine |
| **35** | **traffic** | As it is 20% cheaper than the speed cameras that are currently in operation, this means that more of them could be distributed across the road network where they can control traffic by making sure that all cars abide by the speed regulations |
| **36** | **Toys** | The highest sales of the company are in toys that have the cameras hidden within them |
| **37** | **animals** | The toys are designed to look like animals and come in a range of shapes, sizes and colours as well as different animal species such as monkeys and bears |
| **38** | **camera** | This new contraption is a mini camera that is built into eyewear such as glasses and sunglasses where it can capture the world as you see it |
| **39** | **efficient** | This innovative application for the camera could make surgeries a lot faster and the saved time and energy will also make it far more efficient |
| **40** | **competitions** | Every year they organise a series of competitions where entrants stand the chance of winning a place in their internship programme, so I would suggest that all of you enter |

# Test 83

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

**Revision Note**

Example

Problem with: the brochure sample

- Company name: **1** _____ Hotel Chains
- Letters of **2** _____ should be bigger.
- The **3** _____ should be removed.
- Change the description under the top photo to **4** _____ .
- Use the picture with **5** _____ of the hotel.
- The **6** _____ should be in red print.
- Translate into **7** _____ .
- Deadline: by the end of **8** _____
- Address: No. 9 Green Drive, **9** _____ , NY21300
- Telephone number: **10** _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

Choose the correct letter, A, B or C.

**11** The most famous view in this park is

- **A** ◯ the largest waterfall worldwide.
- **B** ◯ the longest river in the world.
- **C** ◯ the biggest sub-tropical rainforest in the world.

**12** According to the tour guide, what is best to do on top of the mountain?

- **A** ◯ having a picnic
- **B** ◯ taking photos
- **C** ◯ strolling about

**13** What did the tour guide recommend for more experienced walkers?

- **A** ◯ the mountain trail
- **B** ◯ the Bush Track
- **C** ◯ the Creek Circuit

**14** What is mentioned about the transport in the park?

- **A** ◯ Bicycle can be hired.
- **B** ◯ Trams are available for tourists.
- **C** ◯ It is included in the bill.

**15** Which activity is provided for adults all year round?

- **A** ◯ abseiling
- **B** ◯ bungee jumping
- **C** ◯ paragliding

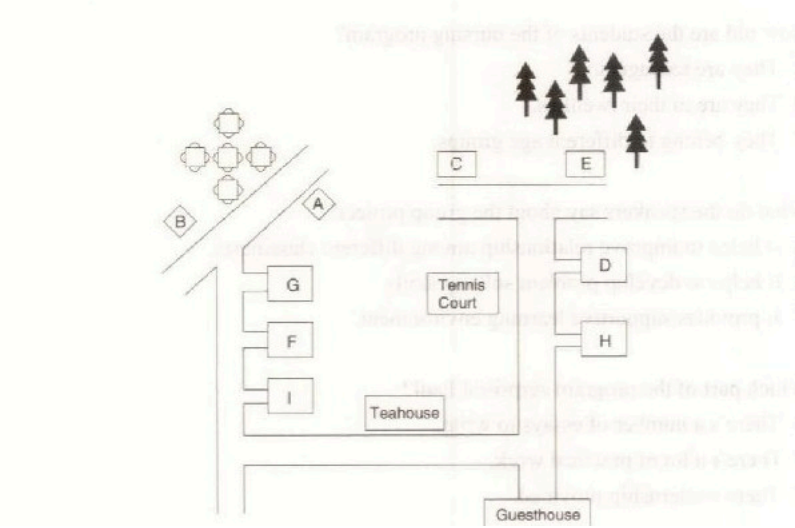
**16** What should the visitors do before they go to the restaurant?

- **A** ◯ make bookings
- **B** ◯ inquire about availability
- **C** ◯ collect the meal ticket at the reception

### Questions 17-20

Label the plan below.

Write the correct letter, A-I, next to Questions 17-20.




| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| **17** Campsite | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **18** Business Centre | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **19** Museum | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **20** Café | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Choose the correct letter, A, B or C.

**21** How old are the students of the nursing program?

- **A** ◯ They are teenagers.
- **B** ◯ They are in their twenties.
- **C** ◯ They belong to different age groups.

**22** What do the speakers say about the group project?

- **A** ◯ It helps to improve relationship among different classmates.
- **B** ◯ It helps to develop problem solving skills.
- **C** ◯ It provides supportive learning environment.

**23** Which part of the program surprised Paul?

- **A** ◯ There's a number of essays to write.
- **B** ◯ There's a lot of practical work.
- **C** ◯ There's internship provided.

**24** What do they feel about learning law?

- **A** ◯ It is essential training.
- **B** ◯ It is too theoretical.
- **C** ◯ It takes up too much time.

### Questions 25-30

What are the suggestions offered by the speakers?

Choose SIX answers from the box and write the correct letter, A-H, next to Questions 25-30.

A. get feedback from teaching staff

B. do more reading

C. get help from school supporting staff

D. get help for nursing problems

E. manage time properly

F. be well prepared

G. review the notes regularly

H. don't set unrealistic goals

**25** Essays _____

**26** Lectures _____

**27** Research _____

**28** Online forum _____

**29** Placement tests _____

**30** Freshmen _____

## PART 4 — QUESTIONS

Part 4 audio

# Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

**Penguins in Africa**

**Appearance and lifestyle**

They are also called Jackass Penguins for the sound they make.

The **31** _____ of their body remains constant.

They restrict their **32** _____ on land from dusk till dawn.

They cannot fly because they have heavy **33** _____ .

They nest under the tree **34** _____ .

They eat tree **35** _____ .

**Predators**

- seals
- **36** _____
- seagulls (eat the penguin **37** _____ )

**Threats**

They lose **38** _____ in winter.

They are fighting for nesting **39** _____ and food because of human activities.

In order to improve survivorship, it is helpful to increase the **40** _____ of their genes.

# Transcripts

## Part 1

Employee: Good afternoon. Welcome to Matrix Printing, I'm John Smith. How can I help you?

Customer: Good afternoon. I'm here to reprint a brochure for our hotel. There are some pages that need revising.

Employee: Sure, how may I address you?

Customer: Oh, I'm Mary Jane from Central Hotel Chains. Nice to meet you. I've got samples of the previous version.

Employee: I assume it is your company's advertising brochure?

Customer: Yes.

Employee: What exactly is the problem?

Customer: Well, it was printed the year before, so some of the information is already out-of-date. There are also a couple of problems with the layout. Firstly, the letters of the address on the front page are far too small. It's hard to see when glancing at the cover.

Employee: How big do you need it to be?

Customer: Increase the letters by 3 font sizes.

Employee: Just a minute. Let me take notes of your requirements...OK, what else needs changing?

Customer: The information regarding the pool should be deleted, because it is currently under renovation and is not available.

Employee: So all of the relevant descriptions on page 2 should be removed? What do we replace it with? We can't just leave the whole page blank.

Customer: Just fill it in with the introduction of our newly-opened gym. I've included all the relevant information here in this flash drive.

Employee: Let me check...Um, I see. No problem then.

Customer: What is also bothering us is that the description under the top photo on page 4 is incorrect. The word lounge needs to be replaced with reception.

Employee: Fully noted. Is that all?

Customer: No, there is more. Turn to page 5. We feel that showing merely the picture of our exterior and interior decoration does not fully represent the appeal of our hotel. On second thought, we've decided to use a picture with the view of the hotel.

Employee: Do you have the original copy of the picture?

Customer: Yes, it is also enclosed in the flash drive.

Employee: OK, we'll reedit the whole layout of the photos.

Customer: Great.

Employee: Let's turn to the next page.

Customer: Yes, what's wrong with that? It seems perfectly fine to me.

Employee: At first sight, it seems fine. But according to the feedback of the customers, the prices do not stand out, so we want to change the print from black to red to make it pop out.

Employee: OK. I've made notes of all your requests. Is there anything else?

Customer: I appreciate it. Just one final request. Could you translate the whole brochure into Spanish? We have customers worldwide, you know, especially those from Latin countries.

Employee: No problem. What about other languages, like Japanese, Chinese or German? These are our most popular target languages.

Customer: I have to ask the manager about the Chinese version. There's been a surging number of Chinese clients during recent years. However, we don't need German or Japanese translations as we currently don't have many customers from those two countries.

Employee: Sure. Just keep me updated.

Customer: So roughly when could we get the revised print? We need it before the end of July.

Employee: It's late June now. Roughly it'll take 3 weeks to reedit, so it will definitely be ready before the deadline.

Customer: Great.

Employee: To where shall we send the samples?

Customer: The address is No. 9 Green Drive, Cliffton, NY21300.

Employee: How do you spell Cliffton?

Customer: C-L-I-double F-T-O-N, Cliffton.

Employee: And the telephone number?

Customer: It's 9-0-3-0-3-6-6-0-2. Also, if you have any further questions, you can reach me through this number.

Employee: OK.

## Part 2

Welcome to Byron National Park. I am Jim Carson, your tour guide for the trip. First, I'd like to give you some basic information about the park.

Covering 7,000 acres of land and spanning across 3 states, Byron National Park was established to protect the area's most spectacular scenic values. With unique geologic features, natural history and native plant and animal life, it is an ideal destination for recreation as well as research purposes. The park has a breathtaking waterfall connecting the longest river in the country, but it is most renowned for having the largest sub-tropical rainforest worldwide. There are many layers of tall, medium and low vegetation growing with seasonal variations in the park. It is a place where the air seems green.

Ardent hikers can find an awesome array of options here. Apart from the dense green rainforest, tourists can also hike along the mountain trail. Despite the stunning view, taking photos is not advised on the way up, I'm afraid, as one might get distracted and the narrow trail by the sheer cliff is quite dangerous. When you reach the top of the mountain, there is nothing better than having a picnic under the trees with your family. Accompanied mostly by wildlife, walkers as well as cyclists may find the Bush Track a good choice for having a tranquil time to themselves. As your tour guide, I suggest that only expert hikers take the Creek Circuit, because its beautiful and inspiring scenery through the subtropical jungle is paralleled by its physical challenges.

A list of transport is available within the park. Bicycles are a popular choice as it is the most flexible way to get around. Electric trams are temporarily closed for maintenance. Boat trips down the river are an ideal way to spend a tranquil afternoon. Rest assured that transport within the park is covered in the bill.

Extreme sports is another highlight of the park. They are for adventurous grown-ups, especially those who are comfortable with having a racing heart. Scary as it may sound, it is actually safe to participate in extreme sports under strict instructions and close supervision. Abseiling is available regardless of the weather. It is a fun way to overcome fear of heights, gain new skills and get an adrenaline rush. Bungee jumping and paragliding are also available except for during the summer.

At this point, you might worry about meals here. Well, even though there is only one restaurant in the park at the moment, the variety of dishes is astonishing. There are two meals included in the price. Just get your meal ticket at the reception before dining. Also, there is no need to make reservations or worry about availability since there are plenty of tables.

During your stay here, you might want to know what there is to do. Let's turn to the plan so I can familiarise you with the layout of the park.

Most tourists would choose to stay in our guest house located in the southeast corner. It features 63 tastefully appointed guest rooms, many of which offer spectacular views of the park. You'll find a home away from home at our guest house.

But for those who want to experience the natural beauty up-close, there is also a campsite. When you get out of the guesthouse, go straight ahead, turn right at the end of the road. To your left, there is a campsite amongst the trees where you could spend a night under the stars together with owls and chipmunks.

If you look at the top left of the plan, you will notice a picnic area. You can either bring your own food or we can deliver food to you. Barbeque is an option. The Business Centre is situated directly opposite the picnic area. It provides flexible, fully serviced offices, conferencing suites, meeting rooms and is equipped with the latest multi-media facilities. Wired as well as wireless high speed Internet is available within the entire premises. The Centre is designed to cater to both individual travellers and corporate groups.

Visitors can also go to the museum which holds a vast collection, that exhibits local history and a natural habitat. You start from the guesthouse, just turn left at the first conjunction, then walk past the teahouse, turn right. You'll see the museum after making the 3rd right. Have you found it?...Pretty easy, right?

To spend a delightful afternoon with a book and a fresh cup of coffee, you can go to the only café in the park. From the guesthouse you go straight, then take the 2nd right and you'll see the café right in front of you.

You might want to check out our all-season tennis court which offers instruction for all ages and skill levels. It is located right opposite the café...

## Part 3

Tutor: Helen and Paul, congratulations to you both for doing so well the past semester. You two have exhibited an impeccable performance during your first year in the nursing program. I'd like to get some feedback from the two of you to better improve the program and to provide guidance for our prospective students. I'd like to start with you, Helen. So first of all, which aspect of the program impressed you?

Helen: Well, to be honest, when I was enrolled into the course, I was expecting a group of classmates my age. But as I stepped into the classroom for the first time, I was surprised by the diversity. Most were in their twenties, but there were also those in their thirties or even forties. As it turns out, the intergenerational communication has sparked intense debate and new thinking, and I think that's something special about the program that I appreciate very much.

Tutor: What about you, Paul? What do you think of the program?

Paul: For me the group project we carried out last semester is another key feature of the program. The whole class was divided into 8 different groups working on 8 perspective cases. Team building sessions were conducted in a collaborative way most of the time. Comprised of five members, our group studied acute pancreatitis. During the process, we broke the task into different parts and assigned them to each member. We were then able to tackle the

complex problem by pooling our knowledge and skills. More importantly, stronger links were established between the group members. Because of the project, we've all become good friends.

Tutor: That's true. According to graduates, group projects prepare them for the work world in which teamwork and collaboration are increasingly the norm. So tell me, Paul, what else do you like about the program?

Paul: I want to be a registered nurse working in a public hospital after graduation. So the internship provided is a valuable opportunity for clinical practice in a supportive learning atmosphere. However, I was amazed by the amount of written assignments since I thought the course should have focused more on practice-oriented learning.

Helen: Well, I have to disagree with you, Paul. The essays demonstrate your understanding of the course. For me, writing essays is a process that involves critical thinking which challenges me to develop my points more thoroughly. I thus managed to gain a diversity of perspectives.

Tutor: The program is designed to deliver basic and advanced theoretical knowledge of core concepts including health care systems concepts, together with practicum or clinical practice experience to bridge the classroom content to the practice setting. So I'm afraid written work is unavoidable. Also this year, we've added a module of law. How do you feel about that?

Helen: At first we felt that learning law is kind of redundant and too time-consuming. After a few sessions, we realised that it is necessary in dealing with future medical disputes.

Tutor: Do you have any suggestions for prospective students?

Paul: What bothers me most is handing in essays on time. I almost missed the deadline once because there were three essays due within the same week. So rationalising your time is critical.

Helen: Well, that's true. The lectures deliver so much useful information. I have poor memory so I kept making notes and revisiting them on a regular basis. To my surprise, at the end of the semester, I have learnt the key concepts by heart.

Tutor: How was the research? I heard that it was quite challenging. How did you manage to overcome the difficulties?

Paul: That's true. The majority of us had no clue how to carry out the research at first. Fortunately, when I was digging up reference materials at the library, I sought help from the librarian. She taught me about finding the appropriate resources and choosing the proper research methods.

Tutor: Have you checked out the online forum?

Helen: Yes, it has become a habit for me to visit the forum regularly. In a sense, it extends classroom learning. It is where the students post academic problems that they come across and get support from the faculty members.

Paul: Some of my classmates didn't do so well during the placement tests. I feel that background reading is necessary.

Tutor: Lastly, do you have anything to say to the freshmen?

Helen: I was really ambitious at first, trying to get straight A's on my transcript. I made tons of notes and worked hard even on the optional assignments to get extra credit. I stressed myself out before having an emotional breakdown. After consulting my advisor, I found it important to set realistic goals. Don't push yourself too hard. It is wise to sort out your priorities.

Tutor: Thank you for coming here today and providing valuable feedback on the program. Have a great summer break.

## Part 4

Good morning everyone. Today's lecture is about a type of adorable animal—the penguin. When you think of penguins, you may picture them surrounded by snow and ice. But not all penguins live where it's cold—African penguins live in the southern tip of Africa. They are usually found within 40 kilometres of the shore and on a number of its surrounding islands.

African Penguins are also known as Jackass Penguins, because they make donkey-like braying sounds to communicate. African penguins can keep their body temperature at a stable level. But their land habitat can get quite warm, so there are a number of ways for them to stay cool. They limit their daylight movements on breeding sites on land to early mornings and early evenings to avoid too much sun. The pink glands above their eyes can help them cope with the temperate climates. Like other penguins, African penguins spend most of the day feeding in the ocean, which also helps keep them cool.

Being a type of small to medium sized penguin species, African penguins average about 60 centimetres tall and weigh up to 3.6 kilograms. They have a black stripe and a pattern of unique black spots on their chest. Males are larger than females and have larger beaks. Even though they are categorised as birds, African penguins aren't able to fly because of their heavy bones. Their wings are more like flippers that make them particularly suited for life in the water. When they're on land, their flippers and their tails help them keep their balance and walk upright.

African Penguins begin to breed at the average age of four. When a male and female pair up, they tend to breed together for the rest of their lives. Most other penguins nest and lay their eggs out in the open, but African penguins have a different approach. They dig holes under bushes out of their own excrement, called guano, so they are sheltered from the sun and predators.

The African Penguin survives on a diet that is comprised mainly of marine organisms. They feed primarily on fish like sardines, along with the occasional squid and shellfish. But when normal food is in short supply, they eat tree roots as well. The streamlined body of the African Penguin allows it to move through the water like a rocket, capable of reaching a speed of around 20 kilometres per hour when hunting for food.

The African Penguin's smaller size means that it has many predators both in the water and also on dry land. Their natural predators at sea include seals and sharks. The biggest threat to them on land is not just towards the adult penguins. The penguin chicks are sometimes taken by seagulls into the air and dropped from above. The seagulls could thus feed on them.

At risk from predators, young penguins are protected for about 40 days after hatching by both parents. They will leave the colony when they are between 3 to 5 months old and will return a few years later. The entire surface of their body is densely covered with feathers, which fall off during the winter. This process is called molting and takes about three weeks to complete. During that time, they are unable to forage. Therefore prior to this, African penguins spend about five weeks laying down fat deposits.

They generally live between 10 to 15 years, however many do not reach their full life span. Their population has drastically declined. Approximately 120,000 African penguins remain in the wild, and their population has decreased by 90% in the past 60 years. They are considered to be vulnerable and have been listed as being endangered. Two major factors have contributed to their decline. They are struggling for nesting space due to human disruption and competing for food due to overfishing and pollution.

With the limited number of breeding pairs, survivorship becomes difficult for African penguins. This makes them especially vulnerable as environmental conditions change or an outbreak of a disease occurs. For instance, avian malaria has caused 27% of the captive-breeding penguins' deaths annually. The more genetic diversity there is within a species, the higher the likelihood that at least some of the individuals will adapt and survive.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Central** | Customer: Oh, I'm Mary Jane from Central Hotel Chains. Nice to meet you. I've got samples of the previous version |
| 2 | **address** | Firstly, the letters of the address on the front page are far too small. It's hard to see when glancing at the cover |
| 3 | **pool** | The information regarding the pool should be deleted, because it is currently under renovation and is not available |
| 4 | **reception** | Customer: What is also bothering us is that the description under the top photo on page 4 is incorrect. The word lounge needs to be replaced with reception |
| 5 | **view/views** | On second thought, we've decided to use a picture with the view of the hotel |
| 6 | **price/prices** | At first sight, it seems fine. But according to the feedback of the customers, the prices do not stand out, so we want to change the print from black to red to make it pop out |
| 7 | **Spanish** | Could you translate the whole brochure into Spanish |
| 8 | **July** | Customer: So roughly when could we get the revised print? We need it before the end of July.Employee: It's late June now. Roughly it'll take 3 weeks to reedit, so it will definitely be ready before the deadline |
| 9 | **Cliffton** | Customer: The address is No. 9 Green Drive, Cliffton, NY21300.Employee: How do you spell Cliffton?Customer: C-L-I-double F-T-O-N, Cliffton |
| 10 | **903036602** | Customer: It's 9-0-3-0-3-6-6-0-2. Also, if you have any further questions, you can reach me through this number |
| 11 | **C** | The park has a breathtaking waterfall connecting the longest river in the country, but it is most renowned for having the largest sub-tropical rainforest worldwide |
| 12 | **A** | When you reach the top of the mountain, there is nothing better than having a picnic under the trees with your family |
| 13 | **C** | As your tour guide, I suggest that only expert hikers take the Creek Circuit, because its beautiful and inspiring scenery through the subtropical jungle is paralleled by its physical challenges |
| 14 | **C** | Rest assured that transport within the park is covered in the bill |
| 15 | **A** | Extreme sports is another highlight of the park. They are for adventurous grown-ups, especially those who are comfortable with having a racing heart. Scary as it may sound, it is actually safe to participate in extreme sports under strict instructions and close supervision. Abseiling is available regardless of the weather |
| 16 | **C** | Just get your meal ticket at the reception before dining. Also, there is no need to make reservations or worry about availability since there are plenty of tables |
| 17 | **E** | When you get out of the guesthouse, go straight ahead, turn right at the end of the road. To your left, there is a campsite amongst the trees where you could spend a night under the stars together with owls and chipmunks |
| 18 | **A** | If you look at the top left of the plan, you will notice a picnic area. You can either bring your own food or we can deliver food to you. Barbeque is an option. The Business Centre is situated directly opposite the picnic area |
| 19 | **G** | You start from the guesthouse, just turn left at the first conjunction, then walk past the teahouse, turn right. You'll see the museum after making the 3rd right |
| 20 | **D** | From the guesthouse you go straight, then take the 2nd right and you'll see the café right in front of you |
| 21 | **C** | Most were in their twenties, but there were also those in their thirties or even forties |
| 22 | **A** | More importantly, stronger links were established between the group members. Because of the project, we've all become good friends |
| 23 | **A** | However, I was amazed by the amount of written assignments since I thought the course should have focused more on practice-oriented learning |
| 24 | **A** | At first we felt that learning law is kind of redundant and too time-consuming. After a few sessions, we realised that it is necessary in dealing with future medical disputes |
| 25 | **E** | What bothers me most is handing in essays on time. I almost missed the deadline once because there were three essays due within the same week. So rationalising your time is critical |
| 26 | **G** | The lectures deliver so much useful information. I have poor memory so I kept making notes and revisiting them on a regular basis |
| 27 | **C** | Fortunately, when I was digging up reference materials at the library, I sought help from the librarian. She taught me about finding the appropriate resources and choosing the proper research methods |
| 28 | **A** | It is where the students post academic problems that they come across and get support from the faculty members |
| 29 | **B** | Some of my classmates didn't do so well during the placement tests. I feel that background reading is necessary |

| # | Answer | Explanation |
|---|---|---|
| **30** | **H** | After consulting my advisor, I found it important to set realistic goals. Don't push yourself too hard. It is wise to sort out your priorities |
| **31** | **temperature** | African penguins can keep their body temperature at a stable level |
| **32** | **movements** | They limit their daylight movements on breeding sites on land to early mornings and early evenings to avoid too much sun |
| **33** | **bones** | Even though they are categorised as birds, African penguins aren't able to fly because of their heavy bones |
| **34** | **holes** | They dig holes under bushes out of their own excrement, called guano, so they are sheltered from the sun and predators |
| **35** | **roots** | But when normal food is in short supply, they eat tree roots as well |
| **36** | **sharks** | Their natural predators at sea include seals and sharks |
| **37** | **chicks** | The penguin chicks are sometimes taken by seagulls into the air and dropped from above. The seagulls could thus feed on them |
| **38** | **feathers** | The entire surface of their body is densely covered with feathers, which fall off during the winter |
| **39** | **space** | They are struggling for nesting space due to human disruption and competing for food due to overfishing and pollution |
| **40** | **diversity** | The more genetic diversity there is within a species, the higher the likelihood that at least some of the individuals will adapt and survive |

# Test 84

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-3

Choose the correct letter, A, B or C.

**1** The teacher praised student Emma for

- **A** ○ her good performance in public show
- **B** ○ setting a good example for others
- **C** ○ settling in quickly.

**2** Why has the timetable for drama class changed?

- **A** ○ Because of falling enrollment.
- **B** ○ Because the class size is too big.
- **C** ○ Because of the availability of music room.

**3** What is the new time for the drama class?

- **A** ○ 3.15 pm
- **B** ○ 4.15 pm
- **C** ○ 4.45 pm

### Questions 4-6

What reasons are given for not choosing these courses?

Write the correct letter, A-E, next to Questions 4-6.

A. The course is full.

B. The course fee is too expensive.

C. She has another activity at that time.

D. She has another activity that evening.

E. The class is too late.

**4** Dance Class _____

**5** Singing Class _____

**6** Vocal Class _____

### Questions 7-10

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Information on Music Class**

The class teaches children to play instruments and how to **7** _____

Cost of the course: $ **8** _____

Date Emma starts the course: **9** _____

Teacher: Jamal **10** _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Choose the correct letter, A, B or C.

**11** Why does the speaker recommend the Sky Hotel?

- **A** ◯ Because it is quite comfortable.
- **B** ◯ Because it provides ski and snowboard equipment rentals.
- **C** ◯ Because it has health and sports club.

**12** What is new in this year's exhibition?

- **A** ◯ photos of top ski resorts worldwide
- **B** ◯ ski equipment
- **C** ◯ computer simulation

**13** How do people enter the skiing and snowboarding competition?

- **A** ◯ They can send emails to the committee.
- **B** ◯ They can fill out the back of the entrance ticket.
- **C** ◯ They can check out the exhibition newsletter.

**14** What did the media focus on this year?

- **A** ◯ not enough snow
- **B** ◯ reduction in fee
- **C** ◯ the decline of participants

**15** Why does the speaker recommend the ski program?

- **A** ◯ The instructors are quite friendly and patient.
- **B** ◯ It includes lessons and sessions that suit only beginners.
- **C** ◯ It provides special offers at the moment.

### Questions 16-20

What is the focus of each presentation?

Choose FIVE answers from the box and write the correct letter, A-F, next to Questions 16-20.

A. exploring new destinations

B. how to make the skiing boots comfortable

C. how to become a ski instructor

D. how to combine other activities with skiing

E. how to improve the skills of skiing

F. information about skiing safety

**16** Simon's talk _____

**17** Solution _____

**18** Film _____

**19** Tricks _____

**20** Johnson's talk _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-23

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- The new teacher who is very popular among students wrote a book titled '**21** _____'.
- It covers techniques including doing research as part of a **22** _____
- The objective is for the students to present **23** _____ in a collaborative manner.

## Questions 24-30

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

**Observational method:**

| Observation checklist | Conduct |
|---|---|
| Students: examine the **24** _____ of peer pupils | Keep a **25** _____ |
| Carry out **26** _____ | In-class **27** _____ |

**Non-observational method:**

| Non-observation checklist | Conduct |
|---|---|
| Statistics | Evaluate **28** _____ |
| Questionnaires | With the help of **29** _____ to identify respondents |
| | Choose own respondents to do **30** _____ |

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

**ARGUMENTS FOR AND AGAINST URBAN MIGRATION**

**Cities now:**

- account for 3% of the planet's land areas
- consume more **31** _____ than the countryside

**Advantages for moving into the city:**

- good for some **32** _____ to recover
- poor **33** _____ in the countryside
- clean energy: recycling of methane gas produced from **34** _____

**For women:**

- more likely to have late marriages
- better chance of getting a **35** _____ at work

**Downsides of moving into the city:**

- possible to lose **36** _____ because it is difficult to maintain previous lifestyle
- higher rates of **37** _____ in the city than in the country
- poor quality of **38** _____ in the city

**Economic factors:**

- Increased **39** _____ in population results in increase in energy consumption.
- People find the heavy **40** _____ stressful.

# Transcripts

## Part 1

Teacher: Good afternoon. May I speak to Emma's parent?

Father: Afternoon. I'm her father. Who am I speaking to?

Teacher: This is Emma's teacher Jane Carson calling from the Art Centre. I'm just calling to talk about her drama class at the centre.

Father: Oh, thank you for calling. How's Emma doing in drama class? You know she just transferred here last month, unlike the others in her class who have been taking the course the whole semester since June. So I'm a bit worried that she might not fit in so well.

Teacher: There's no need to worry. She exhibits a strong performance in her drama class.

Father: Is that so?

Teacher: Yes. She didn't adapt to the new environment as quickly as I originally expected, and seemed a bit shy at first. But a few days later, she made a couple of friends and became more talkative and also more involved in class. Emma really is a role model for others, because she has always been an active participant during class. She voices her own ideas and is very creative.

Father: I didn't expect that. But I can tell that she really enjoys the course, because she's been talking about it at home frequently these past few weeks.

Teacher: That's great to hear. Interest is always the best teacher. I also have to inform you that there's been an adjustment in the timetable of the drama class next term.

Father: Why is that?

Teacher: It's not that the music room that we currently use isn't available. As there are too many enrolling for the coming semester, increased class size means that space is limited to house the whole class. Also the new classroom we use is not available during the current timeframe, so I'm afraid we have to change the time for it.

Father: I see. So when would it be?

Teacher: As you know, the current class begins at three fifteen. But the new time of the drama class would be a quarter to five.

Father: I'm afraid I have errands to run during that time.

Teacher: On the other campus the class still begins at three fifteen, but for the campus Emma goes to, it is the only time available for drama class.

Father: Oh, I see. I have to make adjustments to my chore schedule then. No problem.

Father: Miss Carson, I'm thinking about signing Emma up for another art course. I'm thinking about dance class.

Teacher: Dance class is a popular course here, a great choice for a child to shape up and have fun. But unfortunately, it is over-subscribed at the moment. I have to put you on the waiting list.

Father: That's too bad. What else can I choose from then? Could you give me some advice?

Teacher: Sure. Emma could take singing class as well. This would improve her musicality.

Father: Sounds good. When is that?

Teacher: It is held every Friday evening.

Father: That's too bad. Emma already has a swimming class earlier that evening. It will be too late for her to come home if she takes this course.

Teacher: There is also a vocal course available. Emma's got a great voice, I'm sure she'll stand out in the class.

Father: Tell me about it.

Teacher: The vocal course starts at 4.30 pm every Tuesday. It isn't fully booked yet. Great teacher, experienced and beloved by students. The price is a bit higher though.

Father: How much is it?

Teacher: It's 110 dollars.

Father: Oh, that's too much, way over our budget. We have to cover the extra cost if we choose it.

Teacher: Or maybe Emma could take music class.

Father: What is it about? Learning about songs and musicals?

Teacher: Well, the students have the opportunity to play different instruments like the piano, drum and so on. They can also learn how to write music under professional guidance.

Father: That's exactly what Emma is eager to learn. How much would it cost?

Teacher: It was 63 dollars last term. But this term it is 85 dollars, 22 dollars more than the original price.

Father: We can afford that. When does the course begin?

Teacher: The course starts on September 7th.

Father: Can we start one week later, on September 14th? My daughter will be on a trip to France with her Mom on the 7th.

Teacher: No problem. And the teacher for the class is Jamal Curtis. Just contact him if you have any further questions regarding the course.

Father: Jamal Curtis? How do you spell Curtis?

Teacher: Oh, it's C-U-R-T-I-S.

Father: Thank you.

## Part 2

Good morning everyone and welcome to the Annual Ski and Snowboard Exhibition held from April 8th to 17th. I am Mary Granger, coordinator of the event this year. The 10-day event features many highlights. As a snow sports lover, I know you are looking forward to a great time here. Now I'd like to offer you some practical information about the whole event and what to expect from it.

This might be the first time coming here for some of you. So for those who are still wondering about the right accommodation, I recommend Sky Hotel. It has its own health and sports clubs just like most of the hotels here, but I love it because of its incredibly cozy beds which guarantees good rest after an exhausting day of exploration. If you haven't brought your own equipment, like poles, boots and skis, they are available for purchase or rent at Ski Set or Snow Rental.

The exhibition this year provides a colorful look into the history of skiing and an inspiring peek into the future prospects of the sport. Apart from the fascinating photo exhibitions and the most up-to-date skiing gear like always, this year we have added four computers which can imitate the process of skiing, ensuring the same physical activity and sensations that appear during the skiing process on downhill slopes. But I have to warn you that it might be quite time-consuming to line up for the free trial experience.

Many have posed the question as to how to enter the skiing and snowboarding competition. Well, rather than filling out the back of the entrance ticket or bombarding the committee with emails, the most effective method is by checking out the exhibition newsletter delivered every month for availability.

As the most beloved local event, the exhibition has also drawn attention from the press. Last year, massive media coverage was on the worrisome amount of snowfall. In order to avoid the same predicament, several artificial skiing slopes have been built. With more participants this year, we have lowered the entrance fee which has been widely reported by local newspapers.

A bonus for our participants is the ski program. It offers a wide variety of lessons and sessions with qualified instructors ensuring that all ages and abilities are catered to from the first timers to seasoned amateurs. I strongly advise you to sign up for the program as it is offering an unprecedented 30% discount. That's mainly because we are cooperating with the program organiser who promises affordable prices only for the participants of the festival this year.

Now I would like to introduce to you the list of presentations during the following week so that you can better plan your schedule.

The first presenter Simon is one of our best ski instructors. As an experienced instructor, he will inform you about the dangers that face skiers and snowboarders. Accidents happen mostly to those who are careless or ignorant. Good risk management involves considering both the probability and consequences of an accident.

The next speech titled Solution is given by Jamie Kurt. A list of problems may occur to novice skiers and snowboarders, so he is going to offer useful information for first timers on choosing the appropriate gears, the right dress code and ways of protecting your skin. For instance, some of you may have rented the skiing equipment, but rental footwear is notoriously uncomfortable. Then Jamie will provide instructions to help make your footwear fit better.

The third speech is about a documentary introducing skiing and snowboarding and the difference between the two sports. It also depicts a group of snow lovers exploring new slopes with breath-taking views. The director Andy Fisher will be there, addressing the whole shooting experience.

The fourth talk is about the tricks of skiing, presented by Harry Tyson. It is most useful for those who have already tried skiing, yet still need more practice to master the sport. Harry will teach you how to turn more skillfully. A lot of people can keep their skis roughly parallel but there's no point if you make it hard to work with and slide around out of control. Useful exercises will also be suggested to improve your parallel skiing technique so that you can tackle steeper slopes and enjoy yourself more.

Johnson Smith will be the last presenter, mainly addressing towards advanced skiers. He manages to apply snow climbing into skiing. Climbing in soft snow, you are floundering around. Walking becomes harder, so a good trick during climbing is to maintain a wider gait, approximately shoulder width, so that you are more stable while walking. This works for skiing as well.

## Part 3

Tutor: Jerry, how did it go with preparing your lessons? Is there anything you would like to discuss?

Jerry: Well, this is actually the first time that I have ever taught in an elementary classroom. After 8 years of learning pedagogy, I want to practice what I've learned in an instructive manner, but I'm a bit stuck right now. You know the topic I want them to research is a bit hard for pupils. I'm afraid that they won't be able to handle it on their own. So I need new ideas on designing more effective teaching methods. Mr. Carter, do you have any suggestions?

Tutor: Well, you should probably read this book called Professional Learning, written by J.K. Simmons. He is a professor who just transferred here last semester but is already popular amongst the students for his creative teaching methods. There is an extensive range of learning approaches mentioned in the book including approaches for team research, which might be helpful to you.

Jerry: You mean dividing the students into groups to do research? I've never thought of this before. How does it work?

Tutor: Professor Simmons has already demonstrated how efficient this approach can be. Basically it aims to increase cooperation between students so they can present the results in a collaborative fashion. It helps them to develop their own voice and perspective.

Jerry: I'll check out the book as soon as possible. It seems I can borrow some of the essential concepts and work them into my course design.

Jerry: Well, I was thinking maybe I could use both observation and non-observation as part of my teaching methodology. Could you take a look at my teaching plan?

Tutor: Sure. What kind of observational methods do you have in mind?

Jerry: For the observational part, I intend to include two approaches. First, the pupils can assess each other's behaviour. I feel that reviewing fellow students through criteria-based reference evaluation allows constructive feedback. It can also improve their understanding of the subject material.

Tutor: That's a smart move for a large class that would be hard to observe all by yourself. Also, you might want to get the feedback from several different individuals rather than just one. So how do you plan to carry out the peer assessments?

Jerry: Oh, every pupil will be required to write a diary, which includes group projects, presentations and in-class discussions. They'll put down their remarks. I'll collect them on a regular basis which can also help me see whether they can keep up or not.

Tutor: Good, what else do you intend to do?

Jerry: Besides that, I also plan to do video recording. I've already purchased a camera just in case I miss anything important. I can go back and review their performances anytime I want.

Tutor: Would you record every in-class activity?

Jerry: No, I'll just keep track of an in-class simulation, which would require every pupil to fully participate. Students will act as members of a City Council meeting, discussing issues like whether or not prohibition should be instated in the United States.

Tutor: This kind of teaching method is both inspiring and challenging. I can't wait to see how yours work out. Do you send me a copy of the assessment afterwards, will you?

Jerry: No problem.

Tutor: So what do you have in mind for the non-observational approaches?

Jerry: Well, my plan is to quantify the statistics. Numbers do not lie. It is the most direct way to measure their performance. See how well they've learned.

Tutor: Where does the data come from?

Jerry: I'll evaluate the test results including the mid-term, final exam and pop quizzes, which would only take up about 40 percent of the overall assessment.

Tutor: Sounds like a lot of tests and assignments. Please remember that you don't want to wear out your students. Keeping them engaged is the key to efficient learning. Once they are exhausted, they just stop trying.

Jerry: Oh, I haven't thought about that. You are right, I don't want to frighten them with tons of assignments and exams. I'll make note of that. Thanks for the advice.

Tutor: I remember last time you mentioned questionnaires, right?

Jerry: That's true. But it is not for my students. In fact, they have to design their own questionnaires and choose the respondents using the Internet. As a complement of other teaching activities, it would deepen the creative learning process.

Tutor: Is that all?

Jerry: Oh, the pupils will have to conduct interviews of their own. And for this, they get to choose anyone they like, including relatives, friends and acquaintances to answer the questions.

Tutor: Seems to me that you have figured out most of your teaching methods. But you still need to polish some of the activities...

## Part 4

Good afternoon and welcome to my talk on urban migration today. The world has experienced unprecedented urban growth in the recent decades. As much as 3% of Earth's landmass has been urbanised, an increase of at least 50% over previous estimates. Today, people living in cities already outnumber those in rural areas and the trend does not appear to be reversing. In addition, cities have larger amounts of carbon consumption than rural areas. This is a result from two major aspects. First, with the increase of urban population around the world, the massive construction of urban infrastructure and residential housing is hard to avoid. Second, urban households have a higher rate of car ownership and use more gasoline products.

Even though rural exodus is often negatively judged, there are also benefits of migration shared by the local environment and the society as a whole. Well, firstly, global trends of increasing urban migration and population urbanisation can provide opportunities for nature conservations, particularly in regions where deforestation is driven by agriculture. As rural dwellers leave their homes, local forests are left to recover.

What's more, it is easier for city dwellers to get around. Living in the country means transport can be very difficult. For instance, after midnight there are no buses or taxis in the countryside. However, there is still a number of public transport modes to choose from in the city.

Finally, with more funds and advanced technology, cities endeavour to produce clean energy. New power plants have been built to take harmful methane gas created by the decomposition of rubbish, and convert it into electricity. By doing so, an important greenhouse gas is turned into useful energy rather

than being directly emitted into the atmosphere.

The hustle and bustle of city life offers women the opportunity to explore different professions and pursue their own careers. Women in cities work as engineers, managers and even football players. This change of roles has affected their marital status and family life. More women are choosing their careers over marriage, which raises the graph of late marriages. As a result, more are remaining single well into their late thirty's. They want to be independent and earn money on their own. It is also easier for them to get a promotion while working in the city. Women are slowly achieving wider participation at work, while in rural areas the mindset is still very conservative.

However, cities also change the way that humans interact with each other and the environment, often causing multiple problems. In general, urban wages are significantly higher, so moving to the city is an opportunity to earn what was impossible in rural areas. However, the wage difference is often offset by the higher cost of living and absence of self-produced goods, including subsistence farming. A sizable proportion of new comers attach greater importance to money and gradually abandon their former way of life, thus risking losing their culture.

These new city residents are also faced with another problem. According to statistics, crime rates are significantly higher in densely populated urban regions than in rural areas. For instance, property crime rates in our metropolitan areas are three to four times as high in comparison to the rates in rural communities. Immigrants, upon arrival into cities, typically move into the poor, blighted neighbourhoods because that is where they can afford to live. Crime in these areas is high and reflects poor living conditions, as these neighbourhoods experience great levels of poverty. This pattern also occurs for violent crimes, which is much more common in large urban areas than elsewhere.

In addition, traffic congestion and industrial manufacturing are prominent features of the urban landscape, which take their toll on the natural environment and those who depend on it. Air pollution from both cars and factory emissions affect the health of countless urban residents.

Rural to urban migration can boost the urban economy. With a better economy, cities provide their residents with better welfare. But the concentration of services and facilities, such as education, health and technology in urban areas inevitably contributes to greater energy consumption. Another problem with life in the city is traffic congestion. It makes people late to work and thus stresses us out before we even get there. Deliveries can't arrive on time. Gas costs money. The quality of life of those commuters starts to decline. What's worse is that if congestion makes it harder to match the right workers to the best jobs, it is economically inefficient, as well.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | B | Emma really is a role model for others, because she has always been an active participant during class |
| 2 | B | As there are too many enrolling for the coming semester, increased class size means that space is limited to house the whole class. Also the new classroom we use is not available during the current timeframe, so I'm afraid we have to change the time for it |
| 3 | C | As you know, the current class begins at three fifteen. But the new time of the drama class would be a quarter to five |
| 4 | A | But unfortunately, it is over-subscribed at the moment. I have to put you on the waiting list |
| 5 | D | Teacher: It is held every Friday evening. Father: That's too bad. Emma already has a swimming class earlier that evening |
| 6 | B | Teacher: It's 110 dollars. Father: Oh, that's too much, way over our budget. We have to cover the extra cost if we choose it |
| 7 | **write music** | They can also learn how to write music under professional guidance |
| 8 | **85** | It was 63 dollars last term. But this term it is 85 dollars, 22 dollars more than the original price |
| 9 | **14th September/September 14th** | The course starts on September 7th. Father: Can we start one week later, on September 14th? My daughter will be on a trip to France with her Mom on the 7th. Teacher: No problem |
| 10 | **Curtis** | And the teacher for the class is Jamal Curtis. Just contact him if you have any further questions regarding the course |
| 11 | A | I recommend Sky Hotel. It has its own health and sports clubs just like most of the hotels here, but I love it because of its incredibly cozy beds which guarantees good rest after an exhausting day of exploration |
| 12 | C | Apart from the fascinating photo exhibitions and the most up-to-date skiing gear like always, this year we have added four computers which can imitate the process of skiing, ensuring the same physical activity and sensations that appear during the skiing process on downhill slopes |
| 13 | C | Many have posed the question as to how to enter the skiing and snowboarding competition. Well, rather than filling out the back of the entrance ticket or bombarding the committee with emails, the most effective method is by checking out the exhibition newsletter delivered every month for availability |
| 14 | B | With more participants this year, we have lowered the entrance fee which has been widely reported by local newspapers |
| 15 | C | I strongly advise you to sign up for the program as it is offering an unprecedented 30% discount. That's mainly because we are cooperating with the program organiser who promises affordable prices only for the participants of the festival this year |
| 16 | F | The first presenter Simon is one of our best ski instructors. As an experienced instructor, he will inform you about the dangers that face skiers and snowboarders. Accidents happen mostly to those who are careless or ignorant. Good risk management involves considering both the probability and consequences of an accident |
| 17 | B | The next speech titled Solution is given by Jamie Kurt. A list of problems may occur to novice skiers and snowboarders, so he is going to offer useful information for first timers on choosing the appropriate gears, the right dress code and ways of protecting your skin. For instance, some of you may have rented the skiing equipment, but rental footwear is notoriously uncomfortable. Then Jamie will provide instructions to help make your footwear fit better |
| 18 | A | The third speech is about a documentary introducing skiing and snowboarding and the difference between the two sports. It also depicts a group of snow lovers exploring new slopes with breath-taking views |
| 19 | E | The fourth talk is about the tricks of skiing, presented by Harry Tyson. It is most useful for those who have already tried skiing, yet still need more practice to master the sport. Harry will teach you how to turn more skillfully. A lot of people can keep their skis roughly parallel but there's no point if you make it hard to work with and slide around out of control. Useful exercises will also be suggested to improve your parallel skiing technique so that you can tackle steeper slopes and enjoy yourself more |
| 20 | D | Johnson Smith will be the last presenter, mainly addressing towards advanced skiers. He manages to apply snow climbing into skiing |
| 21 | **Professional Learning** | Well, you should probably read this book called Professional Learning, written by J.K. Simmons. He is a professor who just transferred here last semester but is already popular amongst the students for his creative teaching methods |
| 22 | **team** | There is an extensive range of learning approaches mentioned in the book including approaches for team research, which might be helpful to you |

| # | Answer | Explanation |
|---|---|---|
| **23** | **result/results** | Basically it aims to increase cooperation between students so they can present the results in a collaborative fashion |
| **24** | **behaviour(s)/behavior(s)** | First, the pupils can assess each other's behaviour |
| **25** | **diary** | Oh, every pupil will be required to write a diary, which includes group projects, presentations and in-class discussions |
| **26** | **video recording** | Besides that, I also plan to do video recording. I've already purchased a camera just in case I miss anything important. I can go back and review their performances anytime I want |
| **27** | **simulation** | No, I'll just keep track of an in-class simulation, which would require every pupil to fully participate |
| **28** | **test results** | I'll evaluate the test results including the mid-term, final exam and pop quizzes, which would only take up about 40 percent of the overall assessment |
| **29** | **(the) Internet** | In fact, they have to design their own questionnaires and choose the respondents using the Internet |
| **30** | **interviews** | Oh, the pupils will have to conduct interviews of their own. And for this, they get to choose anyone they like, including relatives, friends and acquaintances to answer the questions |
| **31** | **carbon** | In addition, cities have larger amounts of carbon consumption than rural areas |
| **32** | **forests** | As rural dwellers leave their homes, local forests are left to recover |
| **33** | **transport/transportation** | Living in the country means transport can be very difficult |
| **34** | **rubbish** | New power plants have been built to take harmful methane gas created by the decomposition of rubbish, and convert it into electricity |
| **35** | **promotion** | It is also easier for them to get a promotion while working in the city |
| **36** | **culture** | A sizable proportion of new comers attach greater importance to money and gradually abandon their former way of life, thus risking losing their culture |
| **37** | **crime** | According to statistics, crime rates are significantly higher in densely populated urban regions than in rural areas |
| **38** | **air** | Air pollution from both cars and factory emissions affect the health of countless urban residents |
| **39** | **welfare** | With a better economy, cities provide their residents with better welfare |
| **40** | **traffic** | Another problem with life in the city is traffic congestion. It makes people late to work and thus stresses us out before we even get there |

# Test 85

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

### Hotel Reservation

*Example*

Location: north from the coast

Four-bed room available in [1] _____

Room price:

- in high season: € [2] _____
- cheaper if you booked [3] _____ in advance

Meal included in price: [4] _____

Must bring your own: [5] _____

**Hotel facilities:**

- a lounge with a variety of [6] _____
- [7] _____ room
- [8] _____

**Activities available:**

- collect [9] _____
- hire [10] _____

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-16

Choose the correct letter, A, B, or C.

**11** What is the purpose of the talk?

- **A** ◯ to welcome its new members
- **B** ◯ to commemorate its 10th anniversary
- **C** ◯ to celebrate the award it received recently

**12** What's the audience of this speech?

- **A** ◯ journalists
- **B** ◯ local residents
- **C** ◯ school children

**13** Why is the speaker most proud of the skating rink?

- **A** ◯ Because two world champions have been trained there.
- **B** ◯ Because people in this area are fitter than the rest of the country.
- **C** ◯ Because they have encouraged local school children to participate more in sports.

**14** The complex has recently opened a new venue for

- **A** ◯ the unemployed.
- **B** ◯ mothers with babies.
- **C** ◯ pensioners.

**15** What does the complex plan to do next year?

- **A** ◯ extend opening hours
- **B** ◯ expand the space
- **C** ◯ sell fitness equipment

**16** What does the complex encourage people to do?

- **A** ◯ become a coach
- **B** ◯ be on the committee
- **C** ◯ work as volunteers

## Questions 17-20

What are the features of the following sports facilities?

Choose FOUR answers from the box and write the correct letter, A-G, next to Questions 17-20.

A. A one-on-one coach is bookable.

B. It is featured in a TV drama.

C. It is beneficial for young people.

D. It is only available for women sometimes.

E. It is the largest in the country.

F. It can be booked for parties.

G. It is a place to hold courses for school children.

**17** Swimming pool _____

**18** Climbing wall _____

**19** Skating rink _____

**20** Gym _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-23

Complete the table below.

Write ONE WORD ONLY for each answer.

### Research about different energy-saving innovations

| | |
|---|---|
| Kites in Germany | used in different **21** _____ conditions to reduce the emission of toxic gas |
| Vehicles in America | powered by **22** _____ |
| Gas canister in South Africa | invented to reduce its chances to **23** _____ |

## Questions 24-25

Choose TWO letters, A-E.

**24** **25** Which TWO types of interviewees do Greg and Syria choose to do the survey?

- **A** ☐ staff on campus
- **B** ☐ professors
- **C** ☐ local residents
- **D** ☐ companies
- **E** ☐ university students

## Questions 26-30

Choose the correct letter, A, B, or C.

**26** What does Syria think about renewable energy?

- **A** ○ Most people know very little about renewable energy.
- **B** ○ The general public can distinguish different kinds of renewable energy.
- **C** ○ The majority of people feel the need to replace fossil fuels with renewable energy.

**27** What do the speakers say about modern windmills?

- **A** ○ They can be used to pump water from wells.
- **B** ○ The location to build them should be carefully chosen.
- **C** ○ Farmers use them to grind grain.

**28** What aspect of traditional fuels are they going to address?

- **A** ○ how to avoid fossil fuels from being depleted
- **B** ○ the possible future of traditional resources
- **C** ○ how to prevent pollution of traditional resources

**29** What does Greg say about nuclear plants?

- **A** ◯ They are cleaner and less expensive than fossil fuel.
- **B** ◯ It is the best way to fight climate change.
- **C** ◯ Few people think they are safe.

**30** What does Syria think of hydrogen fuel?

- **A** ◯ The price of it will drop eventually.
- **B** ◯ It entails environmental problems.
- **C** ◯ The benefits of it outweigh its high cost.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

### Fish Farming

Local fish farmers are afraid that genetically modified fish will **31** _____ into the sea.

• like to breed fish with special features, like **32** _____

• other solutions:

- to build some cages to prevent the fish from **33** _____

- to use **34** _____ nets to support the frames of the cages

**Problems facing the local fishermen:**

• lack of land on the **35** _____

• lack of **36** _____ fish

**Initiatives taken by the government:**

• encourages fish farmers to **37** _____ local fish farming business

• helps fish farmers to sell seaweed and oyster:

- Seaweed can be used to make **38** _____.

- Oyster is a source of seafood which can supply local **39** _____ industry.

• saves local fishing business by encouraging aquaculture, recreation and **40** _____

# Transcripts

## Part 1

Receptionist: Good morning, Sunset Hotel. How may I help you?

Customer: Good morning. I just saw an advert in the paper about your hotel. Where exactly is it located?

Receptionist: We are situated on Sunset Avenue, north of the beach. Close to many scenic spots, it is an ideal choice for travellers interested in sightseeing.

Customer: That's great. Is there a vacant four-bed room? We'll be travelling with our two sons aged 9 and 11, so it's best that we are able to stay in one room.

Receptionist: Let me check, just a moment...Um, we only have a few four-bed rooms, and I'm afraid they are fully booked at the moment. The earliest time available is August, but there might be some left in July if a previous customer cancels the reservation.

Customer: Oh, that'll do. How much would the room cost me?

Receptionist: It's 77.50 euros during peak time, but the price would be much lower during off-peak season. Only 50 euros.

Customer: So if I book a room right now, is there any discount?

Receptionist: Yes. We do offer a 30% discount for any reservation made one month ahead of schedule. It is a very reasonable price.

Customer: That does sound tempting. Does the price include anything?

Receptionist: The price includes two breakfast vouchers per room per day. You can use them at two different restaurants in our hotel. There's also a 20-minute spa trial available, but you have to book it beforehand at the concierge or directly at the Spa Centre.

Customer: Um, I'm wondering if there is a hairdryer in the room. It takes ages to dry my hair without one. Do I have to bring one?

Receptionist: No, there is absolutely no need to bring that for each room is equipped with a hairdryer. But I have to inform you that towels are not provided. You'll have to bring your own or hire some at the front desk.

Customer: Oh, I see.

Customer: Before making a reservation, can you tell me a little bit more about your hotel?

Receptionist: Sure, no problem. We aim to please our guests by providing impeccable service and all the modern amenities, trying to make them feel at home. In the lounge, there are a list of books, ranging from contemporary literature to classic poetry, free for any guest to read. There is also a games room offering a number of indoor games including popular board games like Monopoly as well as the beloved Table Soccer. A nice place to go to on rainy days.

Customer: Are there computers available in the hotel? I might have a few emails to respond to during my stay there.

Receptionist: I'm afraid we currently do not provide any for our customers. However, Internet is available within our hotel premises. Just use the room number and guest name to log in.

Customer: That means I have to bring my own laptop then. All right. Um, because I'm travelling with my two sons, is there anything that they might be interested in?

Receptionist: Yes, a popular activity here for children is collecting shells on the beach. Our hotel has a private beach. When there are very few visitors, you can take a stroll down the beach with your children and enjoy some quality family time undisturbed.

Customer: That sound nice, but you see, my boys really love adventure. Is there something more exciting for them to participate in?

Receptionist: We do have bicycles ready for hire. You can cycle with the boys along the bush track by the hotel which is an ideal place to explore the wonders of nature. But because there is only a limited number of bicycles, we apply a 'first come, first served' rule.

Customer: Got it. I think my boys would love it. How can I arrange the payment then? Can I pay by credit card?

Receptionist: Of course. We take credit cards.

Customer: Thank you. You've been a great help.

Receptionist: My pleasure, Ma'am.

## Part 2

On behalf of Northfield Sports Complex, I'd like to extend our warmest welcome to you all here this evening. I'm George Dyson, founder of Northfield Sports Complex. I am giving this speech today to celebrate a special occasion. We started the business exactly a decade ago, and today we have developed into a large firm with a sizable group of members. We've also been nominated the Most Valuable Company by Green Town at the yearly Business Awards which will be held next week. As experienced and qualified reporters, you are invited here to experience and witness this historical moment of Northfield Sports Complex together with us.

Situated within the campus of Green Town University, Northfield Sports Complex is a modern, refreshing and fully-equipped facility for sports of all kinds. As part of its commitment to the local community, Northfield Sports Complex is available not only to school children but also to local residents. It offers a

wide range of facilities including a 25-metre swimming pool, paved walking and jogging paths, a well-equipped fitness gym, all-weather pitches, indoor courts for table tennis, tennis and other sports, as well as a renowned skating rink. Different age groups can all find the right sports to participate in. That's why local residents enjoy working out here. As a result, natives here are healthier than most of the people within our nation.

The whole town is very proud of having nurtured two world champions, who were once both trained right here in our skating rink. Thus it has become the ideal venue to learn to skate and have fun. But what I take pride in most of all is the skating rink that has stirred the interest of boys and girls here in local schools to skate. Since opening, an increasing number of pupils have been paying regular visits to the skating rink.

A new yoga classroom with trainers will be open next month for mothers with babies. They can bring their own yoga mat and work out together with their babies. This will be a great way for them to get healthy and meet other moms. There will also be a brand new gym open to the pensioners in the near future. Just this month a new swimming pool is open to all fitness levels with special offers for those without a job.

Our complex is open daily from 8 am to 9 pm except on Thanksgiving and Christmas. We intend to extend our business in the coming year. A list of equipment will be put up for sale ranging from exercising equipment like cardio machines to sports recovery and injury prevention facilities.

Within our complex, we try our best to avoid injuries of any kind. We train knowledgeable staff to guide our clients through correct workout regimens. For those who want to further ensure workout safety, they are welcome to apply to be a member of our standing committee. They are responsible for revising the safety guidelines and supervising its enforcement.

Now I would like to introduce some of our most popular sports facilities here at Northfield Sport Complex. Our 25-metre swimming pool is the centrepiece of the complex. Combining modern, bright and airy surroundings with fully up-to-date changing facilities, the pool is excellent for learning how to swim, improving techniques and, of course, competing in school competitions. It is also bookable for private functions, including pool parties, where lifeguards are available.

Next, we have the only climbing wall throughout the whole town. Many would see rock climbing as a type of extreme sport, exposing great risk to those who participate. But actually, under proper guidance and with close supervision by the coach here, it is a perfect sport for the youth to increase their flexibility and strengthen their muscles.

I have to mention our skating rink once again. As our most popular facility, it has been prominently featured in a TV commercial we've released recently. There is no other skating rink larger than ours within the whole nation.

Also, our state-of-the-art gym is an inspiring place to train and keep fit in relaxed and friendly surroundings. The Technogym equipment enables our clients to measure their performance. If you book a one-on-one trainer, he or she might suggest a future training plan and help you train more systematically.

## Part 3

Syria: Hi, Greg. How did it go with the research on renewable energy? Have you found anything?

Greg: Yes. But I think it's about time we exchange our findings and discuss our next move.

Syria: You read my mind. Right. I'll start first. Germany is the very first country I dug into in order to find innovative means of creating clean energy because 15% of its national electricity supply comes from renewable sources. I found that apart from the traditional fossil fuel industry, there's a German firm that has initiated a project using kites to generate power.

Greg: Really, I've never heard of it before. How does it work?

Syria: As a substitution for traditional fossil fuels that release toxic gas into the atmosphere, the power-generating kites can function in any weather. Compared to conventional wind turbines, such kites can produce twice as much energy because the overall power density is proportional to altitude.

Greg: Sounds like an efficient way of producing power. Okay, now let me tell you what I have found. There is an American company manufacturing school buses and city buses depending solely on electricity instead of gasoline. The all-electric vehicles can save up to 20 gallons of fuel on a daily basis. This could reduce transport budgets by over $10,000 each year, not to mention maintenance savings.

Syria: Wow, impressive. If only there were more of these electric vehicles around.

Greg: Well, over the years, South Africa has attached great importance to clean energy. The nation encourages using propane gas, which can either be extracted from natural deposits or be produced organically. It is normally stored in gas canisters as a type of cooking gas. To reduce the number of kitchen accidents, a new type of composite gas canister made of fiber was introduced. It is much safer and less likely to explode even when engulfed in fire.

Greg: Now, about the survey, do you have any clues as to what kind of interviewees we should include?

Syria: How about local companies doing business on clean energy products?

Greg: Probably not the best choice of respondents. Remember the last time we asked corporate employees to do the questionnaire, only about 5% of them were actually willing to participate.

Syria: That wouldn't be enough then. It seems we have to drop that idea. Then maybe we can ask the professors and administrative staff here to help us. They could provide their insights and understanding on energy production.

Greg: It would be ideal if they would, but I'm afraid most of them are too busy to respond to the list of questions we've prepared. I guess the students here at the university would be more suitable.

Syria: You're right. And it is a much bigger sample pool too. Also, I think we should include the locals. Their opinion is key to the promotion of renewable energy here in the town.

Greg: But wouldn't it be difficult to collect data? There's no way the two of us could go from door to door to interview all the residents.

Syria: There's no need to worry about that. We'll make it telephone interviews. That way we'll have enough time to get sufficient data.

Greg: Good idea. What should we present in our speech?

Syria: Due to lack of media coverage, the majority of people actually have a limited understanding on renewable energy. Most of them aren't able to identify various types of renewable sources. So I feel we could start by clarifying what it is and the benefit of it compared to fossil fuels.

Greg: That makes sense. We could start with wind energy. For centuries, wind has been used to do work. With the help of windmills, farmers used to pump water from wells or turn large grinding stones to grind wheat or corn. The windmills today generate electricity. The only problem is that it might not be windy all the time, so it is crucial to choose the appropriate site for wind farms.

Syria: Well, I think we can also include comparisons between clean energy and traditional energy resources like coal, oil and natural gas.

Greg: Maybe we can look into the prospect of these conventional sources of energy. The rising cost of fossil fuels and the threat of climate change is a concern to many.

Syria: Totally. These traditional resources will deplete eventually. Renewable energy currently makes up less than 2% of the world's primary energy supply, and although growing very rapidly, it is not on course to fill the fossil fuel gap.

Greg: Nuclear energy is another type of energy we ought to mention. Nuclear power plants can produce dependable power constantly and release far less greenhouse gases than other traditional power plants. But most people feel that this type of energy is unsafe because radiation isn't easily dealt with, especially in nuclear waste and maintenance materials.

Syria: What should we end the speech with?

Greg: Have you heard about a new type of energy called hydrogen fuel? It is an infinitely renewable fuel that doesn't have detrimental environmental effects. The only problem is that it is so expensive that only wealthy individuals can afford it. But I think overall the benefits overshadow its high cost.

Syria: I think that even though this new type of renewable energy is too expensive to use at the moment, in the long run, its price will go down and become more accessible.

## Part 4

Fish Farming

So what I'm going to talk about to you today is something called "aquaculture".

It has been responsible for the impressive growth in the supply of fish for human consumption.

There's also been a slight improvement in the state of certain fish stocks due to improved fishery management.

Aquatic food production has transitioned from being primarily based on the capturing of wild fish to the culture of increasing numbers of farmed species.

In recent years, a type of genetically modified salmon has been farmed in the New England region, produced by a Massachusetts based bio-tech firm.

This type of fish is engineered to grow twice as fast as its conventional farm-raised counterpart.

As a result, this increases the speed of the local aquaculture industry development, and thus reduces the fishing pressure on wild stock.

But local residents have expressed their concerns on the potential negative effects on the ecosystem.

Should those GM fish ever escape into the sea, stronger, healthier and faster growing.

These fish might cannibalize others or out-compete wild-type fish for food.

Local decision makers and regulators have thus pushed forward a number of measures making it impossible for most GM fish to mate.

A small percentage is able to breed only within confined pools.

Despite the economic boom of genetically engineered fish, culturing traditional types of fish is still mainstream among fish farmers.

Most of them prefer fish with special features, such as tuna.

It is a source of high quality protein with almost no fat.

It also contains all essential amino acids required by the body for growth and maintenance of lean muscle tissue.

With high nutritional value, this kind of fish will always be popular in the fish market.

For the fish farming industry, incidents of fish escaping the farms has been a troubling issue over the years.

Due to bad weather, nets that used to hold the fish were often destroyed.

Thousands of salmon worth nearly 220 thousand euros escaped from a fish farm in the Norwegian region in July, raising fear that they would breed with wild fish stocks.

Cages were thus built to withstand storms. The frames of the cages are made of PE which is dedicated to marine use.

This material has trustable strength, resilience and tenacity.

To further strengthen it, strong nets without knots are used to support the cylindrical frame.

A group of small villages on the island of Zanzibar off the coast of East Africa have been trying to develop a local aquaculture industry sustainably.

They use a land- based production system that is both economically and ecologically sound.

Land- based recirculation can control ocean temperature and optimize growth for the fish that are used to warmer water.

All organic waste from the fish is held on land with incoming water sterilized to avoid disease, which has historically plagued ocean based farms.

The lack of disease means that no drugs are administered to the fish.

However, one problem facing the villagers is lack of suitable land on the coast for this system.

Hotels & beaches open to tourists take up most of the coastal area.

Another problem facing local fishermen is the scarcity of young fish used to breed the species.

This predicament stems from overfishing during the previous decades.

The local commercial fishing industry has been reduced by 50% for this reason and the aquaculture industry has yet to thrive.

The government has taken a set of initiatives to safeguard native aquaculture and the fishing industry.

An open-air seafood market has been launched.

Residents are encouraged to support local fish farming businesses by purchasing marine products.

As it turns out, there is a public demand for access to locally produced, sustainable sources of fresh seafood.

Moreover, local fish farmers are aided to market seaweed and oysters, both of which have additional economic values.

Seaweed is used in various ways in cosmetics.

Seaweed extract is often found on the list of ingredients, constituting creams, soaps, shampoos, powders and sprays.

It is said to be useful in various ways, including the relief of rheumatic pain and the removal of cellulite.

Oyster is a source of seafood popular among the local hospitality industry.

Served with caviar and champagne, it is one of the world's ultimate luxury foods, appealing to gourmets with its succulent and delicate flavor.

It thus appears to have the greatest potential for commercial culture.

Even though the national and international market has shown demand for marine products in Zanzibar, it is still challenging to survive in the competitive modern fishing industry.

The government ought to restore the business by encouraging aquaculture, recreation and shipping.

First, it could utilize modern fish farming technology to supply more high-quality marine products.

Tourism is an effective stimulus to boost its sales and with better shipping capability, more products can be delivered abroad.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **August** | The earliest time available is August |
| 2 | **77.5/77.50/77,50/77,5** | It's 77.50 euros during peak time, but the price would be much lower during off-peak season |
| 3 | **1 month/one month** | Yes. We do offer a 30% discount for any reservation made one month ahead of schedule |
| 4 | **breakfast** | The price includes two breakfast vouchers per room per day |
| 5 | **towels** | But I have to inform you that towels are not provided. You'll have to bring your own or hire some at the front desk |
| 6 | **books** | In the lounge, there are a list of books, ranging from contemporary literature to classic poetry, free for any guest to read |
| 7 | **games** | There is also a games room offering a number of indoor games including popular board games like Monopoly as well as the beloved Table Soccer |
| 8 | **Internet** | I'm afraid we currently do not provide any for our customers. However, Internet is available within our hotel premises |
| 9 | **shells** | Yes, a popular activity here for children is collecting shells on the beach |
| 10 | **bicycles** | We do have bicycles ready for hire. You can cycle with the boys along the bush track by the hotel which is an ideal place to explore the wonders of nature. But because there is only a limited number of bicycles, we apply a 'first come, first served' rule |
| 11 | **B** | I am giving this speech today to celebrate a special occasion. We started the business exactly a decade ago, and today we have developed into a large firm with a sizable group of members |
| 12 | **A** | As experienced and qualified reporters, you are invited here to experience and witness this historical moment of Northfield Sports Complex together with us |
| 13 | **C** | But what I take pride in most of all is the skating rink that has stirred the interest of boys and girls here in local schools to skate |
| 14 | **A** | Just this month a new swimming pool is open to all fitness levels with special offers for those without a job |
| 15 | **C** | We intend to extend our business in the coming year. A list of equipment will be put up for sale ranging from exercising equipment like cardio machines to sports recovery and injury prevention facilities |
| 16 | **B** | For those who want to further ensure workout safety, they are welcome to apply to be a member of our standing committee |
| 17 | **F** | It is also bookable for private functions, including pool parties, where lifeguards are available |
| 18 | **C** | But actually, under proper guidance and with close supervision by the coach here, it is a perfect sport for the youth to increase their flexibility and strengthen their muscles |
| 19 | **E** | There is no other skating rink larger than ours within the whole nation |
| 20 | **A** | If you book a one-on-one trainer, he or she might suggest a future training plan and help you train more systematically |
| 21 | **weather** | the power-generating kites can function in any weather |
| 22 | **electricity** | There is an American company manufacturing school buses and city buses depending solely on electricity instead of gasoline |
| 23 | **explode** | To reduce the number of kitchen accidents, a new type of composite gas canister made of fiber was introduced. It is much safer and less likely to explode even when engulfed in fire |
| 24 | **C / E** | I guess the students here at the university would be more suitable. Syria: You're right. And it is a much bigger sample pool too. Also, I think we should include the locals. Their opinion is key to the promotion of renewable energy here in the town. Greg: But wouldn't it be difficult to collect data? There's no way the two of us could go from door to door to interview all the residents. Syria: There's no need to worry about that. We'll make it telephone interviews. That way we'll have enough time to get sufficient data. Greg: Good idea |
| 25 | **C / E** | I guess the students here at the university would be more suitable. Syria: You're right. And it is a much bigger sample pool too. Also, I think we should include the locals. Their opinion is key to the promotion of renewable energy here in the town. Greg: But wouldn't it be difficult to collect data? There's no way the two of us could go from door to door to interview all the residents. Syria: There's no need to worry about that. We'll make it telephone interviews. That way we'll have enough time to get sufficient data. Greg: Good idea |
| 26 | **A** | Due to lack of media coverage, the majority of people actually have a limited understanding on renewable energy. Most of them aren't able to identify various types of renewable sources |

| # | Answer | Explanation |
|---|---|---|
| **27** | **B** | The windmills today generate electricity. The only problem is that it might not be windy all the time, so it is crucial to choose the appropriate site for wind farms |
| **28** | **B** | Maybe we can look into the prospect of these conventional sources of energy |
| **29** | **C** | Nuclear power plants can produce dependable power constantly and release far less greenhouse gases than other traditional power plants. But most people feel that this type of energy is unsafe because radiation isn't easily dealt with, especially in nuclear waste and maintenance materials |
| **30** | **A** | I think that even though this new type of renewable energy is too expensive to use at the moment, in the long run, its price will go down and become more accessible |
| **31** | **escape** | Should those GM fish ever escape into the sea, stronger, healthier and faster growing |
| **32** | **tuna** | Most of them prefer fish with special features, such as tuna |
| **33** | **storms** | Cages were thus built to withstand storms |
| **34** | **strong** | To further strengthen it, strong nets without knots are used to support the cylindrical frame |
| **35** | **coast** | However, one problem facing the villagers is lack of suitable land on the coast for this system |
| **36** | **young** | Another problem facing local fishermen is the scarcity of young fish used to breed the species |
| **37** | **support** | Residents are encouraged to support local fish farming businesses by purchasing marine products |
| **38** | **cosmetics** | Seaweed is used in various ways in cosmetics |
| **39** | **hospitality** | Oyster is a source of seafood popular among the local hospitality industry |
| **40** | **shipping** | The government ought to restore the business by encouraging aquaculture, recreation and shipping |

# Test 86

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

### Car Rental Inquiry

*Example*

Nationality: American

---

Contact number: **1** _____

Send written quote by: **2** _____

Price for renting: **3** _____ daily

***Special requirements for the room:***

• an extra **4** _____

• most important facility: **5** _____

***Extra equipment:***

• they should have a **6** _____

• as well as a **7** _____

Pick them up from the **8** _____

The caravan driver's age: **9** _____

The registered licence issued in: **10** _____

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-16

Complete the flow-chart below.

Write ONE WORD ONLY for each answer.

### Harvesting and Processing Cocoa Beans

Chocolate beans are **11** _____ and then bags are shipped.

↓

Bags are then **12** _____ and weighed by machines.

↓

Next chocolate beans are **13** _____ in a hopper.

↓

After being roasted at a high temperature

↓

Boiled chocolate beans are **14** _____ and cracked.

↓

Roasted beans needs to be **15** _____

↓

Roasted beans are **16** _____ in the pocket.

## Questions 17-20

What does each type of coffee taste like?

Write the correct letter, A-D, next to Questions 17-20.

A. intense

B. mild

C. chocolaty

D. smoky

**17** First Crack _____

**18** Green Beans _____

**19** French Roast _____

**20** Espresso Smoky _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

Choose the correct letter, A, B or C.

**21** What is the thing that makes the Moa similar to dinosaur?

- **A** ◯ Both are of interest to the public.
- **B** ◯ Both are extinct at similar time.
- **C** ◯ Both left lots of fossil remains.

**22** What is the difference between Moa and other birds?

- **A** ◯ no wing bones
- **B** ◯ a long tail
- **C** ◯ a smaller head

**23** What's the special feature of their chicks?

- **A** ◯ They never return to the nests.
- **B** ◯ Most of them die within two months after birth.
- **C** ◯ They can find food by themselves.

**24** What is the tutor's opinion on male hatching the eggs?

- **A** ◯ She doubts whether it is true or possible.
- **B** ◯ She thinks it may be true.
- **C** ◯ She can say with certainty that it is true.

**25** What is the male student's response after hearing some people see a Moa recently?

- **A** ◯ He is surprised.
- **B** ◯ He is worried.
- **C** ◯ He is amused.

**26** Why did the Moa become extinct?

- **A** ◯ climate change
- **B** ◯ human interference
- **C** ◯ competitions with other animals

## Questions 27-30

What is the feature of different types of the Moa?

Choose FOUR answers from the box and write the correct letter, A-F, next to Questions 27-30.

A. the much taller female

B. less fossils left

C. the biggest eggs

D. feeding at night

E. better vocal sound

F. poor eyesight

**27** the North Island Giant Moa _____

**28** the Crested Moa _____

**29** the Stout-legged Moa _____

**30** the Eastern Moa _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-35

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

### History of time-measurement

**Primitive measurements by observing**

Two time keepers:

- The 31 _____
- Natural events, such as winds and rains, rivers flooding, plants flowering, and the cycles of breeding or 32 _____ behaviour.

**Precise measurements**

They became important for organising activities for:

- 33 _____
- 34 _____

The oldest time keepers were discovered in Mesopotamia and 35 _____.

## Questions 36-40

Complete the table below.

Write ONE WORD ONLY for each answer.

| Time Keeper | Disadvantages |
|---|---|
| The sundial | In different parts of the year, the time for day 36 _____ . |
| The clepsydra<br>(Water clock) | The changing pressure and 37 _____ were what the flow of water still relied on. |
| The 38 _____ | The time duration was 39 _____ . |
| Fire candle clock | The burning 40 _____ or the rate of burning, was subject to the candles wax. |

# Transcripts

## Part 1

Man: Hello, First Choice Car Rental! How may I help you?

Woman: Oh, good morning. Um, I'm calling for some information about your car renting services. I'm an American, and I will be going on a family holiday to your city from Ohio next month.

Man: OK, no problem. It's our pleasure to serve you. Could you please tell me your name and contact information first?

Woman: I'm Caroline, that's C-A-R-O-L-I-N-E, and my telephone number is 04196570156.

Man: OK, I've got that. And how can I send you our quotation, if you are satisfied with our arrangement? Is email all right, or should I send it by post?

Woman: The latter, please! I'm afraid I'd prefer to read it on paper.

Man: That's no problem.

Woman: I'm considering renting a caravan for a week, but I don't really know the price range for it, since I haven't rented any car through that method before. I think it should be within my budget of $50.

Man: You know, we have various caravans at different renting prices, according to the class of vehicle, facilities inside, mileage, etc. I'd recommend the 'Explorer', taking your budget into consideration, which is of good value and will cost you $39 per day. Is that OK?

Woman: Of course, that's fine for me! I know the 'Explorer'. That could save me $11 each day! You know a family holiday will be costly. That van is perfect!

Man: I'm glad that you like it. So do you have any particular requirements about your room in the van?

Woman: Um, how many beds are there?

Man: One twin bed.

Woman: But there are three of us, my mum, daughter and me. So can we add another bed?

Man: No problem.

Woman: For the facilities, I think a kitchen is the most important, and of course the stove.

Man: In our vans, such as 'Explorer', there are all the basic bedding materials you need, like pillows and blankets, as well as some equipment for daily life. And many things can be added into your room according to your needs, such as a coffee maker.

Woman: Well, I need to have a heater, in case it'll be cold at night, and a microwave of course.

Man: All right, I've taken notes of all these things. Actually, all our vans should be taken from our company, which is not too far from the city centre, so we can pick you up from the centre for free. Is that OK?

Woman: Oh, I'm afraid we'd better be picked up from the airport, as we are foreigners in your country and not familiar with the transport system. Is that alright?

Man: Yes, it is no problem. With that comes the information for the insurance. I need the driver's name and age.

Woman: That is my daughter Chris, who is 19, the youngest driver amongst us three.

Man: I'm sorry, but our company only accepts caravan drivers aged 25 or over, according to our regulations. So...

Woman: Well, that would be me, Caroline, and I'm 49 years old.

Man: And where was your driving licence issued? I mean the country.

Woman: I've got a licence in America, but I've also got one in Australia which is still valid. Is it better for me to register the local one from your country?

Man: Yes, that might be better. So your registration number is...

## Part 2

Host: Hello and welcome to today's talk. Here with me is the famous botanist, Professor Alison Downing. So, Alison, tell us something about cocoa beans.

Alison: Cocoa beans, also called cacao beans, are the primary constituent in making chocolate. Grown in tropical areas in South and Central America, West Africa and Asia, the cocoa tree is often raised on small, family-owned farms. When the harvested pods are opened to expose the beans, the pulp and cocoa seeds are removed and the rind is discarded. The pulp and seeds are then piled in heaps, placed in bins, or laid out on grates for several days. During this time, the seeds and pulp undergo a process called 'sweating', where the thick pulp liquefies as it ferments. The fermented pulp trickles away, leaving cocoa seeds behind to be collected. This is when the beans are harvested and then the bags holding them are ready to be transported.

But the most important step in processing the cocoa bean is cleaning it. Once the beans are unloaded from the railroad cars, the packages are opened and then weighed by machines. Then the pods are split, and the seeds or beans are covered with a sweet white pulp or mucilage. On arrival at the factory, the cocoa beans are sorted and put in a hopper to be cleaned more rigorously. The wet beans are then transported to a facility so they can be fermented and

dried. They are fermented for 4 to 7 days and must be mixed every 2 days. They are dried for 5 to 14 days, depending on the climate conditions. The fermented beans are dried by spreading them out over a large surface and constantly raking them.

Then the beans are ready to be roasted. Now, roasting takes place at a high temperature and then the beans are boiled in a heated chamber. During the roasting process the beans will be expanded and cracked. But prior to this, the beans are trodden and shuffled about using bare human feet. During this process, red clay mixed with water is sprinkled over the beans to obtain a finer colour, polish, and protection against molds during shipment to factories in the United States, the Netherlands, the United Kingdom, and other countries. Now, back to what I was saying. After the beans are cracked, they need to be cooled. Then the roasted beans are sealed in pockets.

Host: Wow, that is not a simple process, is it? But someone told me that different roasting levels of coffee can lead to different kind of flavours.

Alison: Yes. Roasting coffee transforms the chemical and physical properties of green coffee beans into roasted coffee products. The roasting process is what produces the characteristic flavour of coffee by causing the green coffee beans to change in taste. Unroasted beans contain similar if not higher levels of acids, protein, sugars, and caffeine as those that have been roasted, but lack the taste of roasted coffee beans due to the Maillard and other chemical reactions that occur during roasting. The vast majority of coffee is roasted commercially on a large scale, but small-scale commercial roasting has grown significantly with the trend toward 'single-origin' coffees served at specialty shops. Some coffee drinkers even roast coffee at home as a hobby in order to both experiment with the flavour profile of the beans and ensure the freshest possible roast. So here, I am going to introduce some of these roasted coffee beans and their special flavours.

Now, the First Crack is lighter-bodied, and has a higher acidity level with no obvious roast flavour, and is popular for its special mild taste. This level of roast is ideal for tasting the full original character of the coffee. The Green Beans are raw, unroasted coffee beans. They are strictly hard beans with a smoky flavour and are slightly acidic. We've also got French Roast. And the flavour that comes across in French roast coffee usually has more to do with the roasting process than the actual quality of the beans. By the time the beans are dark enough to qualify as French, most of their original flavour has dissipated. In its place come the flavours of caramelising sugar, bittersweet coffee, and often, a bit of chocolate. And finally, Espresso Smoky. That is coffee brewed by forcing a small amount of nearly boiling water under pressure through finely ground coffee beans. Espresso is generally thicker than coffee brewed through other methods, has a higher concentration of suspended and dissolved solids, and has crema on top. As a result of the pressurised brewing process, the flavours and chemicals in a typical cup of espresso are very concentrated. Espresso is also the base for other drinks such as a café latte, cappuccino, café macchiato, café mocha, flat white, or café Americano...

## Part 3

Lecturer: Thank you all for coming here today to hear about the Moa, a kind of animal which has been extinct for a long time. Well, first of all we'll look at what the Moa are. The Moa are nine species of flightless birds endemic to New Zealand. They were the dominant herbivores in New Zealand's forest, shrubland and subalpine ecosystems for thousands of years, but around 500 years ago, they all went extinct. When I mention extinct animals during ancient times, you may immediately think of dinosaurs, which disappeared around 66 million years ago. Fossils of dinosaurs which we use to study are large in number, but not many of those of Moa remain, though both animals appeal to people today.

Student F: So the Moa sound more mysterious now. But sir, I've got a question about these flightless birds. How can we distinguish them from other birds?

Lecturer: That's a good question! Birds are commonly characterised by being warm-blooded, having feathers and wings usually capable of flight, and laying eggs, while the flightless Moa, until their extinction, were the largest birds in the world. Their heads are relatively small in relation to their bodies, and they are the only wingless birds lacking even the vestigial wings and substantial tail bones in their family.

Student M: That's impressive. But were they born to be like that? I mean when they were chicks.

Lecturer: Yes, absolutely! So let's move onto the chicks. The eggs of Moa were laid in nests and incubated for about two months. The chicks would be well-developed upon hatching and probably would be able to leave the nests to feed on their own almost immediately.

Student F: I've heard that the male Moa are thought to have incubated the eggs. Is that true?

Lecturer: I think there is a possibility for that. I've read somewhere that the sex-specific DNA recovered from the outer surfaces of eggshells suggested that these eggs were likely to have been hatched by the male, but we still need to consult more.

But I have a question. There has been some occasional speculation that the Moa were still alive, because someone said they had caught sight of them in New Zealand in the late 19th century or even the 20th. Do you think it's possible?

Student M: I'm not amazed by that, since that kind of thing has been claimed several times, but I find it funny because no reliable evidence of Moa tracks has ever been found, and experts still contend that Moa survival is extremely unlikely.

Student F: So what was the reason for the Moa's extinction? I wonder if it was global warming or some other factors related to their living environment.

Lecturer: Well, before the arrival of human settlers in New Zealand, the Moa's only predator was the massive Haas's eagle. Then the Maori arrived sometime before CE 1300, and all Moa genera were soon driven to extinction by hunting. What a horrible thing!

Lecturer: All right. Now let's look at the features of some species of Moa. The South Island Giant Moa may have been the tallest birds ever known, and the second tallest of the nine moa species is the North Island Giant Moa, with the females being markedly larger than males both in weight and height.

Student M: And I've heard that the smallest of the Moa birds are the Coastal Moa. Is that right?

Lecturer: Yes, you're right. And have you heard about any other kinds of Moa before?

Student F: I know the Crested Moa. The eggs they laid may be larger than others'.

Lecturer: As they mainly lived in the remote interior of the Southern Island, their fossils are rare or absent in archaeological sites, and no egg remains have yet been identified.

Student F: Are there any species of Moa that have got more fossils?

Lecturer: Yes, of course. A considerable amount of remains of the Stout-legged Moa exist, due to the well-preserved properties of their habitat. Their skulls reveal relatively bad vision, a good sense of smell, and a very short bill.

Then there is the Eastern Moa. They were remarkable in having very long and narrow windpipes, which probably enabled them to make louder, more resonant calls than those of other Moa, and have the greatest vocal abilities, so they could communicate when they could not see each other in the forest or at night. They used a range of senses, apart from sound in their search for food, such as their sense of smell and vision.

## Part 4

Lecturer: Good morning, everyone. Today, I'm going to talk about the research project I've been involved in on time measurement.

Do you know how time is measured? Consider how we measure length, and how with time we encounter a difficulty. Before we could grasp it, it would slip through our fingers. In fact, as we can see, we are forced to have the recourse to measure something else—the movement of something in space, or a set of movements in space. All the methods that have been employed so far really measure time by a motion in space. The measurement of time is no easy matter; a scientific unit only arrives at after much thought and reflection.

As the most primitive form of measurement, the sun seems to be natural. Ever since man first noticed the regular movements of the sun and stars, we have wondered about the passage of time. Prehistoric people first recorded time according to the sun's position. To start off, let us take noon, which is when the sun is on the meridian at the highest point of its course across the heavens, and when it casts the shortest shadow. But this measurement, which was regarded as a major one in ancient times, was less important than the natural events that occurred.

The earliest natural events that had been recognised were in the heavens, but during the course of the year there were many other events that indicated significant changes in the environment. Seasonal winds and rains, the flooding of rivers, the flowering of trees and plants, and the breeding cycles or migration of animals, all led to natural divisions of the year, and further observation and local customs led to the recognition of the seasons.

Years later, precise measurements were invented, because the passage of time was extremely important for astronomers and priests who were responsible for determining the exact hour for daily rituals and for important religious festivals. Apart from the connection with religion, accurate time measurement was also related to the government, since they divided the day or the night into different periods in order to regulate work and various events.

For thousands of years, devices have been used to measure and keep track of time. The current sexagesimal system of time measurement, dates back to approximately 2000 BCE from the Sumerians. It was found that the earliest ancient time keepers were mainly invented and used in Mesopotamia, where the water clock was introduced from, as well as in North Africa, especially in the area of ancient Egypt.

So now, I'd like to introduce you to some of the most well-known ancient timekeepers, as well as the disadvantages of them, for which they were replaced by various new forms of clocks that were used afterwards.

A sundial is a device that tells the time of day by the apparent positioning of the Sun in the sky. In the narrowest sense of the word, it consists of a flat plate and a gnomon which casts a shadow onto the dial. As the sun appears to move across the sky, the shadow aligns with different hour-lines which are marked on the dial to indicate the time of day. However, it was quickly noted that the length of the day varied at different times of the year, therefore there could have been a difference between 'clock time' and 'sundial time'. In addition, the sundial was of no use at night, so a water clock was invented.

The water clock, or clepsydra, appeared to have been invented around 1,500 BCE and was a device which relied on the steady flow of water from or into a container. Measurements could be marked on the container or on a receptacle for the water. It was reliable, but the water flow still depended on the variation of pressure and temperature from the top of water in the container.

As the technology of glass-blowing developed, from some time in the 14th century, it became possible to make sandglasses. Originally, they were used as a measure for periods of time like lamps or candles, but as clocks became more accurate they were calibrated to measure specific periods of time. The drawback however, as you can imagine, was the limited length of time they could measure.

The last timekeeper to be introduced is the fire candle clock. Candle clocks take advantage of a simple concept: the slow and consistent nature of a burning wax candle. By utilising this process, our ancestors were able to keep steady track of the time. The clocks were created by engraving the length of the candle with evenly spaced markings. Each marking represented a single unit of time, and as the wax burned down, each hour would disappear. However, the draughts and the variable quality of the wax mainly influenced the time of burning. Like oil lamps, candles were used to mark the passage of time from one event to another, rather than tell the time of day...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **04196570156** | I'm Caroline, that's C-A-R-O-L-I-N-E, and my telephone number is 04196570156 |
| 2 | **post** | Man: OK, I've got that. And how can I send you our quotation, if you are satisfied with our arrangement? Is email all right, or should I send it by post? Woman: The latter, please! I'm afraid I'd prefer to read it on paper |
| 3 | **$39/39 dollars** | I'd recommend the 'Explorer', taking your budget into consideration, which is of good value and will cost you $39 per day |
| 4 | **bed** | Woman: But there are three of us, my mum, daughter and me. So can we add another bed? Man: No problem |
| 5 | **kitchen** | Woman: For the facilities, I think a kitchen is the most important, and of course the stove |
| 6 | **heater** | Well, I need to have a heater, in case it'll be cold at night, and a microwave of course |
| 7 | **microwave** | Well, I need to have a heater, in case it'll be cold at night, and a microwave of course |
| 8 | **airport** | Woman: Oh, I'm afraid we'd better be picked up from the airport, as we are foreigners in your country and not familiar with the transport system. Is that alright Man: Yes, it is no problem |
| 9 | **49** | Man: I'm sorry, but our company only accepts caravan drivers aged 25 or over, according to our regulations. So Woman: Well, that would be me, Caroline, and I'm 49 years old |
| 10 | **Australia** | I've got a licence in America, but I've also got one in Australia which is still valid. Is it better for me to register the local one from your country? Man: Yes, that might be better |
| 11 | **harvested** | This is when the beans are harvested and then the bags holding them are ready to be transported |
| 12 | **opened** | Once the beans are unloaded from the railroad cars, the packages are opened and then weighed by machines |
| 13 | **cleaned** | On arrival at the factory, the cocoa beans are sorted and put in a hopper to be cleaned more rigorously |
| 14 | **expanded** | During the roasting process the beans will be expanded and cracked |
| 15 | **cooled** | After the beans are cracked, they need to be cooled |
| 16 | **sealed** | After the beans are cracked, they need to be cooled. Then the roasted beans are sealed in pockets |
| 17 | **B** | Now, the First Crack is lighter-bodied, and has a higher acidity level with no obvious roast flavour, and is popular for its special mild taste |
| 18 | **D** | The Green Beans are raw, unroasted coffee beans. They are strictly hard beans with a smoky flavour and are slightly acidic |
| 19 | **C** | In its place come the flavours of caramelising sugar, bittersweet coffee, and often, a bit of chocolate |
| 20 | **A** | As a result of the pressurised brewing process, the flavours and chemicals in a typical cup of espresso are very concentrated |
| 21 | **A** | Fossils of dinosaurs which we use to study are large in number, but not many of those of Moa remain, though both animals appeal to people today |
| 22 | **A** | Their heads are relatively small in relation to their bodies, and they are the only wingless birds lacking even the vestigial wings and substantial tail bones in their family |
| 23 | **C** | The chicks would be well-developed upon hatching and probably would be able to leave the nests to feed on their own almost immediately |
| 24 | **B** | I think there is a possibility for that. I've read somewhere that the sex-specific DNA recovered from the outer surfaces of eggshells suggested that these eggs were likely to have been hatched by the male, but we still need to consult more |
| 25 | **C** | I'm not amazed by that, since that kind of thing has been claimed several times, but I find it funny because no reliable evidence of Moa tracks has ever been found, and experts still contend that Moa survival is extremely unlikely |
| 26 | **B** | Then the Maori arrived sometime before CE 1300, and all Moa genera were soon driven to extinction by hunting |
| 27 | **A** | the second tallest of the nine moa species is the North Island Giant Moa, with the females being markedly larger than males both in weight and height |
| 28 | **B** | As they mainly lived in the remote interior of the Southern Island, their fossils are rare or absent in archaeological sites, and no egg remains have yet been identified |
| 29 | **F** | Their skulls reveal relatively bad vision, a good sense of smell, and a very short bill |
| 30 | **E** | Then there is the Eastern Moa. They were remarkable in having very long and narrow windpipes, which probably enabled them to make louder, more resonant calls than those of other Moa, and have the greatest vocal abilities |

| # | Answer | Explanation |
|---|---|---|
| **31** | **sun's position** | Prehistoric people first recorded time according to the sun's position |
| **32** | **animal/animals** | Seasonal winds and rains, the flooding of rivers, the flowering of trees and plants, and the breeding cycles or migration of animals, all led to natural divisions of the year, and further observation and local customs led to the recognition of the seasons |
| **33** | **religion/religions** | Apart from the connection with religion, accurate time measurement was also related to the government, since they divided the day or the night into different periods in order to regulate work and various events |
| **34** | **(the) government** | Apart from the connection with religion, accurate time measurement was also related to the government, since they divided the day or the night into different periods in order to regulate work and various events |
| **35** | **North Africa** | It was found that the earliest ancient time keepers were mainly invented and used in Mesopotamia, where the water clock was introduced from, as well as in North Africa, especially in the area of ancient Egypt |
| **36** | **varied** | However, it was quickly noted that the length of the day varied at different times of the year, therefore there could have been a difference between 'clock time' and 'sundial time' |
| **37** | **temperature** | It was reliable, but the water flow still depended on the variation of pressure and temperature from the top of water in the container |
| **38** | **sandglasses** | As the technology of glass-blowing developed, from some time in the 14th century, it became possible to make sandglasses. Originally, they were used as a measure for periods of time like lamps or candles, but as clocks became more accurate they were calibrated to measure specific periods of time. The drawback however, as you can imagine, was the limited length of time they could measure |
| **39** | **limited** | The drawback however, as you can imagine, was the limited length of time they could measure |
| **40** | **time** | However, the draughts and the variable quality of the wax mainly influenced the time of burning |

# Test 87

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-10

Complete the table below.

Write ONE WORD ONLY for each answer.

| Job title | Work place | Working time/Payment | Requirements |
|---|---|---|---|
| Social workers | Example<br>the house of the disabled | every day<br>$9 per hour | • needs 1 _____ |
| Security guards | a 2 _____ | 9 am-5 pm<br>$25 per hour | • a 3 _____ is provided |
| Van driver | a 4 _____ company | 5 _____ work<br>6 _____ time<br>$ fixed salary | • must be 7 _____ |
| Data entry clerk | a 8 _____ | weekends<br>$ fixed salary | • 9 _____ skills<br>• own 10 _____ is essential |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- The first player of a team to throw the stone is called **11** _____ , then the second, the third, and the skip.
- The rink of curling is called the **12** _____ .
- The **13** _____ is the name for the target area.
- **14** _____ is usually the material for making the curling brushes.
- The sole of gripper shoe is made of **15** _____ .
- The team members may carry a **16** _____ along with them while playing.

### Questions 17-20

Choose the correct letter, A, B or C.

**17** What is Kilsyth Curling Club mainly famous for?

- **A** It has won champions in winter games.
- **B** It is the oldest club in the region.
- **C** It is the most influential one.

**18** Why was Grand Caledonian Curling Club established?

- **A** to attract people's interest
- **B** to train young players
- **C** to fix regulations for the game

**19** In the 16th century, the curling game was not banned because

- **A** it was not popular.
- **B** it could train men for the war.
- **C** it could be played by children.

**20** What was the early implement for this game in Canada made of?

- **A** local material
- **B** imported stone
- **C** cast iron

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-30

Complete the notes below.

Write ONE WORD ONLY for each answer.

**Wind Farm in Australia**

**Background:**

• In the past, the wind was used to grind flour and pump **21** _____

• During the 1970s, the wind power was firstly used to carried out **22** _____

**Disadvantages:**

• The wind turbines can be **23** _____

• The turbine blades will harm **24** _____

**Advantages:**

• provides **25** _____ of the power

• helps the local tourism

**Structure:**

The wind turbine blade is as big as **26** _____ and made in **27** _____

The local residents can get money from **28** _____

In extreme weather conditions, they can **29** _____ the speed.

The fan is made of fiberglass and **30** _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-35

What incident is related to each of the following people?

Choose FIVE answers from the box and write the correct letter, A-G.

A. brought tea tree oil into Australia in 1770

B. challenged the benefit of tea tree oil

C. reported the special eating habit in Australia

D. listed plant species

E. studied the tea tree oil

F. saw Australian Aborigines drink

G. used tea tree for medical treatment

**31** Aborigines _____

**32** Dutch explorer _____

**33** Sir Hugh Palliser _____

**34** Captain James Cook _____

**35** Dr. Arthur Penfold _____

## Questions 36-40

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- Tea tree will store oil during **36** _____ and accumulate the useful substance.
- Put leaves and **37** _____ in for distillation.
- The oil vapor rises up to the **38** _____ of the container.
- According to the principle of **39** _____ , the condensed steam goes downside.
- The water will go through the tubes onto the **40** _____ .

# Transcripts

## Part 1

Agent: Good morning.

Student: Oh, good morning. Is this...er...room number 316?

Agent: Yes, that's right.

Student: So, is this the Student Job Centre?

Agent: It certainly is. How may I help you?

Student: Well, actually I'm looking for a job—a part time job. Do you have anything available at the moment?

Agent: Ah, yes...Are you a registered student? I'm afraid this service is only available to full-time students.

Student: Yes, I'm doing my degree in Statistics Studies. Here's my student card.

Agent: Right...well, let's just have a look at what positions are available at the moment. There is a job for social workers, and the workplace is in the house of the disabled.

Student: That would be fine for me. What are the hours like?

Agent: You'll have to work every day and the payment is $9 per hour. However, the skills required are not very basic so 3 days of training is needed.

Student: The pay is quite good, though I'm in my second year of study now and must attend some courses during the daytime. So, I'm afraid I can't make it for this one. Do you have any other positions? You know, ones that I could spare more class-free time on.

Agent: That's not good then. Um...Let's see...here, there is one for security guards in the supermarket.

Student: What about the pay?

Agent: The salary is pretty standout for this one. It's $25 per hour.

Student: Great! That's much higher than I would have expected. Are there any special qualities required?

Agent: It sure offers quite a good salary. Um...There's almost no requirement for this job except that you must wear a uniform, which is provided.

Student: That's very nice, then. But what about exact working hours for this? I hope it'll be OK for me.

Agent: The working time is from 9 am to 5 pm, and you only need to work 3 days each week.

Student: That sounds like fun but unfortunately, I've got other arrangements during the weekdays, so that's not possible either I'm afraid.

Agent: Mmm...well, I think we do have something else for you... Yes, here it is. There is a vacancy for a van driving position in a furniture company that might suit you.

Student: What is the working time for this one? On the weekends?

Agent: No, it's night work.

Student: That's good to hear cause I'm available for most of the late hours.

Agent: And the good thing for this is that you've got variable hours to choose from, though the payment is fixed.

Student: Any other restrictions for this one?

Agent: Yeah, it requires the driver to have reliable driving skills, you know, in case of unnecessary damage or any unwanted possibilities of accidents.

Student: Night work is perfect. But I don't even have a driver's licence, not to mention my horrible driving skills.

Agent: Hmm...no driver's licence...That makes it impossible at all then. All right. The last option that might suit you is a job as a data entry clerk. You'll be expected to work in a school. It's actually a good place you know.

Student: Lovely! And what about the working hours? Not on weekdays I hope.

Agent: Actually you'll be working only on weekends. You get a fixed salary and you are expected to be familiar with keyboarding skills. That's not the only limit though because I'm afraid personal transport is also a must.

Student: That's not a problem. I've got a bicycle to travel around with.

Agent: Great! Now, just fill out this form and we'll see what to do next.

Student: Wonderful!

## Part 2

Interviewer: Today we're pleased to have on the show Chris Evans from The Royal Caledonian Curling Club. Now, let's welcome Chris to tell us something about ice curling. Chris, please.

Chris: Thank you. It's my honour to briefly talk about ice curling here to all of you. So let's start with what curling is.

Curling is a sport in which players slide stones on an ice rink towards a target area which is segmented into four concentric circles. Two curling teams consist of four players: the lead, the second, the third and finally the skip. The captain of the curling team, and its players will throw their stones in the order stated above. Each team has eight stones. The purpose is to accumulate the highest score in the game; points are scored depending on which stone is resting closest to the centre of the target area at the end of the game.

The ice surface on which the game is played or the rink in curling is called 'the sheet'. It is covered with tiny droplets of water that become ice and cause the stones to 'curl' or deviate from a straight path. The curling players should slide the heavy, polished stones or rocks, across the ice curling sheet towards the house—a circular target marked on the ice, as I've mentioned before.

There are several pieces of equipment essential for a curling game, so a concise introduction will be given to you.

The most important things are the curling brush, which is used to sweep the ice surface in the path of the stone; as well as the curling stone, which is sometimes called rock. The former is usually made of horsehair, and the latter is made of granite, mainly coming from Scotland.

Curling shoes are similar to ordinary athletic shoes except that the two shoes in a pair have dissimilar soles. The sole of the slider shoe, which is designed for the sliding foot, is typically made of Teflon, while the gripper shoe for the hack foot has a special layer of rubber applied to the sole.

During the curling game, you may also find a stopwatch attached either to the player's clothing or the broom, which is used to time the stones over a fixed distance to calculate their speed.

Now a word about the development of curling clubs. Curling is thought to have been invented in medieval Scotland, and outdoor curling was very popular in Scotland between the 16th and 19th centuries, as the climates provided good ice conditions every winter. Kilsyth Curling Club is renowned as the first club in the world, having been formally constituted in 1716, and widely influencing the ice curling development. In Kilsyth today, both Men's and Ladies' sections are thriving, participating in all major competitions and having won championships in the British Open in the past.

The mother club of curling—Grand Caledonian Curling Club was instituted in 1838 for the purpose, not as such to attract people's interest, but to regulate the ancient Scottish game of curling by general laws. With these official rules, the young curlers could be trained in a more professional way. By 1842 the new national club had sought and obtained royal patronage, and it has ever since been known as The Royal Caledonian Curling Club.

However, many sports such as athletics and tennis were frowned upon as being too recreational and not practical enough. So the crown banned them by law during the 1300s in the hope that men would instead practise the archery skills that were seen as vital to the country's defence. And the ban was lifted in the 17th century.

So, do you know the reason for curling being kept during the 16th century? Is it because it was so popular or because people from all ages like children could play it? The spirit of curling dictates that one never cheers mistakes, misses or gaffes by one's opponent, and most importantly, all the team members should strictly follow the instructions of their captain, which is essential for men in battle.

Curling was brought to Canada from Scotland and some curling was played informally before 1800. Curlers often used iron curling 'stones', made from melted materials such as cannonballs rather than granite until the early 1900s, because there were transport problems importing granite stones from Scotland...

## Part 3

Tutor: OK, Greg, so I finally managed to read the article you submitted—the one about the study of the wind farm in Australia.

Greg: You did? Great! What did you think of it?

Tutor: Yeah. I was a little confused at first because of the background information you failed to present on the paper. I mean, it's kind of important for you to give some general knowledge before you start actually writing on the main theme.

Greg: Oh, I was thinking of doing that during the presentation session, but now that you have mentioned it, I could add it to the beginning of the essay. I've done some research on that. To think about the different ways that people use wind. Wind is one of our cleanest and richest sources of power, as well as one of the oldest. Windmills began to be used in ancient Iran back in seventh century BC. They were first introduced to Europe during the 1100s, when armies returned from the Middle East with knowledge of using wind power. For many centuries, people used windmills to grind wheat into flour or pump water from deep underneath the ground. During the 1970s, people started becoming concerned about the pollution that is created when coal and gas are burned to produce electricity. People also realised that the supply of coal and gas would not last forever. Then, wind was rediscovered and carried out into research for the first time.

Tutor: Greg, why don't you just put all of that information together and present that in the introduction part of your essay?

Greg: OK, I'll do that. What also intrigued me was that there were disadvantages about a windfarm. You see, all the conventional 'green' scenarios for reducing carbon emissions include a dramatic upscaling in renewable power generated by wind, both on and off shore. However, the environmental impacts of this large-scale industrial deployment, both of turbines and power lines, frequently in relatively natural areas, are often neglected by climate campaigners. For example, wind turbines have the reputation of generating noise as well as electricity, so as more electricity is produced, they can be really noisy. Another thing is that some new turbine blades kill a worrying number of birds, especially large birds like raptors.

Tutor: But there must be a bright side, right?

Greg: Yeah, of course. According to figures pulled together by consultants of the Intelligent Energy Systems using data from the Australian Market Operator, wind energy accounted for 50 percent of demand in the state. That's half of the power source. Besides, this one unexpected outcome really attracts lots of visitors and helps the local tourism.

Tutor: That's good to hear.

Tutor: Oh, how about the structure?

Greg: Offshore wind farms consist of a number of connected elements. These include the turbines, foundations, array cables, offshore substation, export cable and onshore substation and infrastructure. Just a single one of these giant wind turbine blades produced by manufacturer Siemens is almost as big as the Airbus A380, the world's largest plane. That's made in Europe.

Tutor: Impressive!

Greg: Actually at first there were protests among residents who claimed themselves to be victims of land loss and noise. Then policies came out really quick, and then they could get allowance from the government. From then on, things went smoothly.

Tutor: What would happen in extreme weather conditions? I mean it could be dangerous if hurricanes occur.

Greg: A motorised operating mechanism enables the device to be switched back on remotely. All versions feature the modular design and share the same complete range of standard accessories. Thanks to its very extensive operating temperature range of -25 to 70 °C and its storage temperature range of -40 to 70 °C, it is ideally suited for use in wind turbines under extreme climatic conditions. Though they do have an option to lower the speed of it.

Tutor: Wonderful. Then what were the fans, or turbine blades made of? Is it a special kind of metal?

Greg: No, they were too heavy. Wind turbine blades must be strong, light and capable of operating for decades without much, if any, maintenance. Fiberglass is one of the main components of many large-scale wind turbine blades. The material is used because it is lightweight, easily shaped and not too expensive. Another material used to make longer turbine blades is timber. This material is too expensive to use amongst all the blades, but on the longer blades it's used to help reinforce them because it is stiff and light.

## Part 4

So what I'm going to talk about to you today is something called Tea Tree Oil, which was first extracted from Melaleuca alternifolia in Australia. This species remains the most important, commercially. Several other species are cultivated for their oil extraction.

There is a very long history of tea tree oil's use in aromatherapy. Traditionally, Melaleuca alternifolia leaves were crushed and the oil was inhaled by the Aborigines of Australia for the treatment of coughs, colds and also for the treatment of wounds. For instance, they chewed the young leaves to alleviate headaches, and took them to treat sore throats or skin ailments.

The Aborigines' world was discovered by Willem Jantszoon, a Dutch explorer, who was the first European to sail to Australia. In 1606, he reached the northern coast of Australia in his ship. Then several voyages of exploration followed in the first half of the seventeenth century. The Dutch found it a paradise on earth for man's well-being, with timber, stone, and lime for building. There was also plenty of salt and the coast was full of fish. Besides, they found the characteristics of the diet there because they happened to meet ten naked, black Aborigines having a meal in the open air.

While the value of tea tree oil originated from Australia, it was gradually known and tested by the outsiders. In the middle of the eighteenth century, Sir Hugh Palliser, an officer of the British Royal Navy, who had been to Australia several times during that period, got serious injuries all over due to his experiences in several wars. For more than the last fifteen or sixteen years of his life, he seldom laid down on a bed because of the constant pain in his leg. Then he tried tea tree oil, as it was said that tea tree oil could operate as a very powerful immuno-stimulant for pre and post surgical care.

The use of the name Tea Tree, also called paper bark trees, probably originated from Captain James Cook's description he made soon after he had arrived at the coast of New South Wales in 1770. At the time, he witnessed some Aborigines of Australia using one of the shrubs' leaves to make an infused drink in place of tea.

In the 1920s, some human clinical research and the documentation of many benefits associated with tea tree oil were credited, which were made by Dr. Arthur Penfold, an Australian government chemist. He investigated the business potential of a number of native extracted oils, then reported that tea tree oil was promising, as it exhibited powerful antiseptic properties. But after World War II, the entry of antibiotics declined the use of natural products in medicine, which had a negative effect on the production of tea tree oil.

As such an important and valuable material in the world, how is tea tree oil produced? I think most of you are curious about this.

Tea tree oil can be extracted in some different ways, but the most traditional way is steam distillation.

Once harvested in winter, when the amount of required essence in oil meet the needs for production, the finely cut trees are transported to a steam distillation facility. The extraction is made by distilling the leaves in specially designed stainless steel stills along with the stems, to yield pure oil. The water-filled boiler is heated and constantly monitored to maintain the correct temperature. Both the steam and oil evaporate and then condense as they run through a pipe into the collecting container where the oil floats to the lid, while the water, because of gravity, goes steadily out the lower exit pipe. At the end of the hour, the oil is siphoned off through the upper pipe, while the condensed steam floats through the lower pipe towards the ground.

At the end of each distillation all the spent plant material is hauled out of the still pot by hand with a short rake, piled onto a trailer and spread where required as a thick woody mulch...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **training** | However, the skills required are not very basic so 3 days of training is needed |
| 2 | **supermarket** | here, there is one for security guards in the supermarket |
| 3 | **uniform** | There's almost no requirement for this job except that you must wear a uniform, which is provided |
| 4 | **furniture** | There is a vacancy for a van driving position in a furniture company that might suit you |
| 5 | **night** | Agent: No, it's night work |
| 6 | **variable** | And the good thing for this is that you've got variable hours to choose from, though the payment is fixed |
| 7 | **reliable** | Yeah, it requires the driver to have reliable driving skills, you know, in case of unnecessary damage or any unwanted possibilities of accidents |
| 8 | **school** | The last option that might suit you is a job as a data entry clerk. You'll be expected to work in a school |
| 9 | **keyboarding** | Actually you'll be working only on weekends. You get a fixed salary and you are expected to be familiar with keyboarding skills. That's not the only limit though because I'm afraid personal transport is also a must |
| 10 | **transport/transportation** | That's not the only limit though because I'm afraid personal transport is also a must |
| 11 | **the lead** | Two curling teams consist of four players: the lead, the second, the third and finally the skip. The captain of the curling team, and its players will throw their stones in the order stated above |
| 12 | **sheet** | The ice surface on which the game is played or the rink in curling is called 'the sheet' |
| 13 | **house** | The curling players should slide the heavy, polished stones or rocks, across the ice curling sheet towards the house—a circular target marked on the ice, as I've mentioned before |
| 14 | **Horsehair/Horse hair** | The most important things are the curling brush, which is used to sweep the ice surface in the path of the stone; as well as the curling stone, which is sometimes called rock. The former is usually made of horsehair, and the latter is made of granite, mainly coming from Scotland |
| 15 | **rubber** | The sole of the slider shoe, which is designed for the sliding foot, is typically made of Teflon, while the gripper shoe for the hack foot has a special layer of rubber applied to the sole |
| 16 | **stopwatch/stop watch** | During the curling game, you may also find a stopwatch attached either to the player's clothing or the broom, which is used to time the stones over a fixed distance to calculate their speed |
| 17 | **B** | Kilsyth Curling Club is renowned as the first club in the world, having been formally constituted in 1716, and widely influencing the ice curling development |
| 18 | **C** | The mother club of curling—Grand Caledonian Curling Club was instituted in 1838 for the purpose, not as such to attract people's interest, but to regulate the ancient Scottish game of curling by general laws |
| 19 | **B** | So, do you know the reason for curling being kept during the 16th century? Is it because it was so popular or because people from all ages like children could play it? The spirit of curling dictates that one never cheers mistakes, misses or gaffes by one's opponent, and most importantly, all the team members should strictly follow the instructions of their captain, which is essential for men in battle |
| 20 | **C** | Curlers often used iron curling 'stones', made from melted materials such as cannonballs rather than granite until the early 1900s, because there were transport problems importing granite stones from Scotland |
| 21 | **water** | For many centuries, people used windmills to grind wheat into flour or pump water from deep underneath the ground |
| 22 | **research** | During the 1970s, people started becoming concerned about the pollution that is created when coal and gas are burned to produce electricity. People also realised that the supply of coal and gas would not last forever. Then, wind was rediscovered and carried out into research for the first time |
| 23 | **noisy** | For example, wind turbines have the reputation of generating noise as well as electricity, so as more electricity is produced, they can be really noisy |
| 24 | **birds** | Another thing is that some new turbine blades kill a worrying number of birds, especially large birds like raptors |
| 25 | **half** | According to figures pulled together by consultants of the Intelligent Energy Systems using data from the Australian Market Operator, wind energy accounted for 50 percent of demand in the state. That's half of the power source |
| 26 | **plane** | Just a single one of these giant wind turbine blades produced by manufacturer Siemens is almost as big as the Airbus A380, the world's largest plane |
| 27 | **Europe** | Just a single one of these giant wind turbine blades produced by manufacturer Siemens is almost as big as the Airbus A380, the world's largest plane. That's made in Europe |

| # | Answer | Explanation |
|---|---|---|
| **28** | **government** | Actually at first there were protests among residents who claimed themselves to be victims of land loss and noise. Then policies came out really quick, and then they could get allowance from the government |
| **29** | **lower** | Though they do have an option to lower the speed of it |
| **30** | **timber** | Another material used to make longer turbine blades is timber |
| **31** | **G** | Traditionally, Melaleuca alternifolia leaves were crushed and the oil was inhaled by the Aborigines of Australia for the treatment of coughs, colds and also for the treatment of wounds. For instance, they chewed the young leaves to alleviate headaches, and took them to treat sore throats or skin ailments |
| **32** | **C** | The Dutch found it a paradise on earth for man's well-being, with timber, stone, and lime for building. There was also plenty of salt and the coast was full of fish. Besides, they found the characteristics of the diet there because they happened to meet ten naked, black Aborigines having a meal in the open air |
| **33** | **B** | For more than the last fifteen or sixteen years of his life, he seldom laid down on a bed because of the constant pain in his leg. Then he tried tea tree oil, as it was said that tea tree oil could operate as a very powerful immuno-stimulant for pre and post surgical care |
| **34** | **F** | The use of the name Tea Tree, also called paper bark trees, probably originated from Captain James Cook's description he made soon after he had arrived at the coast of New South Wales in 1770. At the time, he witnessed some Aborigines of Australia using one of the shrubs' leaves to make an infused drink in place of tea |
| **35** | **E** | In the 1920s, some human clinical research and the documentation of many benefits associated with tea tree oil were credited, which were made by Dr. Arthur Penfold, an Australian government chemist. He investigated the business potential of a number of native extracted oils, then reported that tea tree oil was promising, as it exhibited powerful antiseptic properties |
| **36** | **winter** | Once harvested in winter, when the amount of required essence in oil meet the needs for production, the finely cut trees are transported to a steam distillation facility |
| **37** | **stems** | The extraction is made by distilling the leaves in specially designed stainless steel stills along with the stems, to yield pure oil |
| **38** | **lid** | Both the steam and oil evaporate and then condense as they run through a pipe into the collecting container where the oil floats to the lid, while the water, because of gravity, goes steadily out the lower exit pipe |
| **39** | **gravity** | Both the steam and oil evaporate and then condense as they run through a pipe into the collecting container where the oil floats to the lid, while the water, because of gravity, goes steadily out the lower exit pipe |
| **40** | **ground** | At the end of the hour, the oil is siphoned off through the upper pipe, while the condensed steam floats through the lower pipe towards the ground |

# Test 88

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**North Residency Questionnaire**

| | |
|---|---|
| *Example*<br>Age of the interviewee: | 19 |
| Current occupation: | 1 _____ |
| Length of living in the North: | 2 _____ years |
| Exact living area: | 3 _____ |
| Type of accommodation: | a shared 4 _____ |
| Private transport: | on foot and by bike |
| Public transport: | take the 5 _____ or a taxi |
| Frequency of eating out: | 6 _____ |
| Places for entertainment: | the places people usually go to, such as some great 7 _____ |
| Other free time activity: | go to the 8 _____ |
| Preferred exercises: | • go swimming<br>• go to the gym<br>• go 9 _____ |
| Part-time course: | 10 _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Choose the correct letter, A, B or C.

**11** What does the speaker say about hard hats?

- **A** They must be worn in all areas.
- **B** A deposit is needed to borrow the hats.
- **C** They are available in all sizes.

**12** What does the speaker say about the outside area of the mine?

- **A** The road is wet.
- **B** The ground is uneven in some area.
- **C** The road is being repaired.

**13** Visitors who have difficulty in going up and down

- **A** can ask for help.
- **B** have access to all areas.
- **C** can make use of ramp.

**14** What is prohibited everywhere?

- **A** smoking
- **B** taking photos
- **C** using mobile phones

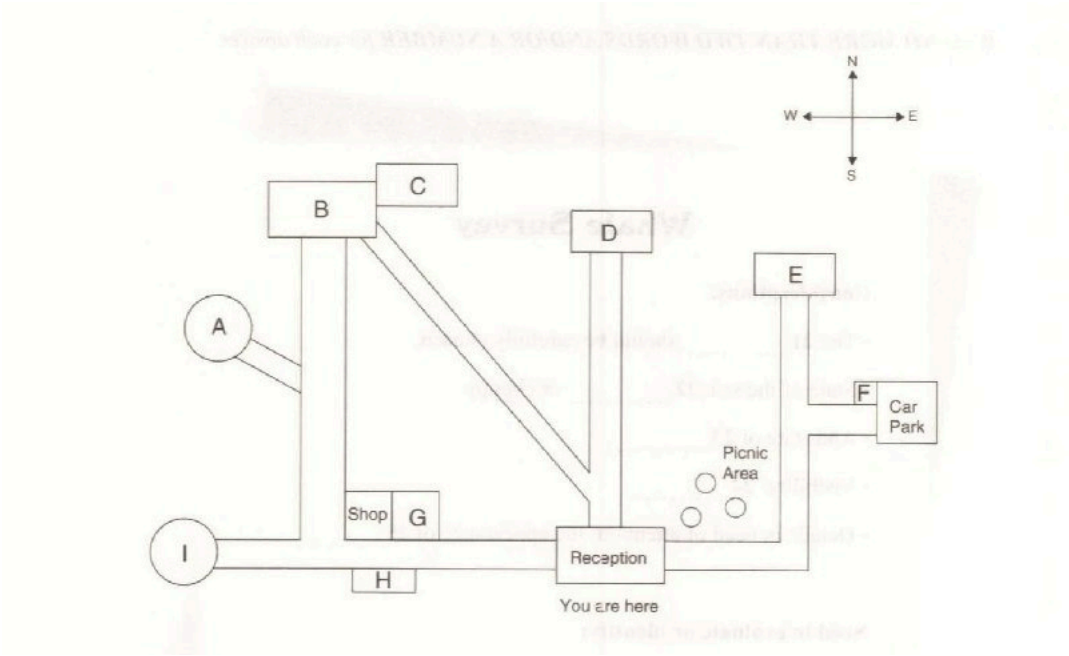
**15** What does the speaker say about underground tunnels?

- **A** The well is lit.
- **B** The access is limited.
- **C** Protective clothing is unnecessary.

### Questions 16-20

Label the map below.

Write the correct letter, A-I, next to Questions 16-20.




| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| **16** Mill | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **17** Museum | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **18** Laboratory | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **19** Café | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **20** Toilet | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-27

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Whale Survey**

**Considerations:**

- The **21** _____ should be carefully chosen.
- State of the sea: **22** _____ or choppy
- And state of **23** _____
- Visibility: **24** _____
- Details in need of attention: the appearance of **25** _____

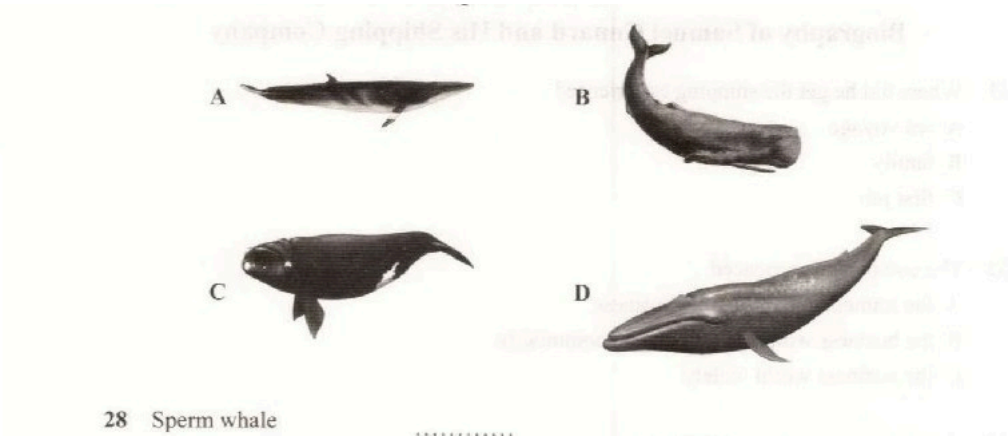
**Need to evaluate or identify:**

- the **26** _____ and appearance of whales
- scales: the **27** _____ and species, the possible age etc.

## Questions 28-30

Match the following type of whales with the pictures given according to different feature descriptions.

Write the correct letter, A-D, next to Questions 28-30.




| | A | B | C | D |
|---|---|---|---|---|
| **28** Sperm whale | ○ | ○ | ○ | ○ |
| **29** Northern right whale | ○ | ○ | ○ | ○ |
| **30** Minke whale | ○ | ○ | ○ | ○ |

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-36

Choose the correct letter, A, B or C.

**31** Where did he get the shipping experience?

- **A** ○ a sea voyage
- **B** ○ family
- **C** ○ first job

**32** The company experienced

- **A** ○ the immediately profitable business.
- **B** ○ the business which dealt with one commodity.
- **C** ○ the business world widely.

**33** Why did he want the mail contact?

- **A** ○ faster
- **B** ○ stronger
- **C** ○ more reliable

**34** What did he do when he won the bid?

- **A** ○ reduced the fleet of the ships
- **B** ○ opened a new company
- **C** ○ appointed a new British agent

**35** Why did he choose Boston?

- **A** ○ It was supported by the government.
- **B** ○ It had a good business environment.
- **C** ○ He once worked there.

**36** What could be revealed about the 1844 event?

- **A** ○ Boston had the biggest shipping company.
- **B** ○ Boston was not a good location for port.
- **C** ○ The U.S. had bad weather conditions.

### Questions 37-40

Write ONE WORD ONLY for each answer.

- He improved the sail safety by using **37** _____ communication.
- **38** _____ were produced on the board, so passengers would not feel uneasy during the journey.
- Before 1912, shipping companies paid more attention to the **39** _____ of the ships.
- Afterwards, companies poured more money into decoration, which made the ships more like **40** _____ .

# Transcripts

## Part 1

Interviewer: Excuse me.

Lee: Yes?

Interviewer: I was wondering if you could spare a few minutes to do a questionnaire on your residency here in the North. It won't take long.

Lee: No, that's fine.

Interviewer: Lovely. First of all, may I get some information about yourself?

Lee: OK.

Interviewer: May I know your name and your age?

Lee: My name's Lee, and I'm 19 years old now.

Interviewer: Great. And could I ask what your job is? Are you a student?

Lee: Actually, I'm going to continue my study in Business Management next month, but at the moment, I'm a salesman by profession.

Interviewer: Oh, right. And how long have you been living here, in the North?

Lee: Well, I have been in this city since I was 3 years old, but my family and I had lived in the east for 7 years at first. Now I am 19, so I have spent about 9 years living here till now.

Interviewer: Great. Which part of the northern area do you live in?

Lee: I live in Spring Park. Have you heard of it?

Interviewer: Yes, of course. So what about your accommodation? Do you live in a house or a flat or something similar?

Lee: I used to live with my family in a big house. And now I'm living in an apartment with two of my friends, who are my colleagues as well.

Interviewer: Oh, right. And one more question. What means of transport will you take when you need to go somewhere?

Lee: Um, if it's not too far away I'd prefer to go on foot or by bicycle. If there is a long way to go, I take the train or sometimes a cab. I rarely take buses, because I think the most important things to keep in mind are time and comfort.

Interviewer: Great. Thanks.

Interviewer: Now, let's go to the second part of my questionnaire. I'd like you to tell me, how often do you dine out? Is it once a week or several times a year?

Lee: I'm afraid neither of those options agree with me. I don't often go out for dinner, maybe once a month. Every week seems too often for me.

Interviewer: OK. Then, where do you usually go for recreation?

Lee: I often go to places that other people go to. I sometimes go clubbing after work. You know there are some fantastic clubs nearby.

Interviewer: And if you do not have to work during the day, will you go for a show or something?

Lee: You know, there is a newly-built theatre that opened last month in Spring Park, but I rarely go there because it's too expensive. I prefer to go to the cinema to see some of the latest movies.

Interviewer: Do you like doing sports? And what is your main form of exercise?

Lee: I like swimming, and I go to the gym occasionally, but I spend most of my spare time sailing.

Interviewer: Oh, right. Last question. Have you taken any part-time courses?

Lee: Yes. Because I'm really keen on cartoons, I'm doing a Japanese course during the weekends. But I'm still a beginner.

Interviewer: Wow, what a special language! Most people I know would like to learn Spanish or Latin. You must be brilliant! Well, thank you very much for your time.

Lee: No problem. Bye.

## Part 2

Hello, I'm delighted to welcome you to our Mining Community, and very pleased that you're interested in the ores and pits of this area. I think you'll be pleasantly surprised with your special experience here. Now, let me start by giving you some warnings on safety rules and regulations.

Rule number one: always wear safety equipment. There is a litany of safety equipment that mining workers use for their protection, from helmets to safety glasses and gloves. It is essential that all workers wear the necessary safety equipment at all times. There have been countless stories of workers being

saved by helmets, which are the hard hats that you can see on the shelf beside you. So visitors wearing helmets is mandatory in the mining area, although you are free to take them off when you are in the mining museum and picnic area. You won't need to pay any deposit though you should return them to the counter once you finish the visit. The helmets are offered in all sizes so choose a suitable one.

All right. Our mining Community is currently being refurbished for some of the main area. So please make a note of that and you'll know what to look out for. So, when you go in or out of the mine, please pay attention to the road for it has just been repaired because of the rough surface, and can be really slippery since it's still wet. The history and process of tin mining are complicated and involve a lot of special words, but here you will see how it was and still is done. After a short 5-10 minute walk, visitors can track round a numbered route with clear explanations. Most of the tour is in the open air, so nice weather helps. All areas are clearly posted with signs, but if you have problems travelling around or climbing up and down, you can turn to the staff here and we are happy to help. If you are interested, Blue Hills Tin Stream is a working water-powered tin streaming mill that gives visitors a very clear idea of how difficult it is to get tin out of rock. I hope you'll enjoy the informative indoor presentation and this self-guided tour. But you have to bear one thing in mind that smoking is forbidden throughout the whole community, though you can take phones and of course use them. You'll also be surprised that there will be more than just one place to go in the mine. The underground tunnel is now being refurbished and only relevant workers can access it. But it will soon be all finished and I believe it's a lovely place for you to explore around. Don't forget to wear protective clothing—it's mandatory.

Now, let's start by seeing where you can go. As you can see on our map in the brochure I've given you, we are here, at the reception block. We have a famous mill which is used for making and processing materials such as steel and coal. To visit it, just go straight ahead north along the path in front of you and you'll find it at the end of the path.

Now towards the east, go along the path from our starting point. Turn left at the corner and then turn right. There is a car park at the east end of the lane. To the west, there is a museum. Pass the shop around the crossroads, and it is just located at the west end of the road. And by the way, the shop is specialised in selling a variety of ore-related souvenirs, including keyrings, postcards, tin-made Lewis Chessmen, and even Roman Soldiers which are made from beautiful pyrite.

If you are interested in the laboratory where scientific experiments, analyses and research are carried out, it is situated at the southern part of the park, opposite of the shop. I bet you'll be happy to hear that this laboratory is also used for gold and crystal refinement. So don't miss this one for the sake of it.

I assume by this time you'll all need some rest and refreshments, so we have an excellent café which caters for delicious food and beverages at the other side of the road next to the shop. Of course if you want to spend some time in the fresh air, we have a perfect picnic area which is just right and northeast of the reception block. Further east there is a path leading to the northern part of the park, and at the end of it is the toilet.

Now most of the visitors would choose to use the mailbox and send the beautiful postcards to their friends. To reach it, just...

## Part 3

Karen: Hi Dave, as you know, I've asked you to come here today to discuss the assignment for our Biology class. We must decide what we should do about this very important research work.

Dave: The Whale Survey? Yeah, I was also hoping to share some ideas with you. So, let's start!

Karen: OK, I've dug into some journal articles to see what sort of questions we should consider. Most of them include watching time and strongly urge it to be the top concern. What do you say?

Dave: Yeah, the watching time should be carefully chosen since I've heard a lot of unnecessary failures concerning picking the wrong time when it all went stormy and murky and then nothing was seen during the whole field trip. I mean, they could have avoided that easily.

Karen: Right! Then we should also pay close attention to the sea's surface, because no one wants to encounter the failures you just mentioned.

Dave: I think we'd better hope for the best that it will be calm, with no choppy status.

Karen: What about the weather conditions?

Dave: That definitely should be taken into account as it correlates with all the former factors. Most important of all, as a sighting is made, position and environmental parameters are recorded on standardised sighting pro formats, including: time, visibility, position of the ship (using a global positioning system), wind speed, and wind direction.

Karen: Shouldn't there be a set limit for the visibility level, say 50 metres?

Dave: Cetaceans are really sensitive to sound. They are able to know that something's coming after them so they would hide in order to avoid possible danger. So, let's make it 100 metres, shall we?

Karen: Yeah, that might be better. Oh, in that case, we'd also need to pay attention to the appearance of the fishing boats, you know, for all the noise that they would make.

Dave: That's right. Although observations were regularly made, we know very little about whale vocalisation and how they use sound in their behavioural and social interactions. So, to understand marine mammal's social interactions, we'll need to use passive acoustic recordings to track and assess the individual behaviours of whales as well as to identify their appearance.

Karen: OK. Then what about scales?

Dave: Oh, for each sighting, the number of animals should be counted, the group size, I mean. Also, we need to identify the species, possible age and sex of the individuals.

Dave: Speaking of identifying species, we need to find out the unique physical features of each whale. Let's start with the sperm whale. The sperm whale is the largest toothed whale, yet it's only a quarter of that of the blue whale. Its unique body is unlikely to be confused with any other species and that distinctive shape comes from its very large, block-shaped head, which can be one-quarter to one-third of its length. The sperm whale's flukes are triangular

and very thick. It has a series of little bumps on the back of its fluke instead of having a dorsal fin. The largest bump is called the 'hump' by whalers, and can be mistaken for a dorsal fin because of its shape and size.

Then there is the Northern right whale. Right whales have round bodies with arching rostrums, V-shaped blowholes and dark gray or black skin. The most distinguishing feature of a right whale is the rough patches of skin on its head which appear white due to parasitism by whale lice. It has no back fins at all.

The blue whale's body can be various shades of bluish-grey dorsally and somewhat lighter underneath. It has a long tapering body that appears stretched in comparison to the stockier build of other whales. The head is flat, U-shaped and has a prominent ridge running from the blowhole to the top of its upper lip.

Lastly are the minke whales. They are the second smallest baleen whale. The minke whale is black, gray or purple in colour. Common minke whales are distinguished from other whales by a white band they have on each flipper. Their long back and tiny dorsal fin, two-thirds of the way down their back is quite distinctive.

## Part 4

Good morning, class. In the last few lectures, I've talked about the history of technology in the business area. But today I want to use Samuel Cunard as our case study, who was a shipping magnate that founded the Cunard Line.

Now, Cunard was born in Canada. When he first left home he was still a teenager. Then he came into a US company as a worker and learned how to sail there. During the War of 1812, Cunard volunteered for service in the 2nd Battalion of the Halifax Regiment militia and rose to the rank of captain. He held many public offices, such as volunteer fireman and lighthouse commissioner, and maintained a reputation as not only a shrewd businessman, but also an honest and generous citizen. When he went to England, his friends cooperated with him and together they coined a shipping company. The company had instant wealth and could deal with more than one cargo for its major business was in North America and the Atlantic. From then onwards, Cunard became a highly successful entrepreneur in British shipping and one of a group of twelve individuals who dominated the affairs of England.

In 1838, the British government, impressed by the advantages of steam sailing for making regular passages, invited tenders to carry the transatlantic mails by steamer. Back then mail contact through steamships brought more punctuality, while other types of ships were always delayed. The journey times were 'flexible', with a transatlantic crossing lasting for six weeks, and with no fixed times of departure or arrival. So it was never known when the mail would arrive or, since so many sailing ships foundered, whether it would arrive at all. What Cunard wanted, in line with the thrusting new technology of the Victorian age, was a maritime extension of the brand—new timetabled railways on land.

Cunard's experience in steamship operation, with observations of the growing railway network in England, encouraged him to explore the creation of a Transatlantic fleet of steamships, which would cross the ocean as regularly as trains crossed land, and that's why he went to the United Kingdom seeking investors in 1837. He set up a company with several other businessmen to bid for the rights to run a transatlantic mail service between the UK and North America for £55,000 annually for 10 years. The bid was successful. Almost at the same time, Cunard cooperated with an English businessman and established the British and North American Royal Mail Steam Packet Company, the ancestor of the Cunard Line.

In 1840 the company's first steamship, sailed from Liverpool to Boston, Massachusetts, with Cunard and 63 other passengers on board, marking the beginning of regular passenger and cargo service. Establishing a long unblemished reputation for speed and safety, Cunard's company made ocean liners a success, in the face of many potential rivals who lost ships and fortunes. Cunard's ships proved successful, and he then opened many branches but their high costs saddled Cunard with heavy debts by 1842, so some of them went bankrupt. But what Cunard needed then was a port. After a lot of consideration, he finally opted for Boston because he was very familiar with this city where he had once worked in.

Fortunately, by 1843, Cunard ships were earning enough to pay off his debts and begin issuing modest but growing dividends. But the city did more than give Cunard silverware. Winters can be tough here in Boston; for example, in the year of 1844, one ship sank because of the winter freeze. The ship hit ice bergs and caused a heavy loss to the company. Then the board recommended the company to move to New York, and it was a huge success and then became one of the biggest US shipping companies.

Cunard himself made safety his priority—and to this day Cunard has never been responsible for the loss of a single passenger or a single mailbag on the Atlantic run. Cunard's conservative nature enabled his company to see off rivals and to take a measured and steady approach when it came to the introduction of new technology like radio communication. In the early years of his career Cunard took a prominent part in community activities, and various charitable organisations as well as mercantile affairs which extended throughout the Atlantic provinces. Back then, there were hardly any entertainment facilities on board. In order to make sure that the passengers could have a comfortable journey, newspapers were printed on board.

Cunard was gratefully remembered for employing his capital in shipbuilding activities in the hard times of the 1830s because this enterprise had circulated money where there would otherwise be poverty and stagnation. His competitiveness and his obsession not to waste time were important characteristics of his personality. Prior to 1912, the shipping line had focused on speed and soon was renowned for its velocity and safety. Although early in life Cunard was imperious, he learned diplomacy and became a skillful and persuasive negotiator. His contemporaries admired him for the contribution to transatlantic communication by the line popularly called by his name. After that, for affluent transatlantic passengers, Cunard brought new levels of luxury to ocean travel—lavish suites, a swimming pool, gymnasium, ballroom, electricity and more, just like luxurious hotels.

OK. So does anyone have any...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **salesman** | Actually, I'm going to continue my study in Business Management next month, but at the moment, I'm a salesman by profession |
| 2 | **9/nine** | Now I am 19, so I have spent about 9 years living here till now |
| 3 | **Spring Park** | I live in Spring Park |
| 4 | **apartment** | I used to live with my family in a big house. And now I'm living in an apartment with two of my friends, who are my colleagues as well |
| 5 | **train** | If there is a long way to go, I take the train or sometimes a cab |
| 6 | **once a month** | I don't often go out for dinner, maybe once a month |
| 7 | **clubs** | I often go to places that other people go to. I sometimes go clubbing after work. You know there are some fantastic clubs nearby |
| 8 | **cinema** | I prefer to go to the cinema to see some of the latest movies |
| 9 | **sailing** | I like swimming, and I go to the gym occasionally, but I spend most of my spare time sailing |
| 10 | **Japanese** | Yes. Because I'm really keen on cartoons, I'm doing a Japanese course during the weekends |
| 11 | **C** | The helmets are offered in all sizes so choose a suitable one |
| 12 | **A** | So, when you go in or out of the mine, please pay attention to the road for it has just been repaired because of the rough surface, and can be really slippery since it's still wet |
| 13 | **A** | All areas are clearly posted with signs, but if you have problems travelling around or climbing up and down, you can turn to the staff here and we are happy to help |
| 14 | **A** | But you have to bear one thing in mind that smoking is forbidden throughout the whole community, though you can take phones and of course use them |
| 15 | **B** | The underground tunnel is now being refurbished and only relevant workers can access it |
| 16 | **D** | We have a famous mill which is used for making and processing materials such as steel and coal. To visit it, just go straight ahead north along the path in front of you and you'll find it at the end of the path |
| 17 | **I** | To the west, there is a museum. Pass the shop around the crossroads, and it is just located at the west end of the road |
| 18 | **H** | If you are interested in the laboratory where scientific experiments, analyses and research are carried out, it is situated at the southern part of the park, opposite of the shop |
| 19 | **G** | I assume by this time you'll all need some rest and refreshments, so we have an excellent café which caters for delicious food and beverages at the other side of the road next to the shop |
| 20 | **E** | Further east there is a path leading to the northern part of the park, and at the end of it is the toilet |
| 21 | **watching time** | Yeah, the watching time should be carefully chosen since I've heard a lot of unnecessary failures concerning picking the wrong time when it all went stormy and murky and then nothing was seen during the whole field trip |
| 22 | **calm** | Dave: I think we'd better hope for the best that it will be calm, with no choppy status |
| 23 | **weather** | Karen: What about the weather conditions? Dave: That definitely should be taken into account as it correlates with all the former factors |
| 24 | **100 metres/100 meters** | Karen: Shouldn't there be a set limit for the visibility level, say 50 metres? Dave: Cetaceans are really sensitive to sound. They are able to know that something's coming after them so they would hide in order to avoid possible danger. So, let's make it 100 metres, shall we? Karen: Yeah, that might be better |
| 25 | **fishing boats** | Oh, in that case, we'd also need to pay attention to the appearance of the fishing boats, you know, for all the noise that they would make |
| 26 | **(individual) behaviour(s)/behavior(s)** | So, to understand marine mammal's social interactions, we'll need to use passive acoustic recordings to track and assess the individual behaviours of whales as well as to identify their appearance |
| 27 | **group size** | Karen: OK. Then what about scales? Dave: Oh, for each sighting, the number of animals should be counted, the group size, I mean. Also, we need to identify the species, possible age and sex of the individuals |
| 28 | **B** | Its unique body is unlikely to be confused with any other species and that distinctive shape comes from its very large, block-shaped head, which can be one-quarter to one-third of its length. The sperm whale's flukes are triangular and very thick. It has a series of little bumps on the back of its fluke instead of having a dorsal fin. The largest bump is called the 'hump' by whalers, and can be mistaken for a dorsal fin because of its shape and size |

| # | Answer | Explanation |
|---|---|---|
| **29** | **C** | Then there is the Northern right whale. Right whales have round bodies with arching rostrums, V-shaped blowholes and dark gray or black skin. The most distinguishing feature of a right whale is the rough patches of skin on its head which appear white due to parasitism by whale lice. It has no back fins at all |
| **30** | **A** | Common minke whales are distinguished from other whales by a white band they have on each flipper. Their long back and tiny dorsal fin, two-thirds of the way down their back is quite distinctive |
| **31** | **C** | Then he came into a US company as a worker and learned how to sail there |
| **32** | **A** | The company had instant wealth and could deal with more than one cargo for its major business was in North America and the Atlantic |
| **33** | **C** | Back then mail contact through steamships brought more punctuality, while other types of ships were always delayed. The journey times were 'flexible', with a transatlantic crossing lasting for six weeks, and with no fixed times of departure or arrival. So it was never known when the mail would arrive or, since so many sailing ships foundered, whether it would arrive at all |
| **34** | **B** | The bid was successful. Almost at the same time, Cunard cooperated with an English businessman and established the British and North American Royal Mail Steam Packet Company, the ancestor of the Cunard Line |
| **35** | **C** | After a lot of consideration, he finally opted for Boston because he was very familiar with this city where he had once worked in |
| **36** | **B** | in the year of 1844, one ship sank because of the winter freeze. The ship hit ice bergs and caused a heavy loss to the company. Then the board recommended the company to move to New York, and it was a huge success |
| **37** | **radio** | Cunard's conservative nature enabled his company to see off rivals and to take a measured and steady approach when it came to the introduction of new technology like radio communication |
| **38** | **Newspapers** | Back then, there were hardly any entertainment facilities on board. In order to make sure that the passengers could have a comfortable journey, newspapers were printed on board |
| **39** | **speed** | Prior to 1912, the shipping line had focused on speed and soon was renowned for its velocity and safety |
| **40** | **hotels** | After that, for affluent transatlantic passengers, Cunard brought new levels of luxury to ocean travel—lavish suites, a swimming pool, gymnasium, ballroom, electricity and more, just like luxurious hotels |

# Test 89

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

| **Example** |
| --- |
| Destination: Vancouver |
| Hotel name: Holiday **1** _____ |
| Site: near a **2** _____ |
| Price: **3** _____ $ |
| Length of stay: 5 days |
| Price included a free **4** _____ |
| Can visit a **5** _____ museum nearby |

**Outdoor activities for guests**

- go cycling
  - bikes can be hired
  - should bring **6** _____
- mountain climbing
  - fire is banned
  - can go **7** _____
  - can sleep in a **8** _____
- go hiking
  - if lucky, visitors can see **9** _____ in the forest
  - can also go on a trip to an old **10** _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

What does the organiser tell the members about who should do each of the following tasks?

Write the correct letter, A, B or C, next to Questions 11-16.

A. All the members must do it.

B. Members have the opinion of doing it.

C. The organiser is responsible for doing it.

**11** Taking tents _____

**12** Booking campsites _____

**13** Taking bicycles _____

**14** Buying train tickets _____

**15** Buying tickets for a football match _____

**16** Collecting information about the area of the tour _____

### Questions 17-20

Which location has the following attraction?

Choose FOUR answers from the box and write the correct letter, A-H, next to Questions 17-20.

A. farming museum

B. horseriding

C. locally produced food

D. market selling clothes

E. old ruins

F. steam railway

G. transport museum

H. water sports

**17** St. Andrews _____

**18** Cluny _____

**19** Pennerley _____

**20** Farlow _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Choose the correct letter, A, B or C.

**21** Pacific tapa cloth is different from other types of tapa cloth because it is

- **A** ◯ the only tapa made today.
- **B** ◯ better quality than others.
- **C** ◯ put a wider range of users.

**22** What does Helen say about the paper mulberry tree?

- **A** ◯ It is also a source of food.
- **B** ◯ It is not native to the Pacific.
- **C** ◯ It can grow in any environment.

**23** Why did the Maori people of New Zealand stop making tapa?

- **A** ◯ They could not find the right trees in New Zealand.
- **B** ◯ They were introduced to other fabrics by the Europeans.
- **C** ◯ They found a better material for making fabric.

**24** Large pieces of tapa are made from smaller pieces which are

- **A** ◯ stuck together.
- **B** ◯ woven together.
- **C** ◯ sewn together.

### Questions 25-30

According to the speakers, what function has tapa played in the following countries?

Write the correct letter, A, B, C or D, next to Questions 25-30.

A. recreational

B. practical

C. spiritual

D. commercial

**25** Samoa _____

**26** Tonga _____

**27** Cook Islands _____

**28** Fiji _____

**29** Tahiti _____

**30** Tikopia _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Monarch Butterflies**

**Hibernation**

Butterfly species adopt different hibernation patterns during their life cycle.

Butterflies named 'Banded Hair Freak' hibernate in the form of an **31** _____

A species called 'Dapple White' accumulates **32** _____ from larval stage.

Slow metabolism can help them to sort out some problems in winter.

A substance is produced in the blood which may function as **33** _____

There are few predators because they can only survive in **34** _____ weather.

**Migration**

Monarch butterflies move to **35** _____ in winter.

To avoid cold temperature, they migrate to the south in large groups.

The survival skill can help them last for up to **36** _____ during a long journey.

Monarch butterflies fly in the daytime and stay in **37** _____ during night.

Researchers found out that they orient by flying along the **38** _____

They also follow the direction of the **39** _____ for navigational aid.

During migration, they mainly feed on flowers and cannot reproduce.

Recently the annual arrival of the monarchs can be a good interest to **40** _____ in the region.

# Transcripts

## Part 1

Man: Green Travel Agency. What can I do for you?

Woman: Hi, good morning. My family and I intend to go on a vacation for Vancouver, and could you please help us reserve a hotel?

Man: Sure, with pleasure. First, I'll take some notes down of your personal details. May I have your full name, please?

Woman: Anna Hardie.

Man: Hi Anna, there is a hotel in Vancouver named Holiday Chilcotin, which is very popular with guests on vacation.

Woman: Mmm, Chilcotin, can you spell it?

Man: C-H-I-L-C-O-T-I-N, a local hotel.

Woman: Where is it? Is it in the downtown? You see, my family member prefers to stay in a quieter zone during vacation. Not too buzzy you know.

Man: Uh, no worries. Actually it's ten miles from the city centre, near a train station.

Woman: Oh, I think that's okay. I am travelling with my husband. Is it expensive to live in that hotel?

Man: Well, in your case, I think a double room would suit you well. Normally, it's 210 dollars, but if you can make a reservation in advance, you can pay 169 dollars for a night.

Woman: That sounds pretty reasonable. I'd like to book for 5 days from 27 June through 1 July. Are there still rooms available?

Man: Oh, let me check. Ah, yes, they still have some vacant rooms. Would you like to book it now?

Woman: Wait. One more question: any meals are included in the price?

Man: Well, you need to pay separately for lunch and dinner, except the breakfast, which is provided from 7 to 9.

Woman: Alright, please book it for me. Is there anything we can do near the hotel?

Man: Yeah, it only takes 10 minutes to walk to a science museum sponsored by the city council.

Woman: Excellent, I think my husband will love it.

Woman: Are there any outdoor activities to recommend to us? Because we don't like to stay in the hotel for all day.

Man: Oh yes. If you like to go cycling there is a shop near the hotel, where you can rent a bike. Helmets are on sales, but you'll have to take your own boots.

Woman: That sounds great. I think I'll do that.

Man: Also, it's a charming place for visitors who like to go mountain climbing.

Woman: Oh, awesome!

Man: The hotel prepares two trips to a nearby mountain. One trip starts at 9 in the morning, and the other one is at 2 in the afternoon each day. You can just call reception to make a reservation. And it's free of charge, but please be careful of fires, which are not allowed. If you like, you can go fishing in the lakes. For camping, a tent can be borrowed for a rest from the driver.

Woman: Oh, I can't wait. It sounds like a lot of fun!

Man: If you'd like some adventure, you can go hiking in the forest. Sometimes you can even see some black bears. Be careful.

Woman: Oh my god, we really do not like to take risks while travelling.

Man: One last thing. There is a visit to an ancient gold mine every afternoon. If you are interested, just call reception.

Woman: I think we will do that. Thank you so much for your help.

Man: You are more than welcome...

## Part 2

Right. Now, let me bring you up to date with arrangements for our cycling tour next month. First of all, think of the tents. You know at the beginning, the idea was that I arranged to borrow some tents from the college, but it proves that they will be used by the hiking club at the same time, so I'm afraid you will have to bring your own. So, do remember to tell me whether you prefer to use a single tent or share with others. In this case, I'll know how many tents there'll be when I make the reservation at the various campsites. Last time some of you said you would like to hire bikes and pick them up when you arrive instead of taking your own. Well, I've asked lots of shops or agencies about bike hiring in St. Andrews, the town where we'll be arriving, and unfortunately there aren't any shops that offer this service, so which, I am afraid, means taking your own.

I'll book them on the train when I book the train tickets, which reminds me, I'll need to know the exact number of people going to, so that I can get a group discount on the train fare. Another one that'll need to be booked is tickets for the football match we discussed last time. I've enquired about availability and there are only a few seats left so anyone who wants to go will need to get tickets very soon, ideally today or tomorrow.

At our next meeting, I'll be able to give you all individual packs with the final program and something about the area we'll be cycling through and places we'll be visiting. I'm afraid I haven't had the time to do that yet.

Now, I'll tell you briefly about some of the attractions in the places we'll be staying, as I said we'll be taking the train to St. Andrews where there is one or two very good restaurants. One thing that's definitely worth visiting there is the sites where the original town was constructed nearly 1,000 years ago. There's not much of the original buildings left but there's still plenty to see. The site is being excavated and you'll be able to help out if you want to. Our next overnight stop will be in the village of Cluny. There are a number of ancient barns here that have been modernised into a museum indicating the significance of sheep in the area over the centuries. The wool used to be sold for cloth and it brought richness to the district. There are also several photos describing how agricultural workers lived.

From there we'll leave for Pennerley. Pennerley is well known for its museum of village life but that's been refurbished at the moment and isn't likely to reopen by the time we go there, but there's an open-air farmer market everyday selling fruits, vegetables, cheese and meat all grown or processed within a few miles of the town and sold by the farmers themselves. It's definitely worth a visit.

In Farlow, which is one of the oldest towns in the region, there's a museum that shows how horses used to be the most universal way of travelling around, and how they were gradually substituted by steam and later, of course, electric trains, buses, cars and bicycles. Right, now, I'll pass around this sheet of paper...

## Part 3

Tutor: Come in, Helen, what can I do for you?

Helen: Well, I'm doing research for the anthropology project. And I was hoping to ask some help for a few details.

Tutor: Sure. I remember you opted Pacific tapa cloth as the topic, didn't you? What do you figure out so far?

Helen: Well, I was going to introduce my project by stating that tapa cloth is fibre made from bark, just the out layer of the trees, which particularly universal among the Pacific Islands, but not exclusive to them. Actually, people in other parts of the world have also produced high-quality cloth from bark. But what set pacific tapa apart is the incredible variety role it's played in this region.

Tutor: Nice! So what about raw materials that used in the production?

Helen: Well, tapa cloth is made from many species of tree. In the Pacific, the paper mulberry tree is most common, but it doesn't thrive in all conditions. In fact, it wasn't discovered in the islands at first, but was carried in canoes by the first migrants. Tapa is also made from the breadfruit tree, which is a more convenient way, because its fruit is the staple food. The paper mulberry tree is only grown for tapa making mill.

Tutor: Yes, that's right. Then how about the Maori people here in New Zealand?

Helen: But at present the Maori don't produce tapa.

Tutor: Yeah, but I suggest you should take it into account. We know that when Maori migrate here from other pacific islands, they were ready to produce tapa because they took the paper mulberry tree with them. The thing was after they'd been in New Zealand a bit, they found the flax plant is superior to tapa, because it makes stronger fabric. By the time Europeans arrived in the 18th century, Mao were producing all their fabric from flax rather than the tapa and had been for some time.

Helen: OK. So in terms of the production process itself, first the inner bark is beaten with wooden hammer to soften the fibres; then the various pieces are glued together using adhesive paste made from the aloe root tuber, which is the only way to fabricate large pieces of cloth because bark strings are too fine to be woven together and stitch isn't strong enough.

Tutor: So now you should do more research on the details about different countries.

Helen: Where should I go into now?

Tutor: Well, I think Samoa is the typical place known for its Seaple, which is hand-painted with representations of the ancestors. Till now, at the most profound events in lives, such as births, funerals, weddings and the investiture of chief, some are with Seaple ropes to add significance and eating to the ceremony.

Helen: OK. Then I can talk about Tonga. It seems to me that the great innovation in Tonga has been developing a simple coarse cloth, which is quick and easy to produce. This is suitable for all sorts of daily functions around the house like bed covers, nets and curtains.

Tutor: Good point. Now what about Cook Islands tapa?

Helen: Well, the Sweallier is of poor quality; consequently, the bread fruit tree is often used. One type of thick cloth, called Tikoda, was wrapped around the poles and used to make the entrances to places of worship, and therefore, was highly regarded in local culture.

Tutor: You might mention Fiji as well, which is interesting, because tapa was actually used as currency there. Fijians used to sail between the islands and exchange tapa for other commodities like canoes or pigs.

Helen: I know that in Tahiti, the tapa cloth is regarded differently, because the patterns are in colour, which is considered more valuable than the usual patterns.

Tutor: You are right about the Tahitians using coloured pigments, but they aren't more valuable. The colours are only decoration. People enjoy wearing bright robes especially for dancing and competitive games and do it just for fun.

Helen: Oh, I'll take a note of it. Well, the last place I was going to mention was Tikopia. Even today it's a common place to see wearing clothes made of tapa cloth. And on many of the other islands, the tapa only come out on special occasions. But here you see people working in the gardens wearing tapa.

Tutor: Sound promising, Helen. I'll look forward to the presentation of your project.

## Part 4

We were required to do the investigation regarding survival strategies of particular animals, and I chose to study how the butterflies will do for survival when cold weather and food shortage could easily influence their life cycle.

I concentrated on a number of main strategies butterflies adopt to handle these harsh conditions: hibernation, and migration.

First let's talk about the hibernation, which means a long term sleep, in which an animal's metabolism slows to conserve strength.

Various butterfly species have formed different patterns of hibernation, at continuous periods of their life cycle.

For example, the 'Banded Hair Freak' hardly hibernates in its full grown adult form, but as an egg. And another species, the 'Dappled White', breathes during the winter in a crystallise stage, and during this time, it's able to draw on the energy it stimulated earlier on in its larval stage.

Though the slowing of the metabolism in hibernation functions with many of the difficulties faced in winter, it can't prevent them all.

In addition, some butterflies have extra plans for survival. For instance, they develop a substance in their blood, usually in glycerol, or sorbitol, which serves as 'anti-freeze', thereby adding extra resistance against lower temperatures.

Actually, there is a positive side about the cold weather, fewer predators exist around to cause problems, this is because they are actively mainly in warm weather.

So, now let's move on to the second type of survival strategy the butterflies used in winter: migration. That means moving to regions with a more suitable environment.

I'm going to start this topic with a detailed study about particular cases of migratory species, the 'Monarch Butterfly'.

Many butterfly species are found in various zones of the world migrate, like 'the Red Admiral', a British butterfly which 'winters' in North Africa, but the 'Monarch Butterfly' is the sole example to do this in North America.

At any stage of the life cycle, the Monarch cannot survive in the low winter temperatures, so when it gets cold, the Monarchs begin to gather in huge groups and fly south. They can travel up to 3,500 miles.

But only the last summer generation of Monarchs migrate. Normal generations only live for a maximum of 10 days, in fact the last migration generation, as reported, do for 6 months, which enables them to take such a long journey.

These huge teams of migrating monarchs only fly during daylight hours, and at night they usually have a rest in trees, again often in vast groups.

Research is now being exercised into what encourages them to reach the destination. It has been known for years that they find their way on the journey by following rivers, and there are a few these along their migratory route. However, the new research indicates they may also treat the sun as a navigational aid.

During this time, they are able to feed, mainly from a type of flower called 'milkweed', but they are not able to reproduce during this period.

The Monarchs 'hand in their lineage' to a particular region in Mexico, known as the 'Pier A Sequoia'.

The Monarchs are anticipated with great interest within the region, and over recent years, there annual arrival has gained great popularity among tourists.

However, their habitat is being increasingly threatened...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Chilcotin** | Man: Hi Anna, there is a hotel in Vancouver named Holiday Chilcotin, which is very popular with guests on vacation. Woman: Mmm, Chilcotin, can you spell it? Man: C-H-I-L-C-O-T-I-N, a local hotel |
| 2 | **train station** | Actually it's ten miles from the city centre, near a train station |
| 3 | **169** | Well, in your case, I think a double room would suit you well. Normally, it's 210 dollars, but if you can make a reservation in advance, you can pay 169 dollars for a night |
| 4 | **breakfast** | Well, you need to pay separately for lunch and dinner, except the breakfast, which is provided from 7 to 9 |
| 5 | **science** | Man: Yeah, it only takes 10 minutes to walk to a science museum sponsored by the city council |
| 6 | **boots** | If you like to go cycling there is a shop near the hotel, where you can rent a bike. Helmets are on sales, but you'll have to take your own boots |
| 7 | **fishing** | If you like, you can go fishing in the lakes |
| 8 | **tent** | For camping, a tent can be borrowed for a rest from the driver |
| 9 | **black bears** | If you'd like some adventure, you can go hiking in the forest. Sometimes you can even see some black bears. Be careful |
| 10 | **gold mine** | There is a visit to an ancient gold mine every afternoon |
| 11 | **A** | I'm afraid you will have to bring your own |
| 12 | **B** | So, do remember to tell me whether you prefer to use a single tent or share with others. In this case, I'll know how many tents there'll be when I make the reservation at the various campsites |
| 13 | **A** | Well, I've asked lots of shops or agencies about bike hiring in St. Andrews, the town where we'll be arriving, and unfortunately there aren't any shops that offer this service, so which, I am afraid, means taking your own |
| 14 | **C** | I'll book them on the train when I book the train tickets, which reminds me, I'll need to know the exact number of people going to, so that I can get a group discount on the train fare |
| 15 | **B** | Another one that'll need to be booked is tickets for the football match we discussed last time. I've enquired about availability and there are only a few seats left so anyone who wants to go will need to get tickets very soon, ideally today or tomorrow |
| 16 | **C** | At our next meeting, I'll be able to give you all individual packs with the final program and something about the area we'll be cycling through and places we'll be visiting. I'm afraid I haven't had the time to do that yet |
| 17 | **E** | One thing that's definitely worth visiting there is the sites where the original town was constructed nearly 1,000 years ago. There's not much of the original buildings left but there's still plenty to see |
| 18 | **A** | Our next overnight stop will be in the village of Cluny. There are a number of ancient barns here that have been modernised into a museum indicating the significance of sheep in the area over the centuries. The wool used to be sold for cloth and it brought richness to the district. There are also several photos describing how agricultural workers lived |
| 19 | **C** | but there's an open-air farmer market everyday selling fruits, vegetables, cheese and meat all grown or processed within a few miles of the town and sold by the farmers themselves |
| 20 | **G** | In Farlow, which is one of the oldest towns in the region, there's a museum that shows how horses used to be the most universal way of travelling around, and how they were gradually substituted by steam and later, of course, electric trains, buses, cars and bicycles |
| 21 | **C** | But what set pacific tapa apart is the incredible variety role it's played in this region |
| 22 | **B** | In fact, it wasn't discovered in the islands at first, but was carried in canoes by the first migrants |
| 23 | **C** | The thing was after they'd been in New Zealand a bit, they found the flax plant is superior to tapa, because it makes stronger fabric. By the time Europeans arrived in the 18th century, Mao were producing all their fabric from flax rather than the tapa and had been for some time |
| 24 | **A** | then the various pieces are glued together using adhesive paste made from the aloe root tuber, which is the only way to fabricate large pieces of cloth because bark strings are too fine to be woven together and stitch isn't strong enough |
| 25 | **C** | Well, I think Samoa is the typical place known for its Seaple, which is hand-painted with representations of the ancestors. Till now, at the most profound events in lives, such as births, funerals, weddings and the investiture of chief, some are with Seaple ropes to add significance and eating to the ceremony |

| # | Answer | Explanation |
|---|---|---|
| **26** | **B** | Then I can talk about Tonga. It seems to me that the great innovation in Tonga has been developing a simple coarse cloth, which is quick and easy to produce. This is suitable for all sorts of daily functions around the house like bed covers, nets and curtains |
| **27** | **C** | One type of thick cloth, called Tikoda, was wrapped around the poles and used to make the entrances to places of worship, and therefore, was highly regarded in local culture |
| **28** | **D** | tapa was actually used as currency there. Fijians used to sail between the islands and exchange tapa for other commodities like canoes or pigs |
| **29** | **A** | You are right about the Tahitians using coloured pigments, but they aren't more valuable. The colours are only decoration. People enjoy wearing bright robes especially for dancing and competitive games and do it just for fun |
| **30** | **B** | Well, the last place I was going to mention was Tikopia. Even today it's a common place to see wearing clothes made of tapa cloth. And on many of the other islands, the tapa only come out on special occasions. But here you see people working in the gardens wearing tapa |
| **31** | **egg** | For example, the 'Banded Hair Freak' hardly hibernates in its full grown adult form, but as an egg |
| **32** | **energy** | And another species, the 'Dappled White', breathes during the winter in a crystallise stage, and during this time, it's able to draw on the energy it stimulated earlier on in its larval stage |
| **33** | **anti-freeze / extra resistance** | For instance, they develop a substance in their blood, usually in glycerol, or sorbitol, which serves as 'anti-freeze', thereby adding extra resistance against lower temperatures |
| **34** | **warm** | Actually, there is a positive side about the cold weather, fewer predators exist around to cause problems, this is because they are actively mainly in warm weather |
| **35** | **North America** | Many butterfly species are found in various zones of the world migrate, like 'the Red Admiral', a British butterfly which 'winters' in North Africa, but the 'Monarch Butterfly' is the sole example to do this in North America |
| **36** | **6 months / six months** | Normal generations only live for a maximum of 10 days, in fact the last migration generation, as reported, do for 6 months, which enables them to take such a long journey |
| **37** | **trees** | These huge teams of migrating monarchs only fly during daylight hours, and at night they usually have a rest in trees, again often in vast groups |
| **38** | **rivers** | It has been known for years that they find their way on the journey by following rivers, and there are a few these along their migratory route |
| **39** | **sun** | However, the new research indicates they may also treat the sun as a navigational aid |
| **40** | **tourists** | The Monarchs are anticipated with great interest within the region, and over recent years, there annual arrival has gained great popularity among tourists |

# Test 90

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-5

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Transport from Bayswater

Example

Destination Harbour City

Express train leaves at **1** _____.

The **2** _____ is the nearest station.

Number 706 bus heads for **3** _____.

Number **4** _____ bus goes to station.

Earlier bus leaves at **5** _____.

### Questions 6-10

Complete the table below.

Write ONE WORD AND/OR A NUMBER for each answer.

| Mode of Transport | Cash fare | Card fare |
|---|---|---|
| Bus | $ **6** _____ | $1.50 |
| Train (peak) | $10 | $10 |
| Train (off-peak)<br>-before 5 p.m. or after **7** _____ p.m. | $10 | $ **8** _____ |
| **9** _____ ferry | $4.50 | $3.55 |
| Tourist ferry (**10** _____) | $35 | - |
| Tourist ferry (whole day) | $65 | - |

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-16

Choose the correct letter, A, B or C.

**11** What was Jill surprised to find?

- **A** ◯ Some work to reduce the water usage to her house could be done soon.
- **B** ◯ The house was poorly insulated.
- **C** ◯ She could get financial help.

**12** What does Jill say can do straight away?

- **A** ◯ Use energy-saving bulbs.
- **B** ◯ Turn down the thermostat.
- **C** ◯ Turn off their appliances completely.

**13** What pleased Jill about the energy provider?

- **A** ◯ reduction in price for prompt payment
- **B** ◯ allowing customers to pay online
- **C** ◯ having a reduction in price of the energy-saving sources

**14** What difficulty does Jill have with the energy meters?

- **A** ◯ They are difficult to access.
- **B** ◯ The figures are hard to read accurately.
- **C** ◯ She can't tell whether they're for electricity or for gas.

**15** What kind of energy-saving method is Jill going to take next?

- **A** ◯ Use an energy-saving boiler.
- **B** ◯ Have the walls checked for their insulation level.
- **C** ◯ Install double-glazed windows.

**16** Why is Jill doubtful about renewable energy?

- **A** ◯ She thinks it's unsuitable for her house.
- **B** ◯ She doesn't understand the technical details.
- **C** ◯ She believes it's too expensive.

## Questions 17-18

Choose TWO letters, A-E.

Which TWO water-saving tips are not recommended by Jill?

17 18 Which TWO water-saving tips are not recommended by Jill?

- A ☐ Use more showers than baths.
- B ☐ Keep the washing machine full before using it.
- C ☐ Boil only as much water as you need.
- D ☐ Turn off the taps while you are brushing your teeth.
- E ☐ Repair leaking taps.

## Questions 19-20

Choose TWO letters, A-E.

Which TWO topics do people most frequently ask about?

19 20 Which TWO topics do people most frequently ask about?

- A ☐ the ideal temperature setting on the thermostat
- B ☐ whether to leave the light on or not
- C ☐ whether to use a computer or laptop to watch movies
- D ☐ how to work out the operating cost of appliances
- E ☐ whether solar panels only work on sunny days

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Choose the correct letter, A, B or C.

**21** Students may fail the exam if they

- **A** ◯ do not do a slide show.
- **B** ◯ copy other people's work.
- **C** ◯ do not follow the instructions.

**22** Why does the man think they should skip some photos of the first volcano in the presentation?

- **A** ◯ they are not attractive
- **B** ◯ the time is not enough
- **C** ◯ people have never heard of this

**23** About Mount Fago, a volcano in Mexico or the USA, the man thinks

- **A** ◯ they should not use inaccurate information in the presentation.
- **B** ◯ they can find another example.
- **C** ◯ it does not matter to choose which volcano to use.

**24** The woman thinks they should mention Mount Etna since

- **A** ◯ it covers most of the important points.
- **B** ◯ it was formed a long time ago.
- **C** ◯ it has amazing views.

**25** They reached an agreement to leave out Mount Herto since

- **A** ◯ other students have used it before.
- **B** ◯ it is irrelevant to their topic.
- **C** ◯ there is nothing special about this volcano.

### Questions 26-30

Which statement can best fit to each of the following situation?

Choose FIVE answers from the box and write the correct letter, A-F, next to Questions 26-30.

A. make a short movie.

B. lack his / her own points.

C. ignore the positive sides.

D. watch some documentaries.

E. prepare beforehand.

F. identify the differences between them.

**26** The woman's last presentation was criticised because it did _____

**27** The tutor suggested for the next presentation the woman should _____

**28** People do not know enough about volcanoes and so they _____

**29** The reason why the man felt nervous is that he did not _____

**30** They are researching active and extinct volcanoes to _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

Birds in New Zealand

Facts

The birds often build their nests along the coastline or besides the **31** _____

In 1984, researchers suggested that there were only **32** _____ of this kind of bird left.

It seems hard to **33** _____ the number of birds precisely.

Influencing factors

Human activities, such as **34** _____ as well as constructing homes threaten this bird population.

The birds are influenced by many species which can eat their **35** _____

Natural disasters including **36** _____ can also reduce the population of the birds.

Ways of protection

The zoo should recruit a **37** _____ to prevent the birds from their being poached.

The organizer could build a **38** _____ to prevent the public from getting closer.

People should make more of an effort to protect **39** _____ birds.

Through the **40** _____, people will know more about bird protection.

# Transcripts

## Part 1

Woman: Morning, thanks for calling Metro Link. Is there anything I can do for you?

Man: Good morning, I would like to go to Harbour City tomorrow before 11 a.m., eh, from Bayswater.

Woman: Well, for Bayswater...

Man: Oh..., no, no. From Bayswater, where I am currently living, but Harbour City is my destination.

Woman: Sorry. That means, Bayswater to Harbour City. Which mode of vehicles do you prefer, by bus or train?

Man: In fact, I have no preference, only if it brought me to Harbour faster.

Woman: Well, if you take an express train, you'll be right in Harbour within an hour from departure. Let's see, yes, I recommend you to get on the 9:30 a.m. express.

Man: Sounds perfect. So, at which station should I get on the train?

Woman: Helendale is the nearest station to you.

Man: Henlensvale? Did you say that?

Woman: No, Helendale, that's H-E-L-E-N-D-A-L-E.

Man: Then how can I get there fastest?

Woman: Umm... Let me see, please wait a minute, I need to have a look. It says you probably have two options for the routes: the first one is the 706 bus from Bayswater Shopping Centre to Central Street; there will be another bus that can take you to the train station. Or if you don't mind walking directly to the Central Street, like couple of kilometres, then you can take the bus there bringing you to the train station.

Man: Sure, but which bus is that, the one in Central Street?

Woman: The 702 will take... oh, sorry, it's the 782 that will take you to the station.

Man: I believe walking will be fine, so option two might seem better to me. When should I arrive at Central street to catch the bus?

Woman: There are two buses that you can catch up and get the station on time, one just before 9 o'clock, one right after. Yet in the morning, it might be better to take the earlier one just in case of a traffic jam or something like that. I'd like to say the 8:55 one is more reassuring than the 9:05 one.

Man: Sure, I don't want to miss the train, so the five to nine one will be better.

Man: One more thing, how much would the fares cost?

Woman: Well, the bus is $1.8 in cash and the train is $10 each way. But, do you have a Travel Link Card?

Man: No, but I may get one before tomorrow.

Woman: Alright, if you have the card, you can pay considerably less. The bus will cost you $1.5 and the train to Harbour... sorry, wait, it will still cost you $10 because it is during rush hours in the morning, I'm afraid. Yet, if you could return at an off-peak time...

Man: What do you mean by that?

Woman: All right, if you could begin your returning journey before 5 in the afternoon or later than 7:45 (a quarter to eight) in the evening...

Man: In fact, my plan is that I won't start to go back home until 8 o'clock anyway.

Woman: Then you can save a lot of cash using your Travel Link Card. You did mention that you were planning to buy one, didn't you?

Man: Yes, today, maybe later, I'll pick one up.

Woman: It means, with cash, it would cost you $10, but if with your card, you will only pay $7.15 for returning.

Man: Thank you.

Woman: Is there anything else I can help you with?

Man: Ah, yes. In fact, I would like to know if the Travel Link Card supports ferry services?

Woman: If the ferry services you say is Harbour City ferries that connect the northern and southern banks, then yes. They are commuter ferries, one-way trip costs $4.5, but with the Travel Link Card you will enjoy a 20% discount, and the cost will be $3.55.

Man: So, $3.55 for it... What about the tour boats?

Woman: You mean those ferries going upriver on sightseeing tours for tourists? No, they do not belong to Travel Link company, and they only take cash and credit card.

Man: Oh, I see. So, I may believe that you might not know how much they cost for one tour?

Woman: Actually, I do know. I took a friend to the trip up river just last week. We determined to go an afternoon tour and it cost us $35 each. There is also a whole-day option costing $65.

Man: Thank you. You really helped me a lot.

Woman: With pleasure. Do enjoy your trip!

## Part 2

Good morning, ladies and gentlemen, thank you for returning to Action Radio! We are here talking about current affairs and global issues. I am Jill, and today our focus will be on discussing the very concerning issue of the significance of water conservation and how you can make your own contribution at home.

The most universal wasted energy of all the domestic kinds is heat. Yet since my house has well-insulated walls, I'm lucky enough to do nothing with this problem. Yet I still found out that a large amount of water was wasted owing to my way of life. I looked into a few approaches online trying to reduce my water usage as much as possible and have been pleasantly surprised to figure out that there are experts in that field who can make some instant changes to my home. But the only dark side is these works are so costly that there are no means for me to get financial help.

Now, if any of you listeners are interested in reducing your energy usage, here are a couple of easy and positive changes you can make immediately. A lot of the magazines will recommend that you change your bulbs for those with energy saving capabilities. However, I have found that these make little difference to your electricity bills and they also severely reduce the light levels in your home. Instead, simply switch off all plug sockets and appliances to make an immediate saving on your electricity consumption. If this doesn't make enough of a saving for you, you could later turn down the thermostat as well.

Even though my energy provider gave me discount on my bills for prompt payment, this doesn't make enough of a saving for my monthly bill considering the amount of energy that I was using. So, I felt like switching to another provider. Not only could I do a considerable monthly saving and get other perks from the new company. The bills can now be paid online, for instance, which was a thrill to me because it saves me from driving to the bank. If our contract endures more than one year, they will also provide me with a deduction for all the energy-saving appliances I am currently using.

Now, many of you listeners will have an electricity meter at home so I'm very sure that all of you will know the problems associated with them. These meters can occupy a lot of room in your home and can be very unsightly if you cannot tuck them away in a cupboard. Mine is as well so large which measures both gas and electricity usage. But it is nicely hidden in the coat cupboard and I'm lucky enough to escape from accessing it easily. But the cons about this is that whenever I need to take a meter reading, I'll have to use a torch because it is hidden in darkness, and without a flashlight I can't read the numbers on the screen correctly.

I recently extended my house with a new room that takes up as bathroom with a low energy boiler so I am able to take long showers guilty-free. My walls are nice and thick and well-insulted, but disappointingly the window is a little draughty; thus I am about to make some investments by doing some upgrading. Given the renewable energy, I initially thought about installing solar panels on the roof to heat the water rather than applying a new low energy boiler, which was the price-friendly alternative. But I finally determined that the panels would make my house ugly on the exterior, in spite of their easiness on technical operation.

Now if you are keen to taking long showers as I am, switching from baths to showers doesn't change much on your total water usage. Instead, some small effective changes can be quite helpful and efficient. When making a cup of tea, for instance, before boiling water, measure out the amount that you need during the procedure. Also, when brushing teeth, use a cup of water instead of letting the tap water running. I would recommend you not to fill up washing machine before switching it on, because I found out that the clothes were not thoroughly cleaned. Also, call a plumber to fix your dripping taps; this will give rise to a great reduction of water being wasted.

Before finishing today's show, I'd like to address two questions that we often get asked by listeners. We had some great feedback about our answer to last week's question on how to calculate the price involved in powering domestic appliances, so let's see how we do this week. One of the most commonly asked questions this week was which device is the lowest energy option for watching films. The simplest answer is that the smaller the screen, the lower the energy used.

One of our listeners wrote in with a question that made me chuckle, and the answer is yes, solar panels only work when the sun is out! Now, on a more serious note, a number of you wanted to know what the most efficient temperature is to set the thermostat to. The answer is that the closer you set it to room temperature, the lower the energy used.

Before saying goodbye today, I'll give you one last tip: turn off all the lights when you leave the room.

## Part 3

Tim: Morning, Jenny.

Jenny: Hi Tim, how's everything going on?

Tim: Not bad, but I'm really nervous about our geography assessment next week. Have you done any work on it yet?

Jenny: I've just gone over some of the slides where there are a few difficult terms, but I think it would be helpful if someone else can discuss it together. Would you like to talk about it with me?

Tim: It sounds great! Have you got any information about the requirements for the assessment?

Jenny: For our test last semester, all of us tried our best to collect raw data to meet the requirements so as to achieve a pass. But according to what the tutor has said, this term there won't be any need for us to do so.

Tim: I read through the notes and they said that we are all going to be given a set of instructions that we can choose to follow if we wish, but it's not mandatory and we can complete the exam as we wish.

Jenny: I don't think that it would be hard for us to pass the assessment. As long as we don't copy the answers from anyone else's exam paper, I think we'll be sure to pass.

Tim: Definitely, I agree. Shall we put on a slide show presentation with information of all kinds of volcanoes? I think it will really help us to revise the recognition.

Jenny: Ok, great. First, let's look at Pompeii, which is regarded as the most famous one among all the volcanoes; therefore we might find much easier to search a large amount of information about it on the Net.

Tim: I think I should exclude some of the pictures in the presentation, since many people were killed and some of them can be quite disturbing. It is so lucky that there is going to be a double free break today, so we will have a couple of time to modify this together.

Jenny: Well, the next one to mention is Mount Fago. This is an ancient, mythical volcano, whose site is still ambiguous. In Mexico as well as the USA, there are mountainous regions, both of which are rumoured to be the location of this volcano.

Tim: It's not that reasonable to list two unrelated locations for one volcano, but since no one has been capable of figuring out which is the correct one, there has been no choice left for us yet. It's amazing that we cannot find any other example of a volcano in existence today that is haunted by so much mystery.

Jenny: Definitely yes. I suggest we'd better surf some information online about Mount Etna in Sicily, which is well known for the stunning panoramas that one can appreciate from its peak. According to Google, it's a relatively new volcano compared to others in the nearby region. That's the reason why it has very few of the features found in older volcanoes.

Tim: Oh, interesting.

Jenny: Might we present any information on Mount Herton? Because I don't think that any of the other students have carried out much survey into it, even though it has several unique traits.

Tim: Well, then I think we can just ignore it, since it's a man-made volcano and not that closely linked to our syllabus and probably won't be tested in the exam questions.

Tim: Have you gotten feedback from your tutor on your presentation last week?

Jenny: Yes, but I don't think he was satisfied with the work. He was impressed by the amount of research that I had carried out before I started, but he criticized that I was just mostly writing a summary of the facts instead of giving my own opinion.

Tim: Oh, that's a pity.

Jenny: It was depressing that my work is not appreciated, but in the end I learned a lot from my tutor's feedback. He suggested me that next time I should present my work as a short documentary film, which he thinks will help me to strengthen my arguments. What topic was your presentation based on?

Tim: I opt to discuss about the lack of knowledge that most people have about volcanoes and the awareness that they look at them in such a negative way. During documentaries and lectures, the scientific experts often neglect to mention the positive features that volcanoes possess.

Jenny: That sounds really interesting. Well done!

Tim: I think everyone had a really good time, but I was really nervous about speaking in front of the audience. Also, I felt very under-prepared, since I didn't fulfil the presentation until the night before and therefore there had been no time for rehearsal.

Jenny: I'm sure it was great! Is there any other information that you think we should include in our slide show for revision?

Tim: Yes, I think it's important that we list all of the differences between active and extinct volcanoes as there will definitely be a question on this topic. There are no documentaries on the subject, but there's a very informative website that discusses the geological structure of each volcano type.

Jenny: Ok, well I'll continue collecting images and you can carry on with the online research...

## Part 4

Ladies and Gentlemen, good afternoon. In this session, we're going to talk about birds indigenous to New Zealand, delving into the facts and analysing methods of protecting these species from extinction.

It may be a surprise to you to know that there are millions of bird species that are endemic to New Zealand; in other words, they are rarely found anywhere else throughout the world. Because quite a large number of these birds lead a living on a diet of freshly-caught fish, they often nest alongside the coastline or, follow the neighboring river, if necessary to track freshwater fish. Once they have mated, the female will collect twigs and pieces of debris to build nests where she can hatch her eggs under safe circumstances, like out the reach of predators.

When first immigrants landed on New Zealand roughly 7 centuries ago, rats were carried on the ships with them. The rats flourished in the warm climate and gradually became a threat to the native bird populations, particularly to the flightless species. In 1984, researchers discovered that just 3 pairs of flightless bird species remained in existence, and that even these faced severe pressure. Now, New Zealand is a global pioneer in facilitating the recovery of severely endangered species from the brink of extinction.

Every year, researchers conduct certain surveys aimed at monitoring the fluctuation in the levels of bird numbers and species living in New Zealand. Owing to migration patterns of a few bird species, it is far from easy to accurately estimate the bird numbers since many may have flown to other regions in search of mates and warmer climates, and thus not be included in the investigation.

Probably, there is a sensitive link between bird numbers and environmental influences, especially those closely linked to human activities. Routine activities, such as farming or building houses, can have a massive impact on the local populations. Forests that play a role of a habitat for thousands of birds can be entirely eradicated to produce fields for cropping or to provide wood for construction, which is such a catastrophic impact.

It is not only the activities of humans that threaten the living conditions of bird species, but the population of many predatory animal species has dramatically risen in New Zealand. One of these predators is the Mantane snake, which was introduced from Australia and has decimated the population of Killdeer birds. These birds nest on the ground, and often return to find their eggs have been devoured by the egg-eating snakes.

One cannot dismiss; of course, it is the disadvantage of that nature itself that imposes on the survival of many bird species. Natural disasters such as storms can be devastating, tearing apart forests and leaving thousands of destroyed nests in their wake. Monsoons flood the rivers and often drown many of the flightless bird species that are unable to escape.

Unfortunately, illegal hunting, which is the greatest threat to bird species in New Zealand, is nearly impossible to prohibit. Several bird species, which are going to be extinct, now appear on display at the national zoo, and there is such a crucial need that urgent policies are adopted to protect them. The zoo recently employed an expert in bird protection, who strongly suggested that a guard should be employed to protect their birds from poachers.

The expert also lays much stress on the fact that the birds can be haunted by quite a stressed situation where the public can approach them too closely, suggesting that the administration install a fence network to keep the public a safe distance away from the birds. In spite of this threat to birds in captivity, it is the freely roaming birds that are most at risk. Many efforts are being made to educate the public in terms of how they can contribute towards protecting birds that are living in the wild.

Finally, research has indicated that one of the most feasible measures of keeping the public noticed about the significance of protecting the bird populations is through the media. I advise you all to read the related articles in specialist journals, and also do some research on the Internet. Everyone can make your own contribution if you put your mind upon it!

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **9:30 a.m. / 9.30 a.m. / 9:30 AM / 9.30 AM** | I recommend you to get on the 9:30 a.m. express |
| 2 | **Helendale** | Helendale is the nearest station to you |
| 3 | **Central Street** | the first one is the 706 bus from Bayswater Shopping Centre to Central Street |
| 4 | **782** | The 702 will take oh, sorry, it's the 782 that will take you to the station |
| 5 | **8:55 (a.m) / 8.55 (a.m)** | I'd like to say the 8:55 one is more reassuring than the 9:05 one |
| 6 | **1.8** | Well, the bus is $1.8 in cash and the train is $10 each way |
| 7 | **7:45 / 7.45** | All right, if you could begin your returning journey before 5 in the afternoon or later than 7:45 (a quarter to eight) in the evening |
| 8 | **7.15** | It means, with cash, it would cost you $10, but if with your card, you will only pay $7.15 for returning |
| 9 | **commuter** | If the ferry services you say is Harbour City ferries that connect the northern and southern banks, then yes. They are commuter ferries, one-way trip costs $4.5, but with the Travel Link Card you will enjoy a 20% discount, and the cost will be $3.55 |
| 10 | **afternoon** | We determined to go an afternoon tour and it cost us $35 each |
| 11 | **A** | I looked into a few approaches online trying to reduce my water usage as much as possible and have been pleasantly surprised to figure out that there are experts in that field who can make some instant changes to my home |
| 12 | **C** | Instead, simply switch off all plug sockets and appliances to make an immediate saving on your electricity consumption |
| 13 | **B** | The bills can now be paid online, for instance, which was a thrill to me because it saves me from driving to the bank |
| 14 | **B** | But the cons about this is that whenever I need to take a meter reading, I'll have to use a torch because it is hidden in darkness, and without a flashlight I can't read the numbers on the screen correctly |
| 15 | **C** | I recently extended my house with a new room that takes up as bathroom with a low energy boiler so I am able to take long showers guilty-free. My walls are nice and thick and well-insulted, but disappointingly the window is a little draughty; thus I am about to make some investments by doing some upgrading |
| 16 | **A** | Given the renewable energy, I initially thought about installing solar panels on the roof to heat the water rather than applying a new low energy boiler, which was the price-friendly alternative. But I finally determined that the panels would make my house ugly on the exterior, in spite of their easiness on technical operation |
| 17 | **A / B** | switching from baths to showers doesn't change much on your total water usage I would recommend you not to fill up washing machine before switching it on, because I found out that the clothes were not thoroughly cleaned |
| 18 | **A / B** | switching from baths to showers doesn't change much on your total water usage I would recommend you not to fill up washing machine before switching it on, because I found out that the clothes were not thoroughly cleaned |
| 19 | **A / C** | One of the most commonly asked questions this week was which device is the lowest energy option for watching films a number of you wanted to know what the most efficient temperature is to set the thermostat to |
| 20 | **A / C** | One of the most commonly asked questions this week was which device is the lowest energy option for watching films a number of you wanted to know what the most efficient temperature is to set the thermostat to |
| 21 | **B** | I don't think that it would be hard for us to pass the assessment. As long as we don't copy the answers from anyone else's exam paper, I think we'll be sure to pass |
| 22 | **A** | I think I should exclude some of the pictures in the presentation, since many people were killed and some of them can be quite disturbing |
| 23 | **A** | It's not that reasonable to list two unrelated locations for one volcano, but since no one has been capable of figuring out which is the correct one, there has been no choice left for us yet |
| 24 | **C** | I suggest we'd better surf some information online about Mount Etna in Sicily, which is well known for the stunning panoramas that one can appreciate from its peak |
| 25 | **B** | Well, then I think we can just ignore it, since it's a man-made volcano and not that closely linked to our syllabus and probably won't be tested in the exam questions |
| 26 | **B** | He was impressed by the amount of research that I had carried out before I started, but he criticized that I was just mostly writing a summary of the facts instead of giving my own opinion |

| # | Answer | Explanation |
|---|---|---|
| **27** | **A** | He suggested me that next time I should present my work as a short documentary film, which he thinks will help me to strengthen my arguments |
| **28** | **C** | I opt to discuss about the lack of knowledge that most people have about volcanoes and the awareness that they look at them in such a negative way. During documentaries and lectures, the scientific experts often neglect to mention the positive features that volcanoes possess |
| **29** | **E** | Also, I felt very under-prepared, since I didn't fulfil the presentation until the night before and therefore there had been no time for rehearsal |
| **30** | **F** | Yes, I think it's important that we list all of the differences between active and extinct volcanoes as there will definitely be a question on this topic |
| **31** | **river** | they often nest alongside the coastline or, follow the neighboring river, if necessary to track freshwater fish |
| **32** | **3 pairs** | In 1984, researchers discovered that just 3 pairs of flightless bird species remained in existence, and that even these faced severe pressure |
| **33** | **estimate** | Owing to migration patterns of a few bird species, it is far from easy to accurately estimate the bird numbers since many may have flown to other regions in search of mates and warmer climates, and thus not be included in the investigation |
| **34** | **farming** | Routine activities, such as farming or building houses, can have a massive impact on the local populations |
| **35** | **eggs** | These birds nest on the ground, and often return to find their eggs have been devoured by the egg-eating snakes |
| **36** | **storms** | Natural disasters such as storms can be devastating, tearing apart forests and leaving thousands of destroyed nests in their wake |
| **37** | **guard** | The zoo recently employed an expert in bird protection, who strongly suggested that a guard should be employed to protect their birds from poachers |
| **38** | **fence** | The expert also lays much stress on the fact that the birds can be haunted by quite a stressed situation where the public can approach them too closely, suggesting that the administration install a fence network to keep the public a safe distance away from the birds |
| **39** | **wild** | Many efforts are being made to educate the public in terms of how they can contribute towards protecting birds that are living in the wild |
| **40** | **media** | Finally, research has indicated that one of the most feasible measures of keeping the public noticed about the significance of protecting the bird populations is through the media |

# Test 91

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

| INCIDENT REPORT | |
|---|---|
| Example<br>Name: | Anna Lumley |
| Contact (Phone) Number: | 1 _____ |
| Date of expected arrival: | 2 _____ |
| Address: | 235 3 _____ Road, East sea |
| The total value of insurance: | $ 4 _____ |
| Missing items: | -lamps and chairs (not expensive)<br>-furniture and 5 _____<br>-a rocking horse, a number of 6 _____ and fruit bowls |
| Items ordered: | -a clock<br>-a 7 _____ |
| Damaged items: | -the 8 _____ needs to be replaced<br>-a 9 _____ of one of the dining chairs is split<br>-four 10 _____ were broken |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Choose the correct letter, A, B or C.

**11** The Treloar Valley passenger ferry

- **A** usually starts services in April.
- **B** departs at the same time each day.
- **C** is the primary means of transport for local villagers.

**12** Which of the following is true about the river cruise?

- **A** It can be combined a train journey.
- **B** It's unsuitable for people who have difficulties in walking.
- **C** The return journey takes up to four hours.

**13** What information is given about train services in the area?

- **A** Trains run non-stop between Calton and Plymouth.
- **B** One section of the rail track is raised.
- **C** Bookings can be made via telephone or the Internet.

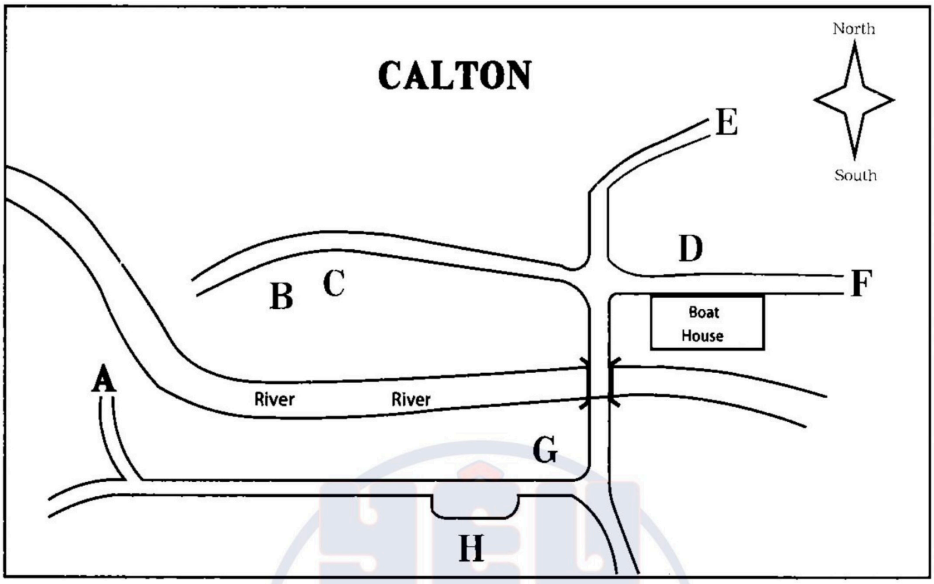
**14** The rover bus ticket

- **A** can be used for up to five journeys a day.
- **B** is valid for weekend travel only.
- **C** has recently gone down in price.

### Questions 15-20

Label the map below.

Write the correct letter, A-H, next to Questions 15-20.



| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| **15** bus stop | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **16** car park | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **17** museum | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **18** old mill | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **19** potter studio | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **20** cafe | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Choose the correct letter, A, B or C.

**21** Lila and Jake chose this article because

- **A** ○ it was on a topic familiar to most students.
- **B** ○ it covered both IT and education issues.
- **C** ○ it dealt with a very straightforward concept.

**22** How did Lila and Jake encourage students to take part in their research?

- **A** ○ They convinced them they would enjoy the experience.
- **B** ○ They said it would help them do a particular test.
- **C** ○ They offered to help them with their own research later on.

**23** Lila and Jake changed the design of the original questionnaire because

- **A** ○ it was too short for their purpose.
- **B** ○ it asked misleading questions.
- **C** ○ it contained obsolete points.

**24** Lila was surprised by the fact that

- **A** ○ the questionnaire returns to be low.
- **B** ○ so many students sent back their questionnaires.
- **C** ○ the questionnaire response were of such high quality.

### Questions 25-26

Choose TWO letters, A-E.

**25** **26** What TWO things did respondents say they liked most about doing the crossword?

- **A** ☐ It helped them spell complex technical terms.
- **B** ☐ It was an enjoyable experience.
- **C** ☐ It helped them concentrate effectively.
- **D** ☐ It increased their general motivation to study.
- **E** ☐ It showed what they still needed to study.

### Questions 27-28

Choose TWO letters, A-E.

27 28 In which TWO areas did research findings differ from those of the original study?

- A ☐ student's interest in doing similar exercises
- B ☐ how much students liked doing the crossword
- C ☐ time taken to do the crossword
- D ☐ gender differences in appreciation
- E ☐ opinion about using crosswords for formal assessment

## Questions 29-30

Choose TWO letters, A-E.

29 30 What TWO skills did Lila and Jake agree they had learnt from doing the project?

- A ☐ how to manage their time effectively
- B ☐ how to process numerical data
- C ☐ how to design research tools
- D ☐ how to reference other people's work
- E ☐ how to collaborate in research

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-35

Complete the table below.

Write ONE WORD ONLY for each answer.

| Time perspectives | | |
|---|---|---|
| **Time zone** | **Outlook** | **Features & Consequences** |
| Past | Positive | Remember good times, e.g. birthdays; keep family records, photos, albums, etc. |
| | 31 _____ | Focus on disappointments, failures, bad decisions. |
| Present | Hedonistic | Live for 32 _____ ; seek sensation; avoid pain. |
| | Fatalistic | Life is governed by 33 _____ , religious beliefs, social conditions. Life's path can't be changed. |
| Future | 34 _____ | Prefer work to play. Don't give it to temptation. |
| | Fatalistic | Have a strong belief in life after death and the importance of 35 _____ in life. |

### Questions 36-40

Choose the correct letter, A, B or C.

36 We are all present hedonists

- A ○ at school.
- B ○ at birth.
- C ○ while eating and drinking.

37 American boys drop out of school at a higher rate than girls because

- A ○ they need to be in control of the way they learn.
- B ○ they play video games instead of doing school work.
- C ○ they are not as intelligent as girls.

38 Present-orientated children

- A ○ do not realise present actions can have negative future effects.
- B ○ are unable to learn lessons from past mistakes.
- C ○ know what could happen if they do something bad, but do it anyway.

39 If American had an extra day per-week, they would spend it

- A ○ working harder.
- B ○ building relationships.
- C ○ sharing family meals.

**40** Understanding how people think about time can help us

- **A** ○ become more virtuous.
- **B** ○ work together better.
- **C** ○ identify careless or ambitious people.

# Transcripts

## Part 1

Receptionist: Hello, this is the complaints centre of the service department at Clifton Antiques. Before we start, I'll just need to take more details from you, OK?

Caller: Sure, no problem.

Receptionist: Well, could you please tell me your full name, madam?

Caller: It is Anna Lumley, that's Anna, L-U-M-L-E-Y.

Receptionist: All right, L-U-M-O-E-Y.

Caller: Not exactly. The fourth letter is L, not O.

Receptionist: Oh, sorry. Let me rewrite it... and may I have your contact number that we can use to reach you during the week?

Caller: Sure, my mobile phone number is 0-double 7-8-7-6-3-4-5.

Receptionist: Great. Now, what can I do for you today, Anna?

Caller: I produced an order of a large quantity of items from you last week on the 20th February, and has been expecting them to arrive at the office in a week. However, only half of the shipment has been delivered. I just would like to ensure that they haven't been missing in transit.

Receptionist: All right, madam. It's a pity that we brought the inconvenience to you. I'll look for the parcel track record and see if I can give you a date when it is okay to receive the rest of your orderings. What was your delivery address listed?

Caller: I made the arrangements for the parcel to be conveyed from your warehouse on Ardale Road to my office address at 235 Akendale Road.

Receptionist: Sorry, could you say it again, the address?

Caller: 235 Akendale Road. A-K-E-N-D-A-L-E.

Receptionist: In east sea?

Caller: Yes, sir.

Receptionist: Well, OK. Our system has tracked your parcel, which shows that your shipment has been received; however, there's no record about the lost items. I would suggest that you wait for two days, and if the other items don't arrive then you might necessarily consider to claim insurance coverage for the value of the rest. How much are them worth?

Caller: Umm, they cost me $34,500 in total.

Receptionist: All right. For this amount, I think 10% will be covered by the insurance company, therefore, you could claim $3450 from them. If you like to, there is a form on our website that you can fill in and when the loss is confirmed, you will get the money within five workdays. The rest of the money will be refunded to you in a month, so you won't suffer a financial loss.

Caller: It sounds reasonable.

Receptionist: Yet it is necessary to make a list of your lost items so we can recheck it against our records, is that ok?

Caller: Of course, okay. It is unfortunate that a few missing items are the sole one of a kind and thus, irreplaceable. Also, there were many small items that aren't very valuable, like lamps and chairs. However, there was a large item of antique furniture and a bag filled with first edition books, which were some of the first ever to be printed on a press.

Receptionist: Right, ok. Anything else?

Caller: Yeah, there were also some important items, a Victorian rocking horse for my daughter, some large oil paintings originating from the Edwardian period and some few decorative fruit bowls.

Receptionist: Right, ok. I've taken down the list of these missing items, so I'll call the warehouse to see if any of them are still there.

Caller: Ah, I almost forgot! There are several other pieces that I've spotted on your website and wanted to order. May I do that now?

Receptionist: It is definitely okay. Would you describe me a little about the items that you are looking to buy?

Caller: There is a gold clock and a golden framed vintage mirror.

Receptionist: Ok, perfect. The charge will be taken from payment card that you used before, you can expect them to be delivered within the next week. Is there anything else that I can do for you today?

Caller: Yes, I received two damaged items in the shipment, so I need to claim for a partial refund.

Receptionist: Oh, sorry. I need to know more about the details of the actual damage over the phoneline before you put in a full report. What kinds of pieces are damaged?

Caller: A drawer is missing from the antique mahogany desk, and I also spotted a dent on one of the corners, so it's basically unusable.

Receptionist: I see. Do you know how much will it cost to repair it?

Caller: No. Well, I don't think it's repairable. I will have to buy a new one.

Receptionist: Sorry. I'll take a note of that and see what we can do for compensation. Anything else?

Caller: I also purchased a set of dining chairs with navy leather padding. However, the colour is faded and one of the legs has completely split down the middle.

Receptionist: Ok, are there any other damaged pieces?

Caller: Yes, there is a set of Chinese crockery to furnish my dining room table. But when I opened the case I found that a cup was lost and that some plates had smashed—four, actually.

Receptionist: And is that all of the items?

Caller: Yes. Think that's all.

Receptionist: Right, I'll estimate the value of the damaged and a refund will be issued.

Caller: Ok, cheers for your great help.

Receptionist: No problem, my pleasure. Goodbye!

## Part 2

An unspoiled splendid scenery take its shape in the valley and estuary of river Treloar, abundant with wildlife as well as views of historic interest. There are lots of channels to explore the area with the wonderful public transport networks. With just short walks in between spots, it is possible for you to leave the car behind and travel by boat, train or bus.

There is Treloar Valley passenger ferry running between villages, alongside the river estuary and serves as a link with the train station at Barry, from which it takes only 10-minute walk from the riverside village of Carlton. In the past, the main transport way in the area was the river and as the past, the ferry timetable varied from day to day according to the time and height of the tide. The ferry is also seasonal, usually running its businesses during the period between April and September depending on the weather. Visiting our website, www.treloarferry.co.uk, it's convenient to download the timetable. If you would like to relax and enjoy the wonderful scenery, just take a river cruise to Carlton and back from the nearby City of Plymouth. Visitors were carried along the same route by steamships in the past. Queen Victoria and her family also enjoyed such trip in 1856.

Today, it takes you few hours during journey; the round trip only lasts for 4 to 5 hours, varying in terms of the tides and weather. You can travel up river by boat and return to Plymouth by train if you prefer. There will be wheelchair access on all the cruise boats and trains. For more information and departure times, please ring Plymouth boat cruise on 01752823104.

Trains travel between Carlton and Plymouth many times a day with different stations in between throughout the year. Local commuters as well as visitors who fancy the lovely scenery prefer to use the service. What highlighted the journey most is going across the river on the amazing viaduct which was constructed at the early period of the 20th century, and it towers 120 feet over the water. Tickets can be directly bought on the train so it is unnecessary to book ahead. You can reach National Rail Inquiries by phone or online for more details about fares and timetables. The bus service is now linking all train stations and villages in the zone, specially for holidaymakers. There is a rover ticket including unlimited journeys, which can be used on weekends and national holidays. The rover ticket offers great value for money and is now even cheaper than it was last year. For adults, a ticket costs 5.50 pounds per day, for senior citizens the cost is 4.50 pounds and a family ticket for up to 5 people only costs 12 pounds. You can purchase tickets on the bus.

At the centre of the Treloar estuary area is the historic riverside village of Carlton. The main road comes into the village from the south and for those who are riding by bus it turns left just before the bridge and stops in the lay-by on the left hand.

From there, it's just a short walk to Carlton's various attractions. If you are arriving by car you have to leave it in the main car park. Go over the bridge, take the first turning on the right, then go on until you come to the end of that road. It's the only place to park in Carlton but there's no charge.

If you're interested in local history, there is a museum in Carlton with farming, fishing and household implements from the late 19th century. As you come in from the south, cross the river and go straight on the same road until you reach the end. Also, on the subject of history you can go and see the old mill which is recently been renovated and put back into use. Turn left before you come to the bridge then go straight on and take the first turning on the right. This leads straight there.

If you're interested in arts and crafts there's a potter studio where you can watch the artist at work. After crossing the bridge, turn left and it's the second building on the left. Finally when you in need of refreshments, there's a cafe opposite the old boat house, and a picnic area near the mill.

## Part 3

Tutor: So I gave you both a task to select an article about a small-scale research project.

Both: Yes.

Tutor: And I required you to have a trial to replicate the procedures of the research in your own context, I mean, try it out yourself.

Jake: Yeah, and we've done that.

Tutor: Nice, in this way I want you to tell me a little bit about the article and explain why it started applying crosswords to assist the students to review the exam terminologies.

Lila: All right, the article was written by two university professors who had initially used crosswords to help the students revise the terminology for exams.

Jake: And the crosswords were designed and installed on computers.

Lila: And we selected the article because though we weren't familiar with the technique, it seems an accessible topic. You know, using IT to design crosswords for higher education.

Tutor: That's a good reason. So both of the professors would like to see how well this innovation was received by their students?

Both: Yes.

Tutor: So what has been going on with your reproducing the research?

Lila: Well, we collected a series of some terms from our own modules and put them in a list, then we designed a crossword to revise them.

Jake: Then we invited some of our classmates to try out our crossword and then ask for some feedback from them, you know, like their feelings, views, as well as some suggestions about using this technique.

Tutor: Did you find easy to have people participated in?

Jake: Not really. At first, you know, it was actually hard, but later when we convinced them by talking about the actual benefit that they will get from participating in this research on preparing for an exam which is coming up later this semester...

Lila: ...it functioned.

Tutor: Great, so how did you get the feedback from the students that tells you their thought about the crosswords?

Jake: By a questionnaire. There were two pages in the original questionnaire and it included lots of x-linked questions. But the whole section about difficulties using IT is now out of date. Even the questionnaire had just been finished a few years ago.

Tutor: So have you done a shorter version?

Lila: Sure, and then we emailed it to 40 students and received 28 replies. I was disappointed by the fact, but... this was a relatively good result, I mean the responses from we got were well-written, you know, people did take a lot of care on them, but I was still taken aback with the low numbers.

Tutor: Yes, for an apprentice researcher, it's an important lesson to learn.

Both: Yeah.

Tutor: So what was your result?

Jake: Well, basically their feedback was extremely positive. The students said that crosswords on a computer really helped them not to get distracted and stay focus on the work in hand, which is better than other ways of doing the revision that are often disturbed by other things.

Lila: Yeah, that was really clear. But I was struck by the fact that they hardly featured having fun in their responses. Nor did anything to do with spelling of hard words, which I thought would apparently be a benefit.

Tutor: No? Okay.

Lila: Their responses also said that the crosswords hadn't really prompted their general motivation to study, but it had highlighted the gaps in their memory so they can figure out what kind of work was necessary to do further.

Tutor: Right, so how did your findings cope with those done by the original researchers?

Jake: There were a couple of similarities but...

Lila: We still found two primary differences. Compared with females, more males liked the technique, yet the original findings were the reverse case.

Jake: Also, our respondents said they wouldn't mind doing a crossword in the final official exam, even in the original study, it showed that even if crossword makes exams shorter, they would not like it to be included.

Lila: But for informal purposes, of course, both sets of respondents said doing more crosswords would be a great interest to them, like revision or so.

Tutor: Right, so let's think about the whole project, and what you've learned from it?

Lila: Well. It really took a long time.

Jake: Yeah, and I don't think we handled that aspect well.

Lila: It could have gone worse. I mean there was not much data collected, so we didn't have to spend ages dealing with it, and since we'd already done a course on numerical data processing, so there wasn't much new for us.

Jake: Yeah, definitely. Anyway, I think our questions designed was good so that the data we collected was manageable.

Lila: Yeah. It really helped having the original study to guide us, as it were. And that helped us to see what a good research instrument is.

Jake: What questionnaire should be like.

Lila: Absolutely, we got a lot from that. But when we were writing up the project, I'm not sure whether we'll know how to acknowledge the work of the original study, you know, our referencing.

Jake: No, that's what we both need to learn in the future.

Lila: Actually, that part's been great, find ways to share and support another person.

Jake: That's the real plus from the project, learning ways to do that.

Tutor: Well, it's obviously been very successful.

## Part 4

Today, I would like to share something with you about time. Particularly, I'll be looking at the way we think about time, and how these perspectives of time structure our life. Social psychologists have pointed out that there are six ways of thinking about time, which they regard as personal time zones.

The first two types of time zones are based in the past. Past positive thinkers usually spend a major part of their time looking back to the past, which means they are in a state of nostalgia, where they fancy remembering moments of happiness such as birthdays, marriages and important success time in their lives. They are those who have the habit of keeping family records, books and photo albums. The kinds of people living in a past negative time zone are also absorbed by earlier times, but they concentrate on all the negative sides of a life picture such as regrets, failures or poor decisions. They spend plenty of time imagining what life could have been.

Then, it is those who live in the present. Present hedonists live their life in pleasure and immediate sensation. Their life motto should be having a good time and avoiding painful experiences. Present fatalists live in the present as well; however, they think this moment is the product of circumstances entirely beyond their control, but it is more a fate. Whether it's poverty, religion or society itself, something prohibits fatalists from thinking that they do perform a role in changing their life outcomes. Life is simply what it is.

How about the future time zone? People who are sorted into future active group are those who do plans and go for their plans. They don't play but work, and resist temptation. They make decisions in terms of potential consequences, rather than experience itself. The other type of future-oriented perspective is future fatalistic. This group of people holds a belief that there will be a certainty of life after death and certain kind of judgement day when they will be assessed on how virtuously they have had a life and what achievements they have had in their lives.

Okay, so much for all the types. You now may ask 'in what ways are our lives influenced by these time zones?' Well, let's start at the beginning. When we were born, no exceptions, everyone was a present hedonist. All the initial needs and demands like being warm, secure, fed and watered were all from that time. But formal education will change the way we think. Each one of us is taught to prevent focusing only on the moment and start to make estimates about the future. But you might be surprised, every nine seconds a child drops out of school in the US. More interestingly, there're much more boys dropping out than girls doing. We may easily draw a conclusion: 'boys aren't as intelligent as girls.' But the evidence doesn't support this. A recent survey indicates that when American boys reach the age of 21, they have spent roughly 10,000 hours on video games and also suggests that they'll never fit in the traditional classroom, because there is a stronger need for those boys to have a certain circumstance in which they are capable of managing their own learning environment.

Now, let's move on to how we do prevention education. All kinds of prevention education are usually targeted at the future time zone. We say 'don't smoke or you'll get cancer', 'get good grades or you won't get a good job.' But as for present-oriented kids, it doesn't make sense. Though they do know the potentially detrimental consequences of their actions, they insist on how they behave because they're not living for the future. They are in the present right now. Logics won't be helping and it's no use reminding them of potential fall-out from their decisions or previous judgement errors. We have to get in their minds just as they're about to make a choice.

How we value and use our time is greatly influenced by the time perspectives we have. When Americans come across a question about how busy they are, most of the interviewees usually report being busier than ever before. They admit to sacrificing their relationships, personal time and good sleep during nights for their careers. But 20 years ago, 60% of Americans had sit-down dinners with their families, yet now the number dropped to 20%. However, when they're asked what if there are 8 days in a week, they say 'Oh, that'll be fabulous'. They would spend that time working to achieve more. They're persistently trying to get to the future point of happiness.

So, it's of vital importance that we know how other people think about time. We tend to think: 'Oh, that person is really irresponsible,' or 'That guy is power hungry,' but often what we care about is not the fundamental personality differences, but only various approaches of thinking about time. Rather than distinctions of characteristics, seeing these conflicts as differences in time perspectives can promote more effective cooperation between people and get the most out of each person's individual strengths.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **077876345** | Caller: Sure, my mobile phone number is 0-double 7-8-7-6-3-4-5 |
| 2 | **27(th) February** | I produced an order of a large quantity of items from you last week on the 20th February, and has been expecting them to arrive at the office in a week |
| 3 | **Akendale** | I made the arrangements for the parcel to be conveyed from your warehouse on Ardale Road to my office address at 235 Akendale Road |
| 4 | **3450** | For this amount, I think 10% will be covered by the insurance company, therefore, you could claim $3450 from them |
| 5 | **books** | However, there was a large item of antique furniture and a bag filled with first edition books, which were some of the first ever to be printed on a press |
| 6 | **paintings** | Yeah, there were also some important items, a Victorian rocking horse for my daughter, some large oil paintings originating from the Edwardian period and some few decorative fruit bowls |
| 7 | **mirror** | There is a gold clock and a golden framed vintage mirror |
| 8 | **desk** | Caller: A drawer is missing from the antique mahogany desk, and I also spotted a dent on one of the corners, so it's basically unusable. Receptionist: I see. Do you know how much will it cost to repair it? Caller: No. Well, I don't think it's repairable. I will have to buy a new one |
| 9 | **leg** | I also purchased a set of dining chairs with navy leather padding. However, the colour is faded and one of the legs has completely split down the middle |
| 10 | **plates** | But when I opened the case I found that a cup was lost and that some plates had smashed—four, actually |
| 11 | **A** | The ferry is also seasonal, usually running its businesses during the period between April and September depending on the weather |
| 12 | **A** | You can travel up river by boat and return to Plymouth by train if you prefer |
| 13 | **B** | What highlighted the journey most is going across the river on the amazing viaduct which was constructed at the early period of the 20th century, and it towers 120 feet over the water |
| 14 | **C** | The rover ticket offers great value for money and is now even cheaper than it was last year |
| 15 | **H** | The main road comes into the village from the south and for those who are riding by bus it turns left just before the bridge and stops in the lay-by on the left hand |
| 16 | **F** | Go over the bridge, take the first turning on the right, then go on until you come to the end of that road. It's the only place to park in Carlton but there's no charge |
| 17 | **E** | As you come in from the south, cross the river and go straight on the same road until you reach the end |
| 18 | **A** | Turn left before you come to the bridge then go straight on and take the first turning on the right. This leads straight there |
| 19 | **B** | After crossing the bridge, turn left and it's the second building on the left |
| 20 | **D** | Finally when you in need of refreshments, there's a cafe opposite the old boat house, and a picnic area near the mill |
| 21 | **C** | Lila: And we selected the article because though we weren't familiar with the technique, it seems an accessible topic. You know, using IT to design crosswords for higher education |
| 22 | **B** | Not really. At first, you know, it was actually hard, but later when we convinced them by talking about the actual benefit that they will get from participating in this research on preparing for an exam which is coming up later this semester |
| 23 | **C** | By a questionnaire. There were two pages in the original questionnaire and it included lots of x-linked questions. But the whole section about difficulties using IT is now out of date. Even the questionnaire had just been finished a few years ago |
| 24 | **A** | I mean the responses from we got were well-written, you know, people did take a lot of care on them, but I was still taken aback with the low numbers |
| 25 | **C / E** | The students said that crosswords on a computer really helped them not to get distracted and stay focus on the work in hand, which is better than other ways of doing the revision that are often disturbed by other things Their responses also said that the crosswords hadn't really prompted their general motivation to study, but it had highlighted the gaps in their memory so they can figure out what kind of work was necessary to do further |
| 26 | **C / E** | The students said that crosswords on a computer really helped them not to get distracted and stay focus on the work in hand, which is better than other ways of doing the revision that are often disturbed by other things Their responses also said that the crosswords hadn't really prompted their general motivation to study, but it had highlighted the gaps in their memory so they can figure out what kind of work was necessary to do further |

| # | Answer | Explanation |
|---|---|---|
| **27** | **D / E** | We still found two primary differences. Compared with females, more males liked the technique, yet the original findings were the reverse case Also, our respondents said they wouldn't mind doing a crossword in the final official exam, even in the original study, it showed that even if crossword makes exams shorter, they would not like it to be included |
| **28** | **D / E** | We still found two primary differences. Compared with females, more males liked the technique, yet the original findings were the reverse case Also, our respondents said they wouldn't mind doing a crossword in the final official exam, even in the original study, it showed that even if crossword makes exams shorter, they would not like it to be included |
| **29** | **D / E** | Actually, that part's been great, find ways to share and support another person. Jake: That's the real plus from the project, learning ways to do that |
| **30** | **D / E** | Actually, that part's been great, find ways to share and support another person. Jake: That's the real plus from the project, learning ways to do that |
| **31** | **negative** | The kinds of people living in a past negative time zone are also absorbed by earlier times, but they concentrate on all the negative sides of a life picture such as regrets, failures or poor decisions |
| **32** | **pleasure** | Present hedonists live their life in pleasure and immediate sensation |
| **33** | **poverty** | Whether it's poverty, religion or society itself, something prohibits fatalists from thinking that they do perform a role in changing their life outcomes |
| **34** | **active** | People who are sorted into future active group are those who do plans and go for their plans. They don't play but work, and resist temptation |
| **35** | **achievements** | This group of people holds a belief that there will be a certainty of life after death and certain kind of judgement day when they will be assessed on how virtuously they have had a life and what achievements they have had in their lives |
| **36** | **B** | When we were born, no exceptions, everyone was a present hedonist |
| **37** | **A** | they'll never fit in the traditional classroom, because there is a stronger need for those boys to have a certain circumstance in which they are capable of managing their own learning environment |
| **38** | **C** | Though they do know the potentially detrimental consequences of their actions, they insist on how they behave because they're not living for the future |
| **39** | **A** | However, when they're asked what if there are 8 days in a week, they say 'Oh, that'll be fabulous'. They would spend that time working to achieve more |
| **40** | **B** | Rather than distinctions of characteristics, seeing these conflicts as differences in time perspectives can promote more effective cooperation between people and get the most out of each person's individual strengths |

# Test 92

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-5

Choose the correct letter, A, B or C.

**1** What is Harry's problem?

- **A** ○ He doesn't want to sell his things.
- **B** ○ He needs to decide what to do with his possessions.
- **C** ○ He would like to take everything to England.

**2** Which of the items below does Harry want to sell?

- **A** ○ sleeping bag
- **B** ○ kitchen furniture
- **C** ○ household appliances

**3** Where is Harry going to advertise his books for sale?

- **A** ○ In the university bookshop.
- **B** ○ In the student newspaper.
- **C** ○ In the economics department.

**4** Andrea thinks it is unlikely students will purchase the furniture because

- **A** ○ they're all doing the same thing.
- **B** ○ they live at home.
- **C** ○ it's the summer vacation.

**5** Andrea thinks that a second-hand shop

- **A** ○ may not pay well.
- **B** ○ may not take your goods.
- **C** ○ may only take free goods.

### Questions 6-10

Complete Harry's notes using ONE WORD ONLY.

**THINGS TO DO:**

post furniture **6** _____

**7** _____ or sell kitchen things

get a **8** _____ first from the second-hand shop

give clothes to the **9** _____ shop

fridge and **10** _____ to Andrea

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Which counsellor should you see?

Write the correct letter, A, B or C, next to Questions 11-14.

A. Louise Bagshaw

B. Tony Denby

C. Naomi Flynn

**11** If it is your first time to see a counsellor _____

**12** If you are unable to see a counsellor during normal office hours _____

**13** If you do not arrange an appointment _____

**14** If your concerns are associated with anxiety _____

### Questions 15-20

Complete the table below.

Write ONE WORD ONLY for each answer.

| Workshop | Content | Target group |
|---|---|---|
| Adjusting | What you need to succeed in academic sections | **15** _____ students |
| Getting organised | Manage time efficiently, achieve **16** _____ between study and leisure | All students |
| Communicating | Talking with staff, communicating across cultures | All students, especially **17** _____ students |
| Anxiety | **18** _____, breathing techniques, meditation, etc. | Students about to sit exams |
| **19** _____ | Staying on track for long periods | **20** _____ students only |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Choose the correct letter, A, B, or C.

**21** What has Irene recently done?

- **A** ◯ She has almost finished planning the experiment.
- **B** ◯ She is not applying herself enough to her work.
- **C** ◯ She spends plenty of time in the lab.

**22** What is Bill's attitude toward Kim?

- **A** ◯ He is grateful for Kim's contribution.
- **B** ◯ He is not fond of Kim's tastes in clothes.
- **C** ◯ He thinks Kim is not good at laboratory work.

**23** How does Jen find the other people in the group?

- **A** ◯ The boys are good at maths which is very helpful.
- **B** ◯ They would fail the experiment without Irene's contribution.
- **C** ◯ Irene has completed the data analysis so the experiment is nearly done.

**24** How did Jen and Bill feel about Linda?

- **A** ◯ She always handed in her work late for the group work.
- **B** ◯ She was hard to get in touch with.
- **C** ◯ She thought it was easy to get in a high score.

**25** Why was Jen invited to the professor's personal project?

- **A** ◯ She was quite popular among students.
- **B** ◯ She always finishes reading all the assignments.
- **C** ◯ She was closer to the professor.

### Questions 26-30

What task has been distributed to each person?

Choose FIVE answers from the box and write the correct letter, A-F, next to Questions 26-30.

A. Acknowledgement

B. Methodology

C. Bibliography

D. Literature review

E. Results

F. Discussion

**26** Irene _____

**27** Kate _____

**28** Jen _____

**29** Bill _____

**30** Linda _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the flow chart below.

Write NO MORE THAN TWO WORDS for each answer.

**Expertise in creative writing**

Background—researcher had previously studies **31** _____

↓

had initial idea for research-inspired by a book (the **32** _____ of a well-known novelist).

↓

Posed initial question—why do some people become experts while others don't?

↓

read expertise research in different fields, avoided studies carried out in a **33** _____ because they're too controlled.

↓

most helpful studies—research into **34** _____ e.g. waiting tables.

↓

found participants: four true **35** _____ in creative writing (easy to find) and four with extensive experience

↓

adopting 'think aloud' techniques to collect **36** _____ data from inexperience writer. (during session-assistant made **37** _____ recordings).

↓

gathered similar data from experienced writers

↓

compared two sets of data and generated a **38** _____ for analysis (identified five major stages in writing-will be refined later).

↓

got an expert **39** _____ to evaluate the quality of the different products

↓

identified the most effective **40** _____ of stages in producing text.

# Transcripts

## Part 1

Harry: Hi, Andrea. The exams have been over, how are you feeling?

Andrea: It's fantastic that it eventually ended, isn't it? And every morning, more sleep. What about you?

Harry: Well, I've also been sleeping a lot recently. But I have many things to handle before I leave for England. Perhaps you can help me with it. I've had too many stuff that are unlikely to take back with me, but I have no idea how to deal with them.

Andrea: Well, what kind of stuff they are, and you prefer to selling them or just giving them away? It depends.

Harry: Umm, basically, everything I have: the printer, the fridge and other cooking stuff that I bought from the former renter, but the sleeping bag may be helpful on some occasions. But the new comers have already bought what they need, so they won't be interested in what I have. And giving them away will cost me too much. I'm not sure how to sell it. Oh, I've also got some clothes and books.

Andrea: Why don't you just take those with you?

Harry: The books weigh a lot, so it will easily surpass the airline's baggage allowance, and that will be another huge expense. And my suitcase can't hold that much clothes I have. Unbelievable, how much things I've got during my living here. Anyway, those summer clothes I have here in Australia won't be very useful in England.

Andrea: I understand. Well, there is something you can do. First of all, you can put up notices around the campus about the books. You know, in the Student Union Building and in the economics department. There're many notice boards. And also, any places that second and third-year students will see them. People always want to buy cheap textbooks.

Harry: Good idea, but what should I write on the notices?

Andrea: Just list the titles and authors of the books, and also with the price you want to charge. Also some basic information of you, of course, like your name, phone number, and you can also put on a little tear of a text.

Harry: Sounds great, and what about the furniture?

Andrea: You could try to put on notices about furniture, too. But normally students won't be around all summer, so they may have no interest in buying furniture now. You may also try at a second-hand shop. The store will send someone here and give you a free quote, then you decide whether you want to make a deal. But usually you can't expect a really rewardable price offer.

Andrea: You can also choose to post an advertisement on the Trading Post. Have you heard about that paper? Every week it comes out with advertisements people put about what they want to sell. But you have to pay to have your notice on and then wait for calling. Give as much information as possible and if anyone is interested with your stuff, invite them to come by and check. But making a deal is always difficult.

Harry: I haven't heard about the Post before, but I should read it now and I will put the advertisement about the fridge, the microwave and the furniture on. But I'm not sure whether kitchen stuff is good with this idea.

Andrea: Well, you can donate the kitchen stuff to charity shop or just sell them. Like the Salvation Army or St Vincent de Paul. But maybe you can call a second-hand shop and it can give you a quote first.

Harry: Sure, I will do that, wait for the evaluation result and see whether I should sell them or just give them away. But how about my clothes, still don't know what to do.

Andrea: A charity shop will take them too. So long as the clothes are in good condition and although you don't get paid for them, you know someone who really needs those help will be benefited from your clothes.

Harry: That's very true. I will put the expensive stuff, like the furniture, on advertisements, and donate the clothes and kitchen things. Come on, let's go and buy Trading Post and we can write the offer together.

Andrea: Well, in fact, I'm interested in buying your microwave as well as fridge, depending on your offer, of course.

## Part 2

Good morning, boys and girls. I'm Steven, working as the counselling administrator at College's counselling administration. Today I would like to talk with you about the counselling team of the school and the services you can be offered.

There are now three professional counsellors in our team here at St. Court. They are Louise Bagshaw, Tony Denby and Naomi Flynn. Each of them holds regular one-on-one sessions with students, but you cannot start counselling with them until you should make an appointment with Naomi Flynn first. Naomi is an expert in meeting freshmen and delivers a preliminary session in which she will tell you what you can expect from counselling; also she would ask you a few simple questions related to what you would like to discuss. For those who are feeling a bit of worried about the counselling steps, this can be indeed helpful. Naomi is also the best choice for students who can only communicate with a counsellor beyond office hours. She's not in the office on Mondays, but she will start working on Wednesday mornings and works late on Thursday evenings, so before your first class or after your last class on those days, you can see her. Louise is in our drop-in centre office a whole day. If you want to ask some counsellors for help without a prior appointment, she will be the optimal one. But do notice that if you choose this service, Louise will either see you herself, or send you to the next available counsellor. If you want to see certain counsellor each time when you visit, an appointment in advance is strongly recommended. Online or at reception during office hours are booking forms now available.

Tony is our latest-joined member of the counselling team. He is the sole male counsellor and has solid foundation and expertise in stress management and relaxation techniques. Anyone who is trying to handle anxiety is encouraged to see him. A variety of techniques, like body awareness, time management and positive reinforcement will be introduced to you by Tony to help you address this problem.

Each term, there will be some small team workshops operated by the counselling team, which last for two hours and are all free to the enrolled students.

The first workshop we offer is Adjusting. For some people, college education is found to be a big shock. It tends to be simple to get lost after the structured learning surroundings of school. Therefore, what is essential for academic success in this workshop will be shared. As anticipated, this offering is targeting first-year students.

Getting organised is the service that the second workshop offers, where we are active to motivate you to break off the habit of putting things off. We will try to help you get the most out of your time and find out the optimal balance between academic and recreational activities. In this workshop, we're catering to a broader crowd, ranging from undergraduates to postgraduates.

The next one is a Communication workshop. If you've come from overseas, the way people interact here may be quite different to what you're used to. This workshop will recommend some ways to foreign students about handling many situations. For example, they might find struggling on how to talk with teachers and other staff. It will also cover all aspects of multicultural communication. International students will learn a lot from this class, so we particularly encourage you to come along, but I have to say that occasionally local students can find it helpful as well. Everyone is welcome!

The workshop called Anxiety will be available later on in the year and it will target something you might be familiar with, that is the nerves and the anxiety brought by the coming exams. Lots of students experience their entire academic careers like this, but surely there is a way to solve problems. Welcome to Anxiety workshop and you could learn several ways of relaxation and the proper way of breathe, as well as meditation and other methods to keep calm. This workshop is designed for everyone who is going to take exams.

The last workshop we have is the Motivation workshop. The theme for this workshop is how to stay on target and be motivated during the long-run projects. This workshop is only available for research students. Less-advanced students already have some workshops dealing with their needs. Well, that's it, thanks for listening. If you would like to learn more information about our services, do visit us at Counselling Service.

## Part 3

Bill: Oh, hi Jen and Irene! You two are heading to class, aren't you?

Irene: Hey Bill, yes, we are just walking there now. It's a little bit early now, though. We still would like to make some preparations for our apparatus for the experiment practice! How about walking with us, come on?

Bill: Of course, it's really great to catch up! How's it going with your experiment? Have you already chosen the subject you're going to test yet?

Jen: To be honest, so far it is going well, and we're now serving as the laboratory partners responsible for conducting the test. Also, we've decided to test the impacts of the gravitation force on a variety of objects with a number of densities.

Irene: Interesting indeed, but surely plenty of work for you to do. During the last two weeks, I've been thinking of and planning the test and eventually did it yesterday.

Bill: Goodness Irene, your hard work really left me with a deep impression.

Irene: Frankly, I'm into chemistry so much, so for me it's not very much like work. Whenever there is a little free time for me at the weekend, I'd like to spend it in the laboratory on my experiment, which almost feels like a second home to me.

Jen: What about you, Bill? Which partner are you currently working with?

Bill: Me and Kim, we were partnered by the tutor. I've never worked with him before, so I was worried at first that he wouldn't do that well in the lab work, but later it turns out he's so capable.

Irene: I've noticed that he's always very well dressed.

Bill: Yeah, we share the same tastes in clothes; he's very stylish. But that doesn't keep him from getting hands dirty. He works very hard and makes significant contributions, which I really appreciate.

Jen: Ah, it's great that you and your partner get along with each other well, which I think will bring much more pleasure to your experiments when both of you work well together.

Irene: What do you think of the other people in our group?

Bill: Most boys are really good at math, which is really helpful when it comes to calculation.

Jen: Irene is also good at math, so she contributes a lot because she can do all the equations. I am mainly responsible for all the writing parts, since she finds it difficult. Without help between our partners, we'd probably fail.

Irene: It can't be too true. And I'm so pleased that we've nearly completed it!

Jen: Only because you finished the data analysis!

Irene: Come on Jen, you give me too much credit!

Bill: I'm so happy that Linda has not been my partner again. In last experiment, Jen and I were grouped with her, which was really like a nightmare.

Jen: Yeah, though she always submitted her part of the group work on time, but she never took her phone with her, so it was unlikely for anyone to reach her and vice versa.

Bill: We were quite annoyed at her attitude, but she was such a hard worker in all fairness, because she realised the amount of work that needed to get a high score.

Irene: Jen is so hard-working in fact; she has been invited to work on the professor's individual project.

Bill: Wow, really? That's amazing! Congrats! Do you know why he picked you?

Jen: I thought that was because I was closer to him, but he told me he was impressed by my always completing reading assignments in time for class.

Irene: I bet you will be really popular between the other students when they find out. All of them want to hear about the project.

Irene: You can distribute tasks to everyone, so all of them will get the chance to be part in it.

Jen: It actually sounds quite good! Could you help me decide who to assign each task to?

Bill: Sure! Now, let's see. Well, Irene finds writing difficult, but that might be a good opportunity for her to practice it by reviewing the bibliography?

Irene: Bibliography, I think, may be a bit too long for me, so the methodology shall be a better choice.

Jen: Sure, that makes sense. Bill, you said that Kate is a hard-working girl. So I think she could be given the conclusion part, as it requires plenty of effort.

Bill: Ok, sure. And I know that Kyle hasn't been feeling well recently, so she could be tasked with the abstract and the acknowledgement for there is very little work involved.

Irene: Jen, would you like to do the literature review part? Basically, there is a lot of work to do but I believe you really enjoy writing, so I think you'll do a good job.

Jen: Sure, sounds great.

Bill: Right, so now bibliography and the discussion are left to assign. I think Linda will be struggling with the referencing, considering the amount of work. So perhaps, I will take care of that task and she could do bibliography.

Irene: That's great, guys. Thanks for your help! I'll tell the tutor when he arrives.

## Part 4

Good morning, everyone! I would like to present the summary of work I've done by now on my research project to look into expertise in creative writing. More importantly, I'm going to share with you the procedure I underwent to collect my interim findings.

At first, I think certain relevant background information about myself should be known to you all. Before I started my current degree course in cognitive psychology, I studied English literature. And as you can imagine, this meant I spent great deal of time thinking about the notion of creativity, and what makes people develop into successful writers.

However, the idea for this research project resulted from a very specific source. I became fascinated with the idea of what makes an expert creative writer. When I read a well-known twentieth century writer's autobiography. I won't say which one at this stage, because I think that might prejudice your interpretation... anyway, this got me thinking about the different routes to expertise. Specifically, I wondered why some people become experts at things whilst others failed to do so, in spite of the fact that they may be equally gifted and work equally hard. I started to read about how other researchers had explored similar questions in other fields. I began to see a pattern, that those studies which involves researching a lab was too controlled for my purpose, and I decided to avoid reading them. I was quite surprised to find that the clearest guidance for my topic came from investigations into what I call practical skills, as such as hairdresser or waiting tables. Most of these studies tended to use a similar set of procedures which I eventually adopted for my own project.

I'll now explain what these procedures were. I decided to compare what inexperience writers do with what experience writers do. In order to investigate this, I looked for 4 people whom I regarded as real novelists in this field, which proved easy, perhaps unsurprisingly. It proved much harder to locate people with suitably extensive experience, who are willing to take part in my study. I asked the first four to do a SAT writing task and as they wrote to talk into a tape recorder, a technique known as 'think aloud'. This was in order to get experimental data. Whilst they were doing this, a research assistant recorded them with video. I thought it might be helpful for me and my transcriptions later on. I then asked four experienced writers to do it exactly the same task. After this, I made a comparison between the two sets of data and this helps me to produce a framework for analysis. In particular, I identify 5 major stages which all creative writing seemed to go through when generating this genre text. I think it was fairly effective but still needed some work, so I intended to tighten this up later for use with subsequent data sets. And then I wanted to see whether experience writers were actually producing the better pieces of writing. So I asked an editor, an expert in reviewing creative writing, to decide which were the best pieces of evaluations. I was then able to work out which sequence of the five stages seem to lead to the best writing.

Now my findings are by no means conclusive at this point. I still have a long way to go, but if any of you have any questions I'd be happy to answer them.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | B | I've had too many stuff that are unlikely to take back with me, but I have no idea how to deal with them |
| 2 | C | I haven't heard about the Post before, but I should read it now and I will put the advertisement about the fridge, the microwave and the furniture on |
| 3 | C | First of all, you can put up notices around the campus about the books. You know, in the Student Union Building and in the economics department. There're many notice boards |
| 4 | C | But normally students won't be around all summer, so they may have no interest in buying furniture now |
| 5 | A | But usually you can't expect a really rewardable price offer |
| 6 | **advertisement** | I will put the advertisement about the fridge, the microwave and the furniture on |
| 7 | **donate** | Well, you can donate the kitchen stuff to charity shop or just sell them |
| 8 | **quote** | The store will send someone here and give you a free quote, then you decide whether you want to make a deal |
| 9 | **charity** | A charity shop will take them too |
| 10 | **microwave** | Andrea: Well, in fact, I'm interested in buying your microwave as well as fridge, depending on your offer, of course |
| 11 | C | Each of them holds regular one-on-one sessions with students, but you cannot start counselling with them until you should make an appointment with Naomi Flynn first |
| 12 | C | Naomi is also the best choice for students who can only communicate with a counsellor beyond office hours |
| 13 | A | Louise is in our drop-in centre office a whole day. If you want to ask some counsellors for help without a prior appointment, she will be the optimal one |
| 14 | B | Tony is our latest-joined member of the counselling team. He is the sole male counsellor and has solid foundation and expertise in stress management and relaxation techniques. Anyone who is trying to handle anxiety is encouraged to see him |
| 15 | **first-year** | As anticipated, this offering is targeting first-year students |
| 16 | **balance** | We will try to help you get the most out of your time and find out the optimal balance between academic and recreational activities |
| 17 | **international / foreign** | International students will learn a lot from this class, so we particularly encourage you to come along, but I have to say that occasionally local students can find it helpful as well |
| 18 | **relaxation/relax** | Welcome to Anxiety workshop and you could learn several ways of relaxation and the proper way of breathe, as well as meditation and other methods to keep calm |
| 19 | **motivation** | The last workshop we have is the Motivation workshop |
| 20 | **research / advanced** | This workshop is only available for research students. Less-advanced students already have some workshops dealing with their needs |
| 21 | C | Whenever there is a little free time for me at the weekend, I'd like to spend it in the laboratory on my experiment, which almost feels like a second home to me |
| 22 | A | He works very hard and makes significant contributions, which I really appreciate |
| 23 | C | Irene: It can't be too true. And I'm so pleased that we've nearly completed it! Jen: Only because you finished the data analysis |
| 24 | B | Yeah, though she always submitted her part of the group work on time, but she never took her phone with her, so it was unlikely for anyone to reach her and vice versa |
| 25 | B | Bill: Wow, really? That's amazing! Congrats! Do you know why he picked you? Jen: I thought that was because I was closer to him, but he told me he was impressed by my always completing reading assignments in time for class |
| 26 | B | Bill: Sure! Now, let's see. Well, Irene finds writing difficult, but that might be a good opportunity for her to practice it by reviewing the bibliography? Irene: Bibliography, I think, may be a bit too long for me, so the methodology shall be a better choice. Jen: Sure, that makes sense |
| 27 | E | Jen: Sure, that makes sense. Bill, you said that Kate is a hard-working girl. So I think she could be given the conclusion part, as it requires plenty of effort |
| 28 | D | Irene: Jen, would you like to do the literature review part? Basically, there is a lot of work to do but I believe you really enjoy writing, so I think you'll do a good job. Jen: Sure, sounds great |
| 29 | F | Right, so now bibliography and the discussion are left to assign. I think Linda will be struggling with the referencing, considering the amount of work. So perhaps, I will take care of that task and she could do bibliography |

| # | Answer | Explanation |
|---|---|---|
| **30** | **C** | Bill: Right, so now bibliography and the discussion are left to assign. I think Linda will be struggling with the referencing, considering the amount of work. So perhaps, I will take care of that task and she could do bibliography |
| **31** | **English literature** | Before I started my current degree course in cognitive psychology, I studied English literature |
| **32** | **autobiography** | When I read a well-known twentieth century writer's autobiography |
| **33** | **lab / laboratory** | I began to see a pattern, that those studies which involves researching a lab was too controlled for my purpose, and I decided to avoid reading them |
| **34** | **practical skills** | I was quite surprised to find that the clearest guidance for my topic came from investigations into what I call practical skills, as such as hairdresser or waiting tables |
| **35** | **novelists** | I looked for 4 people whom I regarded as real novelists in this field, which proved easy, perhaps unsurprisingly |
| **36** | **experimental** | I asked the first four to do a SAT writing task and as they wrote to talk into a tape recorder, a technique known as 'think aloud'. This was in order to get experimental data |
| **37** | **video** | Whilst they were doing this, a research assistant recorded them with video |
| **38** | **framework** | After this, I made a comparison between the two sets of data and this helps me to produce a framework for analysis |
| **39** | **editor** | So I asked an editor, an expert in reviewing creative writing, to decide which were the best pieces of evaluations |
| **40** | **sequence** | I was then able to work out which sequence of the five stages seem to lead to the best writing |

# Test 93

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write ONE WORD AND/OR A NUMBER for each answer.

**Fruit Picking Application**

**Employment form**

*Example*

Surname of the applicant: Sophie **Harries**

Current address: **1** _____ Hostel, Sydney

Contact phone number: 0452 832721

Age: **2** _____

Preferred working location: near the **3** _____

Available to work in **4** _____

Preferred to be paid by **5** _____

Type of fruit to pick up: **6** _____

Health condition: used to have a problem with **7** _____

Has medical **8** _____

Doesn't have a licence for **9** _____

Accommodation arranged in a close **10** _____

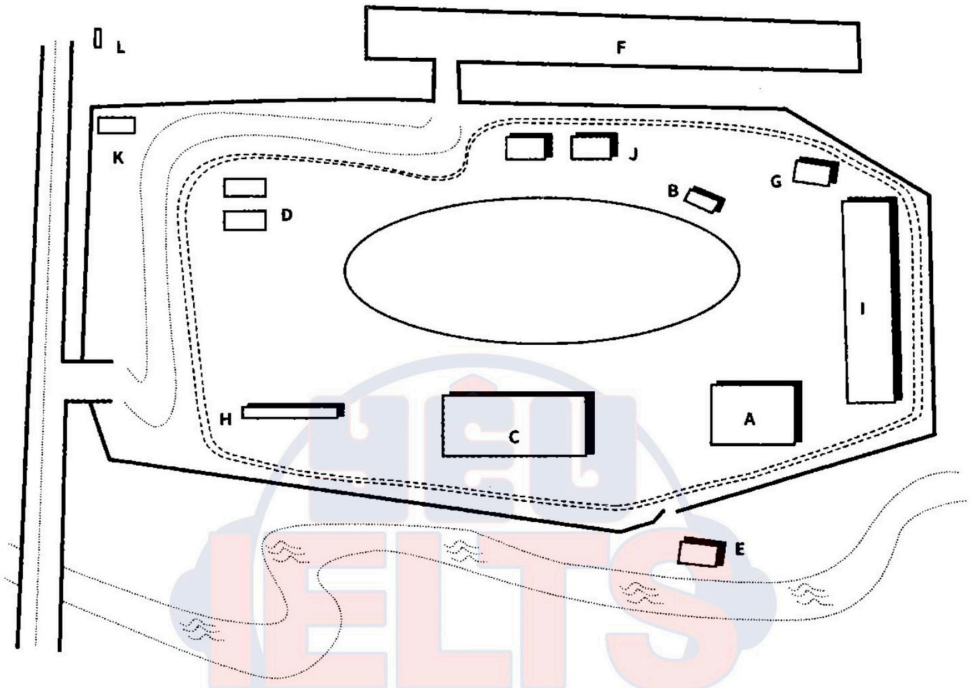
## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

Label the map below.

Write the correct letter, A-L, next to Questions 11-16.




| | A | B | C | D | E | F | G | H | I | J | K | L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 Bus stop | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 12 Student dormitory | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 13 Basketball court | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 14 Staff houses | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 15 Climbing Wall | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 16 Picnic Shelter | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

### Questions 17-20

Choose the correct letter, A, B or C.

**Grace's Creek Activity Camp**

17 One building has not been decided yet, but will probably be

- A ○ a sports facility.
- B ○ a cafeteria.
- C ○ a conference facility.

**18** The upkeep of the facility will be mainly funded by

- **A** ○ fees from training companies.
- **B** ○ the local council.
- **C** ○ visits by school groups.

**19** One disadvantage of this location is

- **A** ○ the nearest shops are too far away.
- **B** ○ the site is difficult to get to by public transport.
- **C** ○ too many schools will wish to use it.

**20** The designers of the facility had to take into account

- **A** ○ the views of local businesses.
- **B** ○ a shortage of funding for the construction.
- **C** ○ some building which were already there.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-24

Choose the correct letter, A, B or C.

**21** What does Howard say about the experience of writing his dissertation?

- **A** ○ It was difficult in unexpected ways.
- **B** ○ It was more enjoyable than he'd anticipated.
- **C** ○ It helped him understand previous course work.

**22** What is Joanne most worried about?

- **A** ○ finding enough material
- **B** ○ missing deadlines
- **C** ○ writing too much

**23** What does Howard say was his main concern a year before?

- **A** ○ forgetting what he'd read about
- **B** ○ not understanding what he'd read
- **C** ○ taking such a long time to read each book

**24** What encouraged Howard to begin writing his dissertation?

- **A** ○ talking to his tutor about his problems
- **B** ○ seeing an inspirational TV show
- **C** ○ reading a controversial journal article

### Questions 25-26

Choose TWO letters, A-E.

**25** **26** What TWO things does Howard suggest Joanne to do in the first month of tutorials?

- **A** ☐ see her tutor every week
- **B** ☐ review all the module book lists
- **C** ☐ buy all the key books
- **D** ☐ take down references for what she reads
- **E** ☐ write a draft of the first chapter

### Questions 27-28

Choose TWO letters, A-E.

**27** **28** What TWO things does Howard say about library provision?

- **A** ☐ Staff are particularly helpful to undergraduate.
- **B** ☐ Inter-library loans are very reliable.
- **C** ☐ Students can borrow extra books when writing a dissertation.
- **D** ☐ Staff recommend relevant old dissertations.
- **E** ☐ It's difficult to access electronic resources.

## Questions 29-30

Choose TWO letters, A-E.

**29** **30** What TWO things does Joanne agree to discuss with her tutor?

- **A** ☐ the best ways to collaborate with other students
- **B** ☐ who to get help from during college vacations
- **C** ☐ the best way to present the research
- **D** ☐ whether she can use web sources
- **E** ☐ how to manage her study time

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

**Chain Stores in the UK**

**Initial expansion**

- The company expanded by opening more **31** _____ in order to gain more market share in England.
- They could raise capital by reducing the quantity of branches in southern **32** _____

**Consultation**

- They closed the **33** _____ of the convenience stores in Oxford.
- Over 200 staff had to be transferred and **34** _____
- A new brand image was established to concentrate on selling **35** _____

**The future way**

- A **36** _____ was assigned to hold each discussion.
- Retail stores should be flexible in developing **37** _____ of making profits.
- Changes should be brought into **38** _____ so that the staff can become accustomed to the new rules.

**Conclusion**

- Keep **39** _____ about the expansion plans they choose.
- Companies have saved costs by changing the **40** _____ structure of department stores.

# Transcripts

## Part 1

Man: Nature Farm Speaking. How can I help you?

Woman: Hi, morning! I'd like to get some information about the part-time job of fruit picking on the advertisement. I was wondering if you still need some extra hands?

Man: Yes, I do. May I take some of your information first? What's your name?

Woman: Sophie Harries, that's H-A-double R-I-E-S.

Man: Nice to talk with you, Sophie, and where are you currently staying?

Woman: Well, I am native in London, but now I am staying in Central Hostel, Sydney.

Man: Uh okay, may I have your contact number? I can see from the website your number is 0452 832727. Right?

Woman: Oh, sorry, the last digit should be one, not seven.

Man: Got that, and now, you know we only recruit part-time employees over 18, so could I have your age, please?

Woman: I am 18, but I will have my 19th birthday at the end of this month, so you can put 19.

Man: Cool. Happy birthday, Sophie! Well, let's move on to the real business. We now have two working sites. One is a fruit farm in North Queensland and the other one is near the coast. Which do you prefer?

Woman: Uh, Hmm... I think it would be better if I can spend some time on the beach after work, so I guess the second place sounds best to me.

Man: No problem, Sophie. When do you think it is ready to join us?

Woman: It's July now, and I'd like to do some travelling around here. What about August?

Man: Yes, August is the busiest month for us. We are always short of hands.

Woman: And could you please tell me how I will get paid?

Man: We can pay you by every basket of fruits or by the hour. It's up to you.

Woman: You know, I haven't done fruit picking before. So I guess pay by the hour suits me better.

Man: Ok, I've got that. And there are now three types of fruits: bananas, mangoes and avocados. Which fruit would you like to pick?

Woman: I prefer mangoes. I think it will be easier for me.

Man: Cool, I am sure you will enjoy that.

Man: OK, now I'd like to ask you a few more questions about yourself. Do you have any medical problems, like high blood pressure, heart disease, or anything like that?

Woman: Actually I just had a medical check-up recently, and everything seemed fine. Well, I hurt my back when I played badminton with my roommate last year, but it's okay now.

Man: Aha, great. And all of our workers are required to have medical insurance in case people hurt themselves while working, like falling down a ladder. Have you got one now?

Woman: Yes. And I definitely hope it won't happen during working.

Man: Uh ha, yet you still need to take much care. By the way, do you have a driver's license? You know, the fruit farm is huge. Sometimes you will need to drive a car.

Woman: Yes, I got my driver's license last year. But I am afraid I don't have a license for driving large trucks.

Man: No worries, you are not responsible for delivering the picked to the supermarkets. There have been some drivers doing that work. And lastly, one more question, where would you like to live?

Woman: Any options for me?

Man: Well, two choices. You can either stay in a cottage on the farm or we can arrange accommodation in a town nearby.

Woman: I don't think I'd like to stay at the workplace all day long. I think the second one is better for me.

Man: Ok, let's do that. Looking forward to seeing you soon.

Woman: Many thanks. See you then.

## Part 2

Well, good evening everyone, and thanks for coming tonight. As you all know, I've been asked to report to local School Committees in the new Grace's Creek Activity Camp, which is in the final stages of construction as we speak. So, let's first of all have a look at a sketch of the overall layout. I'll point out the major features and show you a few slides of the facilities as we go. Remember that some of them are a work in progress.

Well, as you see, the site is roughly rectangular, and... emm... it's bordered on the South by Grace's Creek. This is a narrow and fairly slow-moving stream that's been cleaned up a lot in recent years, actually. Now, if you approach from the South, you cross Grace's Creek and turn right into the camp.

So, coming from the north, you'll see a bus stop just before you get to the camp itself. From the main gate, the driveway turns immediately left around the edge of the camp and while you're on the driveway, if you look right, down to the opposite end of the space across the lake, you can see the student dormitory, the largest building on the site.

Emm... You'll see that there's a shared jogging and walking track which runs next to the driveway and in fact runs all around the perimeter of the camp, next to the wall.

Now, going back to the driveway, just before the drive turns right, there are a couple of tennis courts, but they're not quite ready for use yet. And in the corner there, opposite the tennis courts, is the basketball court. It seems to be more popular with the kids than tennis these days.

OK, so the path turns left into that large rectangular space, which is the car park obviously, with space for about 80 cars and up to 5 coaches. So, coming back out of the car park, you can turn left onto the jogging track, to walk around to the student dormitory. And as you go, you pass a couple of small chalets on the right, which are the permanent staff houses.

While we're on the topic of accommodation, there is also a guest hostel, in the centre of the south side. That's directly overlooking the lake, and it's for business groups. The climbing wall is just to the left of it.

The lake, by the way, is arterial, but it is just deep enough for kayak training and even windsurfing or paddle boarding. That small building on the edge of the lake is the boat house, for the storage of all the water sports equipment. Now, the stream can also be used for kayaking, and there's a small gate in the south wall leading out to it. It's a great spot for picnics, too, so there's a picnic shelter just there.

Emm... there are a few facilities which were in the original plans, but haven't so far made it into the final design phase. We do have one building next to the dormitory, which we're a bit unsure how to proceed with.

The favourite suggestion is a gym and pool, though frankly that's a bit optimistic, given the cost of those facilities. The most likely outcome will be some kind of food outlet, because that could contribute towards the overall running, costs, with another option being a conference room.

The facility will, of course, be partly funded by visits from the general public during school terms, and we've already had some interest from companies who could use it for corporate events and retreats. That will contribute a lot to the upkeep and development because council funding won't cover everything, though it does cover the bulk of the ongoing expenses.

Well, the site might seem a little far from most of the schools in the Council area, but I should just mention that one of the attractions of this location was the easy road access and proximity to transports hubs. But not only that, the nearby Parkdale forest has some excellent walking tracks and mountain biking trails. If there's a drawback, I'd say it's the lack of grocery stores within walking distance. It's going to be a great addition to the facilities available to everyone in the area, and it's the end result of a long consultation process with schools and the public.

Now, we haven't been able to do everything that we're wanted, not particularly because of budget constraints, but more because of the extent to which we were limited by the existing structures from previous commercial use, but we have listened to both the parents and the students who are going to use the facility.

Now, I'm sure you'll have a lot of questions, so let's take a short break, and when we come back we can open up the meeting for discussion.

## Part 3

Joanne: Hi, Howard. Haven't seen you for a while.

Howard: Hi Joanne. Yeah, they are keeping us really busy on the postgraduate program, but how are you? You'll be starting your dissertation soon, aren't you?

Joanne: Yeah, tutorials start next week. I've got Dr. Peterson. You'll remember still from last year, of course.

Howard: It's not something you forget easily. But seriously, although I didn't expect to enjoy writing my dissertation, and in fact, I didn't really find it much fun, I wouldn't miss the experience. I found it really improved my understanding of the whole degree program, you know, from the first year on.

Joanne: Right.

Howard: So what are you doing yours on?

Joanne: Glaciated landscapes. Although I haven't decided exactly what aspect yet.

Howard: I did mine on climate systems, so I can't help you much, I'm afraid. But you'll be fine once you start your tutorials. Dr. Peterson will help you focus.

Joanne: I know, and he'll set me deadlines for the different stages, which is what I need. My concern is that I've got tons of material on the topic, and I won't be able to stick to the word limit, you know?

Howard: I remember I had different concerns when I was doing my dissertation.

Joanne: Last year?

Howard: Yeah, before my first trial, I did a lot of fairly general reading because I haven't fixed on my topic at that stage. I actually enjoyed that quite a lot, and you know, it improved my reading speed. I had gotten through a lot of material, but I was frightened I wouldn't remember it all, so I got into the habit of making very detailed notes.

Joanne: So, did you find your tutor helpful in getting you started?

Howard: Yeah, we certainly had some interesting discussions. But it's funny I saw a brilliant program about climate change, and it was that that fired me up. It was talking about some recent research which seemed to contradict some of the articles I've been reading.

Howard: So you see your tutorials start next week.

Joanne: Yeah.

Howard: Well, the first month was crucial. You've got to meet your tutor and decide your focus, but don't become too dependent on him. You know you don't see him every week, only when you want to check something.

Joanne: Right.

Howard: Once you got the focus, you've got to get reading. It's helpful to look through the bibliographies for all the course modules relating to your topic and get hold of any books you think you'll need.

Joanne: I haven't got much money.

Howard: I mean get the books from the library, far better.

Joanne: And I suppose I should prepare a detailed outline of the chapters.

Howard: Yeah, absolutely. But don't feel you have to follow it slavishly. It's meant to be flexible.

Joanne: Okay. Now I'm someone who likes to get writing quickly. I can't just sit and read for a month.

Howard: Not like me then. But if that's what suits you, you know, your natural approach, then you want to start immediately and write the first chapter.

Joanne: Right.

Howard: Now, Joanne. About the library, it's not worthwhile getting on good terms with the staff; they aren't always helpful with undergraduates.

Joanne: I suppose they focus on post-grads more.

Howard: Maybe. But show them you are serious about wanting to do good work.

Joanne: And what if I can't find what I need?

Howard: Well, there're inter-library loans.

Joanne: Borrowing books from the libraries. But I've heard it isn't all that reliable.

Howard: Hmm, you're right, but you probably won't need it anyway, be positive! The library is likely to have most things you need, and during the dissertation writing period, you can take out 15 instead of the usual 10 books.

Joanne: Should I look at previous years' dissertations?

Howard: You can do.

Joanne: But I don't know which are the good ones.

Howard: The library only keeps the best, and the staff can advise you.

Joanne: Are they willing to do that?

Howard: Oh yeah!

Joanne: And I'm worried about getting journal articles from the electronic library.

Howard: Well, have you tried to find any yet?

Joanne: No.

Howard: Well you should; it's really straightforward.

Joanne: That's obviously something I'll have to look into.

Howard: Dr. Peterson will help.

Joanne: Yeah, I know I can go to him if I have any worries.

Howard: Except he will be away in the second month. It's the holidays. You should ask him what to do while he's away.

Joanne: Gosh yeah, but I suppose I can get a lot of support from a couple of people who are thinking of doing the same topic as me.

Howard: Take care, collaboration can become dependency! I think you'd better see how it works out, what the people are like.

Joanne: You're probably right. About the reading, I suppose Dr. Peterson would recommend plenty of articles to get me started.

Howard: One thing I find out is what his attitude is to internet sources.

Joanne: Surely not in this day and age. I'd better get that sorted out right at the beginning.

Howard: I would if I were you.

Joanne: And I've also got some questions about the research sections. How much time should I spend explaining the process?

Howard: Well, I think that's up to you. You can see how it develops as you're writing.

Joanne: Okay.

Howard: It's the same with things like time management. That's something a tutor can't really help you with.

Joanne: I agree.

Howard: So is there anything else you need me to go over.

## Part 4

Welcome, ladies and gentlemen, to the second lecture in our series on chain stores in the UK. Today, I will be focusing on a very successful global petrol company called Telsa, paying particular attention to their expansion and future development. There will be time for questions at the end, so please refrain from interrupting during the talk.

When it was founded, the company was a family-run organization with only one shop open in a small town in southern England. The family was able to compete with other local companies by offering special discounts for returning customers, which resulted in a massive expansion of their client base. This strategy was so successful that they were able to open petrol stations across the country, subsequently increasing their market share in England.

Within a decade, Telsa was running establishments throughout the UK, including Wales and Scotland. By comparing the sales income from all of their stores, they were able to collate data that highlighted which areas were the most profitable stations in the south of Scotland. They discovered that by closing the less useful stations in the south of Scotland, they could increase the income from their other more profitable stations. This example demonstrates the importance of continually monitoring and maintaining a clear view of the finances of the company.

Once the expertise required to run the company had exceeded the abilities of the family, they needed to hire professional consultants. After assessing the company's financial statements, the consultants advised that Telsa close the head office of the convenience stores in Oxford. They deemed the head office unnecessary and identified it as a financial drain on the company as the premises were expensive to run and generated no income. To avoid firing any employees, they transferred over 200 staff to other offices and retrained them to carry out their new roles.

Now that Telsa had conquered the petrol market in the UK, they were able to branch out into other niche areas that offered prospects for profits. They realized that they could establish a new environmentally-friendly brand image by selling fresh food in their convenience stores that had been grown by local farmers. This strategy would not only broaden the scope of the company but also help to strengthen its relationships with local communities.

Every year, Telsa holds a meeting in London where all of the consultants and managers meet to discuss plans for development and improvement. These meetings are essential to the evolution of the company, as feedback is heard from all level of the organization, from the sales staff to the CEOs. They did this by assigning every manager the task of holding staff discussions, at which ideas and concerns would be passed on for evaluation at the meeting.

Telsa decided to accommodate the individuality of each of their stores instead of forcing them to conform to one overriding company identity. They realized that by increasing the flexibility of the profit-making strategies of each of the retail stores, they subsequently became more commercially successful. The level of staff satisfaction also doubled as a result, as the individuals felt that they were not being constrained to one way of thinking. To avoid misunderstandings and mistakes, any future changes were introduced in stages to familiarize the staff with the new regulations.

Now, it's time to conclude the lecture for today, so I will leave you with some food for thought before you go. To run a successful business, one cannot underestimate the importance of maintaining open-mindedness when deciding on strategies for expansion. Sometimes it's necessary to employ an independent consultant who can offer an objective and unbiased view on the running of your company. Emotion will only ever cloud your ability to make business-related decisions.

Research suitable case studies and look at how department stores, for example, were able to alter their organizational structure while minimizing costs and staff redundancies. Precedents are an essential resource when it comes to making decisions for your own business, so don't undervalue them!

Well, that wraps up our lecture for today. If there are any questions...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **central** | Well, I am native in London, but now I am staying in Central Hostel, Sydney |
| 2 | **19** | I am 18, but I will have my 19th birthday at the end of this month, so you can put 19 |
| 3 | **coast** | Man: Cool. Happy birthday, Sophie! Well, let's move on to the real business. We now have two working sites. One is a fruit farm in North Queensland and the other one is near the coast. Which do you prefer? Woman: Uh, Hmm I think it would be better if I can spend some time on the beach after work, so I guess the second place sounds best to me |
| 4 | **August** | Woman: It's July now, and I'd like to do some travelling around here. What about August? Man: Yes, August is the busiest month for us. We are always short of hands |
| 5 | **hour** | You know, I haven't done fruit picking before. So I guess pay by the hour suits me better |
| 6 | **mango / mangoes** | Man: Ok, I've got that. And there are now three types of fruits: bananas, mangoes and avocados. Which fruit would you like to pick? Woman: I prefer mangoes. I think it will be easier for me |
| 7 | **back** | Well, I hurt my back when I played badminton with my roommate last year, but it's okay now |
| 8 | **insurance** | And all of our workers are required to have medical insurance in case people hurt themselves while working, like falling down a ladder. Have you got one now? Woman: Yes |
| 9 | **truck / trucks** | Yes, I got my driver's license last year. But I am afraid I don't have a license for driving large trucks |
| 10 | **town** | Well, two choices. You can either stay in a cottage on the farm or we can arrange accommodation in a town nearby |
| 11 | **L** | So, coming from the north, you'll see a bus stop just before you get to the camp itself |
| 12 | **I** | From the main gate, the driveway turns immediately left around the edge of the camp and while you're on the driveway, if you look right, down to the opposite end of the space across the lake, you can see the student dormitory, the largest building on the site |
| 13 | **K** | Now, going back to the driveway, just before the drive turns right, there are a couple of tennis courts, but they're not quite ready for use yet. And in the corner there, opposite the tennis courts, is the basketball court |
| 14 | **J** | So, coming back out of the car park, you can turn left onto the jogging track, to walk around to the student dormitory. And as you go, you pass a couple of small chalets on the right, which are the permanent staff houses |
| 15 | **H** | While we're on the topic of accommodation, there is also a guest hostel, in the centre of the south side. That's directly overlooking the lake, and it's for business groups. The climbing wall is just to the left of it |
| 16 | **E** | Now, the stream can also be used for kayaking, and there's a small gate in the south wall leading out to it. It's a great spot for picnics, too, so there's a picnic shelter just there |
| 17 | **B** | The most likely outcome will be some kind of food outlet, because that could contribute towards the overall running, costs, with another option being a conference room |
| 18 | **B** | That will contribute a lot to the upkeep and development because council funding won't cover everything, though it does cover the bulk of the ongoing expenses |
| 19 | **A** | If there's a drawback, I'd say it's the lack of grocery stores within walking distance |
| 20 | **C** | Now, we haven't been able to do everything that we're wanted, not particularly because of budget constraints, but more because of the extent to which we were limited by the existing structures from previous commercial use, but we have listened to both the parents and the students who are going to use the facility |
| 21 | **C** | I found it really improved my understanding of the whole degree program, you know, from the first year on |
| 22 | **C** | My concern is that I've got tons of material on the topic, and I won't be able to stick to the word limit, you know |
| 23 | **A** | I had gotten through a lot of material, but I was frightened I wouldn't remember it all, so I got into the habit of making very detailed notes |
| 24 | **B** | But it's funny I saw a brilliant program about climate change, and it was that that fired me up |
| 25 | **B / D** | It's helpful to look through the bibliographies for all the course modules relating to your topic and get hold of any books you think you'll need I had gotten through a lot of material, but I was frightened I wouldn't remember it all, so I got into the habit of making very detailed notes |

| # | Answer | Explanation |
|---|---|---|
| **26** | **B / D** | It's helpful to look through the bibliographies for all the course modules relating to your topic and get hold of any books you think you'll need I had gotten through a lot of material, but I was frightened I wouldn't remember it all, so I got into the habit of making very detailed notes |
| **27** | **C / D** | The library is likely to have most things you need, and during the dissertation writing period, you can take out 15 instead of the usual 10 books The library only keeps the best, and the staff can advise you |
| **28** | **C / D** | The library is likely to have most things you need, and during the dissertation writing period, you can take out 15 instead of the usual 10 books The library only keeps the best, and the staff can advise you |
| **29** | **B / D** | Howard: Except he will be away in the second month. It's the holidays. You should ask him what to do while he's away. Joanne: Gosh yeah, but I suppose I can get a lot of support from a couple of people who are thinking of doing the same topic as me Howard: One thing I find out is what his attitude is to internet sources. Joanne: Surely not in this day and age. I'd better get that sorted out right at the beginning |
| **30** | **B / D** | Howard: Except he will be away in the second month. It's the holidays. You should ask him what to do while he's away. Joanne: Gosh yeah, but I suppose I can get a lot of support from a couple of people who are thinking of doing the same topic as me Howard: One thing I find out is what his attitude is to internet sources. Joanne: Surely not in this day and age. I'd better get that sorted out right at the beginning |
| **31** | **petrol stations** | This strategy was so successful that they were able to open petrol stations across the country, subsequently increasing their market share in England |
| **32** | **Scotland** | They discovered that by closing the less useful stations in the south of Scotland, they could increase the income from their other more profitable stations |
| **33** | **head office** | After assessing the company's financial statements, the consultants advised that Telsa close the head office of the convenience stores in Oxford |
| **34** | **retrained** | To avoid firing any employees, they transferred over 200 staff to other offices and retrained them to carry out their new roles |
| **35** | **fresh food** | They realized that they could establish a new environmentally-friendly brand image by selling fresh food in their convenience stores that had been grown by local farmers |
| **36** | **manager** | They did this by assigning every manager the task of holding staff discussions, at which ideas and concerns would be passed on for evaluation at the meeting |
| **37** | **strategies** | They realized that by increasing the flexibility of the profit-making strategies of each of the retail stores, they subsequently became more commercially successful |
| **38** | **stages** | To avoid misunderstandings and mistakes, any future changes were introduced in stages to familiarize the staff with the new regulations |
| **39** | **open-minded/open-mindedness** | To run a successful business, one cannot underestimate the importance of maintaining open-mindedness when deciding on strategies for expansion |
| **40** | **organizational/organisational** | Research suitable case studies and look at how department stores, for example, were able to alter their organizational structure while minimizing costs and staff redundancies |

# Test 94

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-10

Complete the table below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

| Temporary Patient Record Form | |
|---|---|
| Name | Example<br>Peter Smith |
| Address | 1 _____ |
| County | 2 _____ |
| Phone | 3 _____ |
| Injury Details | |
| Cause | Sports—Tennis |
| Type | Sprained 4 _____ |
| Date | 5 _____ |
| Description of Previous Record and Current Situation | |
| | The private doctor of the patient suggested treatment with 6 _____.<br>But the patient is still unable to 7 _____ and also getting some pain in his 8 _____ at night. |
| Advice from the Doctor | |
| | Not use the 9 _____.<br>Do regular 10 _____ at home. |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

Choose TWO letters, A-E.

**11** **12** Which TWO things are included in the price of the tour?

- **A** ☐ garden gloves
- **B** ☐ ladybugs
- **C** ☐ bush timbering lessons
- **D** ☐ food
- **E** ☐ hummingbirds

### Questions 13-14

Choose TWO letters, A-E.

**13** **14** Which TWO facilities of Pine Garden are open today?

- **A** ☐ plant care centre
- **B** ☐ cafe
- **C** ☐ gift shop
- **D** ☐ model town
- **E** ☐ tourist office

### Questions 15-20

Choose SIX answers from the box and write the correct letter, A-H, next to Questions 15-20.

A. varieties of desert

B. edible plants

C. lawns and lawn alternatives

D. native plants

E. storing water

F. plants attracting wildlife

G. unified design

H. soil nutrients

**15** Mary _____

**16** Berson _____

**17** Smith _____

**18** Nunee _____

**19** Acanlan _____

**20** Mandelson _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-30

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

**Novel:** 21 _____

**Protagonists:** Mary Lennox; Colin Craven

**Period of Time:** Early in 22 _____

**Plot:** Mary→UK—meet Colin who thinks he'll never be capable of 23 _____. But then they become friends.

**Point of view:** 'omniscient narrator' knows all about characters' feelings, opinions and 24 _____.

**Audience:** Good for children—story simple to follow

**Symbols** (physical items that represent 25 _____)

- the robin redbreast
- 26 _____
- the portrait of Mistress Craven

**Motifs** (patterns on the story):

- the Garden of Eden
- secrecy—metaphorical and literal transition from 27 _____

**Themes:** Connections between

- 28 _____ and outlook
- 29 _____ and well-being
- individuals and the need for 30 _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- Workers involved in the study were hired at a **31** _____.
- In spite of some obvious differences between groups of workers, the survey was statistically **32** _____.
- The speaker analysed the study's **33** _____ to identify any problems with it.
- The various subgroups were **34** _____ in size.
- Workers in the part-time group were mainly **35** _____.
- The **36** _____ of workers who agreed to take part in the study was disappointing.
- Researchers were unable to **37** _____ the circumstances where employees filled out the questionnaire.
- In future, the overall size of the **38** _____ should be increased.
- In the studies, workers should be prevented from having discussions with **39** _____.
- Workers should be reassured that their responses to questions are **40** _____.

# Transcripts

## Part 1

Girl: Good morning, what can I do for you?

Peter: Uh, yes, I am currently visiting this area, but I injured myself when I was doing sports a while ago, and I still feel painful, so I wondered whether I could go for a doctor here.

Girl: Sure sir, we can take you on as a temporary patient. I'll just take down some personal details of you. May I have your name, please?

Peter: Yes, it's Peter Smith.

Girl: All right, Peter. And where are you currently staying here?

Peter: At 95 Cross Street.

Girl: And the county?

Peter: Walkley. That's W-a-l-k-l-e-y.

Girl: OK, and can I have a contact number?

Peter: Uh, it's 4689 5324.

Girl: OK, thanks. May you just wait down there! The doctor will see you in a minute.

Doctor: Now, how can I help you? It's Peter Smith, isn't it?

Peter: Yes, I had a sporting accident, and a doctor at home treated me, but I'm still getting some pain.

Doctor: Hum, right. Uh, first of all, I want to ask you a few questions.

Peter: Okay.

Doctor: Well, what sport were you doing when you got injured?

Peter: Playing tennis with my friends.

Doctor: Now, I see. Did you hurt your elbow or wrist?

Peter: Oh, no. I had my knee sprained, which was the original problem.

Doctor: Right, and when did this happen?

Peter: Uh, that was three weeks ago now, so it was about June 18th.

Doctor: Hum. And, you said you had medical treatment at home?

Peter: Uh, yeah. The doctor said I didn't need an X-ray or things alike, and he just told me to use an ice pack.

Doctor: Fine, anything else?

Peter: Yes, and I've been using a walking stick to help me get around.

Doctor: Right, now what problems are you having during walking?

Peter: Well, actually I can walk, yet I still can't go upstairs, so I've been sleeping downstairs.

Doctor: Hum, now you said your knee still gets hurt?

Peter: Well, no. Actually, it's getting better. It's my back that's hurting me now. It really aches at night, and I cannot sleep well.

Doctor: Hum, I have several suggestions for that.

Peter: Great.

Doctor: First you should put the stick away as that's probably the source of the problem.

Peter: Oh, really? I wish I'd know.

Doctor: After that, I can prescribe you something to relax the muscles in your back.

Peter: Oh, sorry to be difficult, but I've had something like that in the past, and there were many side effects, and I don't want to take it. Would you recommend anything else?

Doctor: Well, yes. We do have a leaflet showing some exercises you can do yourself at home. If you do them every day, they'll soon be effective.

Peter: Great. I'll do that.

## Part 2

Hello, welcome you all to Pine Garden. My name is Manuel. Before you wander off and begin your exploration of the garden, I am going to keep all of you informed of several things about this building. I know you are eager to start your wandering and exploring, so I will try to keep this as short as possible.

At the very first, I think I should explain to you something that you can do with your ticket. If you would like to be much more into nature, the optimal section is our planting area, where all the visitors can plant small flowers and bulbs on their own. These plants will gradually grow and then become part of our garden. The activities of planting are totally free. However, if your hands are sensitive, we strongly recommend you to buy a pair of garden gloves in order to protect your skin.

Also, here at Pine Garden, we use wooden materials from the trees that have been felled in our very own pine forest to make carved goods! If you are interested and want to get involved and try by yourself, you can join one of our bush timbering lessons for free, where you will have the opportunity to make your own key ring with the help of a skilled craftsman.

Our aviary is the most popular attraction, where you can see a whole range of bird species. More surprisingly, it is free to enter this section, yet you should pay a small amount of supplement for the entry to the hummingbird section. Also, the insect section that is not far from the aviary might arouse your interest. There you will find a number of interesting insects, such as butterflies, pocket ladybugs, dragonflies and so on, and no extra fee for it will be paid.

Unfortunately, some areas are now temporarily limited to visitors today. For example, the gift shop that has been closed earlier this year will remain out of boundary for another month or so. As I have said before, the restaurant still offers free food and snacks for you, and if you do feel like purchasing a gift, why not buy that special potted bush or orchid from our plant care centre? What's more, our new treetop cafe is now in the process of construction; it will be very compelling when it's finished. Actually, our model town has already opened in advance, and that is such great interest to the public. Also, our tourist office is ordinarily available to give tourists many aids. But the officer is sick at home. Please do not be disappointed by this, since our opening visiting areas also provide quite an experience!

I'd also like to introduce our plant experts responsible for the wonderful plant exhibitions here at Pine Garden. Mrs. Mary is one of our specialists, who is personally in charge of our awesome displays that can all be found in the local wild nature. Mr. Berson is responsible for looking after some varieties of plants that grow in much drier and hotter climates than ours with difficult tasks, which means there is no need to conserve much water for it on site. If you go into the glass house, there are a large number of plants that he has managed to grow without any need for raining or irrigation. Mr. Smith is in charge of keeping all the visitors fed at our restaurant, which contains some of the varieties that grow under the ground and those that on trees and bushes. Now, Mr. Nunee here is our specialist on the most universally growing plant in the world: grass! You may have noticed how beautifully green and lush our grounds are thanks to his specialist knowledge. Mr. Acanlan guarantees our soil is compiled with nutrients; all the specialists' habitat is hence supported and encouraged. He succeeded in doing this by fertilizing the earth with his special formula that originally constructed by himself. At last, I'd like to invite you all to meet Dr. Mandelson, the manager of our landscaping team, who works closely with all other experts to make sure everybody works together to create a landscape that is pretty as well as sustainable.

Well, that just about rounds it up. Now, if anyone has any questions...

## Part 3

Professor: Good morning, Lorna and Ian! I'm glad that you both chose to make it. You're the only two who take the names down for this literature test. So let's get started, shall we? I would like to go through some aspects of the novel, The Secret Garden, with you before the test next week. Do take some notes and feel free to interrupt me if you have questions.

Ian: Hey Lorna, have you got a spare pen?

Lorna: Yeah, here you are.

Professor: All right, so, the story follows two key characters. You should refer to them as protagonists who go by the names of Mary Lennox and Colin Craven. The story is set shortly after the turn of the twentieth century, and the narrative tracks the development of the protagonists as they learn to overcome their own personal troubles together.

Lorna: That's quite a common storyline, isn't it?

Professor: Yes, you're right, Lorna. So could you share something you've already known about the character of Mary?

Lorna: Well, in the beginning, she is an angry and rude child who is orphaned after a cholera outbreak and forces to leave India for the United Kingdom to her uncle's house in Yorkshire.

Professor: Exactly, and there she comes across Colin who spends his days in an isolated room, believing himself to be permanently crippled with no hope of being ever possible of walking. The two strike up a friendship and gradually learn by encouraging each other that both of them can have a healthy, happy and fulfilled life.

Ian: Is there any need for us to remember these details for the exam?

Professor: Just the fundamental structure. Examiners don't want to read a plot summary. They know what the book is about. Focus on narrative techniques instead, such as point of view.

Lorna: What does that mean?

Professor: It's all about how we see the story. For example, it's written based on what is called an 'omniscient narrator', which means all-knowing. So, readers can feel the same as how all the characters do about things, including what they like and don't like, and what their motivations are in the story.

Ian: Won't it be that difficult to perform a technical analysis? After all, it's a kid's book.

Professor: Well, it was initially pitched at adults, you know, but over the years it has shifted to a more youth-orientated work. In this case, your understanding is correct in some way. The simple lexical items and absence of foreshadowing make the story relatively easy to follow and supposedly suited for children. But that doesn't mean there isn't much to analyse. Look at the symbolism, for instance.

Lorna: Symbols are things, right? Material things like objects that stand for abstract ideas.

Professor: Absolutely right. The author also uses many of them. There's the robin redbreast, for example, which symbolises the wise and gentle nature that Mary will soon adopt. Note that the robin is regarded as 'not at all like the birds in India'. Roses are treated as well as a personal symbol for Mistress Craven. You'll see they're always mentioned alongside her name. And Mistress Craven's portrait can also be interpreted as a symbol of her spirit.

Ian: Are symbols just another name for motifs?

Professor: No, motifs are a bit different. They don't have a direct connection with something the way a symbol does. Motifs are simply recurring elements of the story that support the mood.

Lorna: Are there any in this novel?

Professor: Yes, two very key ones. The Garden of Eden is a motif, which comes up a few times in association with the garden of the story. And then you've got the role that secrets play in the story. At the very beginning, everything is steeped in secrecy, and slowly the characters share their secrets and in the process move from darkness to lightness, metaphorically, but also in the case of Colin, quite literally. His room used to have the curtains drawn, but in the end, he appears in the brightness of the garden.

Ian: Anything else needed to know about?

Professor: Yes. Nearly all novels explore universal concepts that everyone has witnessed, things like love, family, loneliness, friendship. These are called themes. The Secret Garden has a few themes that all concentrate on the idea of connections. The novel explores, for example, the way that health can determine and be determined by our outlook on life. As Colin's health conditions get improved, so do his perceptions of his strength and possibility. The author also examines the relationship between our surroundings and our physical and spiritual prosperity. The dark, cramped rooms of the manor house stifle the development of our protagonists; the garden and natural environments allow them to blossom, just as the flowers do. Finally, this book looks at the connections between individuals, namely Mary and Colin. This necessity of human companionship is the novel's most important theme because none of their development as individuals would have appeared without their knowing each other. Well, that about sums it up, I think.

Lorna: That's a great help, thanks.

Ian: Yes, thanks very much.

## Part 4

Hello, everyone! Today, I would like to talk about an assignment that I did recently. The brief of my presentation was to analyse the methods used in a small survey about job satisfaction and then to put forward some suggestions for further researches in the similar field. The correlation between differences in gender and differences in working hours, and levels of job satisfaction among employees have been investigated in the study I conducted. For this reason, employees at a call centre had been interviewed by filling in a questionnaire about their work. Now, I'll briefly introduce the summary of the study findings.

One primary conclusion I've got is female full-time workers gained slightly higher levels of job satisfaction than male ones. More interestingly, among all the female workers, female workers on a part-time basis reported somewhat higher levels of satisfaction than the full-time ones did. On the contrary, from the perspective of male employees, part-time male workers held slightly less job satisfaction than how much the full-time ones felt. Although it seemed these results sounded interesting and capable of explanation, perhaps the most crucial thing to mention here is that in statistical terms they were inconclusive.

I was personally shocked at the fact that the results hadn't been more definite, because I would have predicted to see both men and women, as well as full and part-time workers, would go into various levels of satisfaction. Therefore, I can pay higher attention to the methodology applied by the researchers, to figure out where problems may have aroused. So, the next part of the presentation today is detailed aspects of what I found.

First, it is probable that the sample size was too small since the total number of workers who did the questionnaire in the survey was 223, which perhaps sounds quite a lot. But they had to be divided up into several subgroups. Also, between those separate subgroups, the numbers were unequal. For instance, in the full-time group there were 154 samples, but only 69 in the part-time group. And only 10 of them in the part-time group were male, compared to the rest of 59 who were female. In addition, although quite a large quantity of workers were interviewed in the survey, the response has been disappointingly low, with a couple of them just ignoring the invitation. And workers who did respond may have differed in important perspectives from those who didn't. Also, as the questionnaires had been posted to the call centre for distribution, the researchers had had minimal control over the conditions in which participants completed them. For example, their responses to questions may have caused the results to be biased.

In the last part of my assignment, there were some possible suggestions made for a similar study, which attempts to remove the problems that I've just mentioned before. First, a target sample size should be much larger, and consideration should be taken to make sure equal numbers of both genders and both full-time and part-time workers are surveyed. Second, the researchers should recheck that they are present to administer the questionnaires to the workers themselves. And they should require the workers to complete the questionnaire under supervised conditions so that the likelihood of the impacts from other colleagues is eliminated. Finally, as workers may be unwilling to mention the details of their job satisfaction, when they are on work premises, it's critical that the researchers reassure their responses will keep confidential, and also that they have the right to withdraw from the study at any time if they want to. In this case, it is possible that the responses to the questionnaires get increasing reliability and any comparisons that are made are more valid.

Well, that was a summary of my assignment, does anyone have any questions?

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **95 Cross Street** | At 95 Cross Street |
| 2 | **Walkley** | Girl: And the county? Peter: Walkley. That's W-a-l-k-l-e-y |
| 3 | **4689 5324** | Peter: Uh, it's 4689 5324 |
| 4 | **knee** | Oh, no. I had my knee sprained, which was the original problem |
| 5 | **June 18th** | Uh, that was three weeks ago now, so it was about June 18th |
| 6 | **ice pack** | The doctor said I didn't need an X-ray or things alike, and he just told me to use an ice pack |
| 7 | **go upstairs** | Well, actually I can walk, yet I still can't go upstairs, so I've been sleeping downstairs |
| 8 | **back** | Actually, it's getting better. It's my back that's hurting me now. It really aches at night, and I cannot sleep well |
| 9 | **stick** | Doctor: First you should put the stick away as that's probably the source of the problem |
| 10 | **exercises** | Well, yes. We do have a leaflet showing some exercises you can do yourself at home. If you do them every day, they'll soon be effective |
| 11 | **B / C** | If you are interested and want to get involved and try by yourself, you can join one of our bush timbering lessons for free, where you will have the opportunity to make your own key ring with the help of a skilled craftsman Also, the insect section that is not far from the aviary might arouse your interest. There you will find a number of interesting insects, such as butterflies, pocket ladybugs, dragonflies and so on, and no extra fee for it will be paid |
| 12 | **B / C** | If you are interested and want to get involved and try by yourself, you can join one of our bush timbering lessons for free, where you will have the opportunity to make your own key ring with the help of a skilled craftsman Also, the insect section that is not far from the aviary might arouse your interest. There you will find a number of interesting insects, such as butterflies, pocket ladybugs, dragonflies and so on, and no extra fee for it will be paid |
| 13 | **A / D** | if you do feel like purchasing a gift, why not buy that special potted bush or orchid from our plant care centre Actually, our model town has already opened in advance, and that is such great interest to the public |
| 14 | **A / D** | if you do feel like purchasing a gift, why not buy that special potted bush or orchid from our plant care centre Actually, our model town has already opened in advance, and that is such great interest to the public |
| 15 | **D** | Mrs. Mary is one of our specialists, who is personally in charge of our awesome displays that can all be found in the local wild nature |
| 16 | **A** | Mr. Berson is responsible for looking after some varieties of plants that grow in much drier and hotter climates than ours with difficult tasks, which means there is no need to conserve much water for it on site. If you go into the glass house, there are a large number of plants that he has managed to grow without any need for raining or irrigation |
| 17 | **B** | Mr. Smith is in charge of keeping all the visitors fed at our restaurant, which contains some of the varieties that grow under the ground and those that on trees and bushes |
| 18 | **C** | Now, Mr. Nunee here is our specialist on the most universally growing plant in the world: grass! You may have noticed how beautifully green and lush our grounds are thanks to his specialist knowledge |
| 19 | **H** | Mr. Acanlan guarantees our soil is compiled with nutrients; all the specialists' habitat is hence supported and encouraged |
| 20 | **G** | At last, I'd like to invite you all to meet Dr. Mandelson, the manager of our landscaping team, who works closely with all other experts to make sure everybody works together to create a landscape that is pretty as well as sustainable |
| 21 | **The Secret Garden** | I would like to go through some aspects of the novel, The Secret Garden, with you before the test next week |
| 22 | **20th century / twentieth century** | The story is set shortly after the turn of the twentieth century, and the narrative tracks the development of the protagonists as they learn to overcome their own personal troubles together |
| 23 | **walking** | Exactly, and there she comes across Colin who spends his days in an isolated room, believing himself to be permanently crippled with no hope of being ever possible of walking |
| 24 | **motivations** | For example, it's written based on what is called an 'omniscient narrator', which means all-knowing. So, readers can feel the same as how all the characters do about things, including what they like and don't like, and what their motivations are in the story |
| 25 | **abstract ideas** | Lorna: Symbols are things, right? Material things like objects that stand for abstract ideas. Professor: Absolutely right |
| 26 | **roses** | Roses are treated as well as a personal symbol for Mistress Craven |
| 27 | **darkness to lightness/darkness to light** | and slowly the characters share their secrets and in the process move from darkness to lightness, metaphorically, but also in the case of Colin, quite literally |

| # | Answer | Explanation |
|---|---|---|
| **28** | **health** | The novel explores, for example, the way that health can determine and be determined by our outlook on life |
| **29** | **surroundings** | The author also examines the relationship between our surroundings and our physical and spiritual prosperity |
| **30** | **human companionship** | Finally, this book looks at the connections between individuals, namely Mary and Colin. This necessity of human companionship is the novel's most important theme because none of their development as individuals would have appeared without their knowing each other |
| **31** | **call centre/call center** | For this reason, employees at a call centre had been interviewed by filling in a questionnaire about their work |
| **32** | **inconclusive** | Although it seemed these results sounded interesting and capable of explanation, perhaps the most crucial thing to mention here is that in statistical terms they were inconclusive |
| **33** | **methodology** | Therefore, I can pay higher attention to the methodology applied by the researchers, to figure out where problems may have aroused |
| **34** | **unequal** | Also, between those separate subgroups, the numbers were unequal |
| **35** | **female** | And only 10 of them in the part-time group were male, compared to the rest of 59 who were female |
| **36** | **response** | In addition, although quite a large quantity of workers were interviewed in the survey, the response has been disappointingly low, with a couple of them just ignoring the invitation |
| **37** | **control** | Also, as the questionnaires had been posted to the call centre for distribution, the researchers had had minimal control over the conditions in which participants completed them |
| **38** | **sample** | First, a target sample size should be much larger |
| **39** | **other colleagues** | And they should require the workers to complete the questionnaire under supervised conditions so that the likelihood of the impacts from other colleagues is eliminated |
| **40** | **confidential** | Finally, as workers may be unwilling to mention the details of their job satisfaction, when they are on work premises, it's critical that the researchers reassure their responses will keep confidential, and also that they have the right to withdraw from the study at any time if they want to |

# Test 95

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-6

Complete the notes.

Write NO MORE THAN THREE WORDS OR A NUMBER for each answer.

School Excursion

Day: Wednesday (Example)

Destination: 1 _____

Weather: 2 _____

Arrival time: 3 _____

Activities Planned

See: 4 _____

Eat: Catered lunch

Attend: 5 _____

Return time: 6 _____

### Questions 7-10

Complete the table.

Write ONE WORD ONLY for each answer.

| Nationality | % |
|---|---|
| 7 _____ | 26 |
| 8 _____ | 25 |
| 9 _____ | 16 |
| - Indonesian | 15 |
| 10 _____ | 8 |
| - Saudi | 7 |
| - Other | 3 |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Choose the correct letter, A, B, or C.

**11** The company deals mostly with:

- **A** ○ Big cities.
- **B** ○ Nature holidays.
- **C** ○ Nepal.

**12** The overseas consultants deal mostly with:

- **A** ○ Asia.
- **B** ○ North America.
- **C** ○ Europe.

**13** For deserts and gorges, customers should come in the:

- **A** ○ Morning.
- **B** ○ Afternoon.
- **C** ○ Night.

**14** Trips to regional locations are good because:

- **A** ○ The buses are comfortable.
- **B** ○ There is storage for suitcases.
- **C** ○ They can be seen quickly.

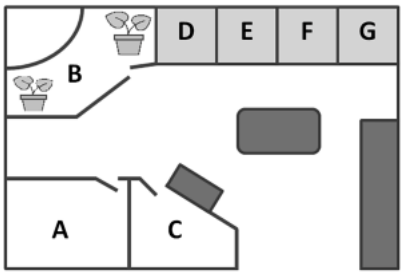
**15** SleekLine buses are particularly known for their:

- **A** ○ Service.
- **B** ○ Size.
- **C** ○ Comfort.

### Questions 16-20

Identify the rooms in the office plan.

Write the correct letter, A-G, next to the questions.



| | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| 16 Local Tours | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 17 Interstate Tours | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 18 International Tours | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19 Asian Region | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20 General Office | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-24

Complete the timetable.

Write the correct letter, A-H, for each answer.

A BBQ B Careers lecture C Computer lab visit

D Dance E Library tour F Student Union induction

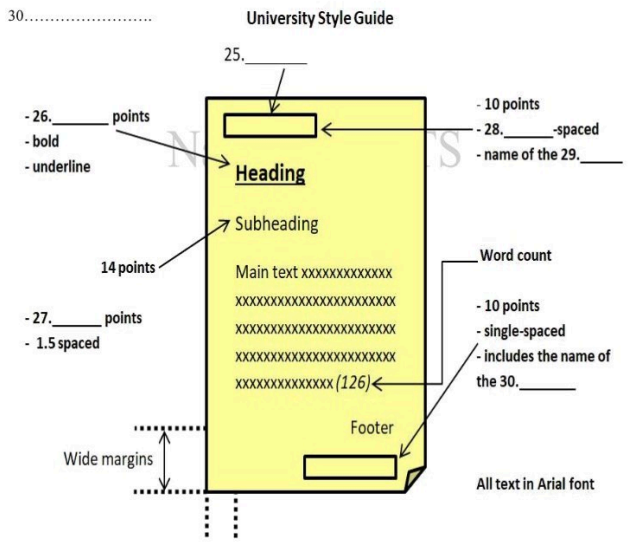
G University tour H Legal rights lecture

| | Morning | Afternoon |
|---|---|---|
| Monday | Opening Lecture | 21 _____ |
| Tuesday | 22 _____ | Study Skills |
| Wednesday | x | 23 _____ |
| Thursday | x | x |
| Friday | x | 24 _____ |

## Questions 25-30

Complete the labels.

Write ONE WORD OR A NUMBER for each answer.




25 _____

26 _____

27 _____

28 _____

29 _____

30 _____

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-34

Complete the sentences.

Write NO MORE THAN TWO WORDS for each answer.

- Behavior in parks is controlled by **31** _____
- Insect numbers are reduced by having **32** _____
- A wilderness park does not have any **33** _____
- Observing trees and lying in the grass are examples of **34** _____

### Questions 35-40

Complete the notes.

Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

| PARKS | |
|---|---|
| 1000 years ago | • sufficient wilderness<br>• large forests: people could get **35** _____<br>• desire to preserve nature began with **36** _____ |
| Princes Park | • land originally worth £ **37** _____<br>• designed by Joseph Paxton<br>• in the middle was a **38** _____ |
| Neighborhood Parks | • now regarded as a **39** _____<br>• satisfy a natural desire<br>• can be famous, e.g. in **40** _____ |

# Transcripts

## Part 1

You will hear two teachers, Andrew and Katie, discussing the coming excursion of their language class.

Andrew: Well, we have this school excursion planned, but when exactly is it? Is it this Tuesday or Wednesday?

Katie: Well it can't be Tuesday, with the English tests taking place.

Andrew: Ah, right. Not Tuesday, but Wednesday.

Katie: That's right - all day Wednesday - taking a bus outside the city.

Andrew: And where are we going?

Katie: Ah, last month we went to Arthur Island, so this time we're going to the... Animal Park.

Andrew: Arthur Island was okay, but it was too cold. Let's hope the weather for this week's excursion is better. I don't suppose animals care about bad weather, but I certainly do. Have you heard the forecast?

Katie: Yes, and it's not too bad. Basically, they're saying Monday will be sunny.

Andrew: Good...

Katie: But then the weather will change.

Andrew: Not so good.

Katie: Yes, Tuesday we'll have some showers, but by Wednesday, the day of our excursion, it will be... well, their words are 'cold and cloudy'.

Andrew: Cold and cloudy. Well, as long as it isn't 'wet and rainy', I'm happy enough. We won't need umbrellas, just warm clothing. And what time will we get there?

Katie: Let's see. The bus picks us up at 8.30 am, and then it's an hour and a half on the road, so we arrive at 10 am... sorry, with the 15 minutes break, that will actually be 10.15 am.

Andrew: That's early enough. Then all our students can see the animals, have their fun, and do whatever they want to do.

Katie: Well, one fun event planned that day is 'Birds of Prey'.

Andrew: What's that?

Katie: That's when they bring out several birds of prey: eagles, falcons, kites, those sorts of birds, and throw pieces of meat into the air, and the birds swoop down and eat them. It's quite impressive.

Andrew: Sounds great. 'Birds of Prey'. Are there any other activities?

Katie: There's a catered lunch, at the park restaurant. We've already paid for that, and in the afternoon there's... well, I had a choice between the 'Reptile Display' and the 'Koala Handling'. In the reptile display, the students can handle live pythons and various other snakes.

Andrew: Surely they'd rather hold koalas?

Katie: I'm sure, but the koalas can't be handled unless the weather's sunny, and given the forecast, I thought it better to choose the reptile display.

Andrew: Ummm, that's a shame. These Asian students would love the 'Koala Handling'.

Katie: Yes, I know, but we can't control the weather.

Andrew: And, then we get back. What time will that be?

Katie: We leave the park at 4.30, but then we face traffic, so wo won't get back until well after 6 pm. It will most likely be 6.30. But that's better than the last trip: we didn't get home until 8.30 that time.

Andrew: Yes, that was a bit too late, wasn't it?

Katie: Andrew, I understand you've been doing some research regarding the breakdown, by nationality of our student body. That must have produced some interesting results.

Andrew: You're right. I got some statistics from head office.

Katie: I would imagine that most of our students are either Japanese or Chinese.

Andrew: You imagine right. But it's the Chinese who constitute the majority, but only just. I had thought Koreans might be second, but it's actually the Japanese, quite close behind. It's somewhat surprising, but obviously all those Study Tours that our university markets in Japan are bringing in students.

Katie: What's the breakdown exactly?

Andrew: Japanese are a quarter of the whole, which is considerable. Last year they were only 16%, so that market has grown nicely. Ah, the only other proportions of some weight are the Indonesians and Koreans - about the same. Indonesians at 15%, and... ah... the Koreans are a little higher -not like last year when they were less than 10%.

Katie: I thought we'd have more Indonesians than Koreans?

Andrew: Well, as I said, they're about the same - just like the Saudi and Thai student numbers, almost the same also - both just under 10.

Katie: Which one is bigger?

Andrew: Ah, Thai students number just a fraction more. As for the other nationalities, collectively they're only 3%, so it wasn't worth giving each of them a separate category. I just grouped them under 'other' - that's Vietnamese, South American, a couple of Russians, and so on.

## Part 2

You will hear a representative from EasyTravel Travel Agency explaining to some customers the benefits of her company.

Hello everyone. Now, you're here because you're interested in travel, right? And you're in the right place, for at EasyTravel, we have the best deals for the best locations. We specialise in eco travel, or holidays designed to get you amongst nature, ignoring the hustle and bustle of big cities. So, whether you want to hike in Nepal, as many people do, or follow some jungle paths in the rainforests of Queensland, we can give you the best deal.

If you look at our office here, you'll see our overseas consultants. That's for trips overseas, obviously, to Europe, to North America, but primarily for the Asian market, which is generally more popular in this part of the world. Most people like that touch of the orient, right? But they also like the domestic market, since this country offers its fair share of beautiful natural vistas. What about the deserts, anyone? What about some striking red-rock gorges? Then, talk to our domestic consultants, who can arrange anything you want. But they deal with the accounts in the morning, so you'll need to talk to them in the afternoon. And remember, our office doesn't open at night, sorry to say.

Now, around the outskirts and outer regions of this city, there are many beautiful places that you might not be aware of. And the advantages of these regional locations are many. Mostly, by being closer, some of them can be done in a day tour. Yes, it's fast and convenient, with none of those long-haul bus trips which often leave you cramped and uncomfortable, and stuffing heavy suitcases into luggage racks.

But, I should tell you about our buses, those that are needed for the somewhat more distant holiday destinations. They definitely do not suffer from those problems I just mentioned. We use the services of the famous Sleek Line Company, whose buses are known as the very best. Yes, they are big, yes, they are comfortable, but what makes them especially different is the personal attendant, who accompanies the driver, ready and willing to serve you, and ensure that your trip is the very best. So, whether it's overseas or local, we can certainly give you what you want. Now, do you have any questions?

Right, let me orient you to our main EasyTravel office here. On this table right beside us are travel magazines for you to browse through, and on the wall next to that are many more, for all parts of the world. Our four travel consultants sit over there, on the other side of that long counter. That's right, four of them, side by side, all serving various regions.

Now, let me tell you their specific functions. Firstly, the consultant on the left, next to the plant, is the 'Local Tours' consultant, serving tours in the immediate vicinity of this city. Next to her is what we call 'Regional Tours', targeting the state-wide options. Next to her is the 'Interstate Tours', and that can involve either buses or planes, in the former case, utilising the SleekLine Bus service, as you know. And finally, next to her, in the corner, is 'General Enquiries', which is self-explanatory. If you have questions of a general nature, rather than one relating to specific destinations, you can go there.

Now, as I said, we can do international tours, and for that you need our big office, just through that door - the one between those two plants. However, if your international tour is in the Asian region, which is generally our most popular option, then we deal with that in a separate room the one opposite International Tours, but not the corner one. Just go through that door on the left - the one next to that cupboard. The door next to that is, in fact, our General Office, so please don't go through there. That's reserved for staff members only.

## Part 3

You will hear two students, Sam and Liz, discussing their university orientation program.

Sam: Hi Liz. How do you feel about starting university here?

Liz: A little bit nervous, but I'm confident I can handle it. This orientation program seems like it will help us a lot.

Sam: Sure. I'm looking at the timetable here myself. It seems that there are choices available.

Liz: I can see. So, what are you going to do Monday afternoon? In the morning we all have the opening lecture, but it looks like we have a choice later that day, as you said.

Sam: Well, the 'Careers Lecture' might be helpful, but I am interested in the 'Uni Tour'. It's probably too early to be thinking of careers now, anyway, and I want to know what's what at this new university, so I'm doing the tour.

Liz: Alright. I'll come along with you. Might learn something interesting. After all, we haven't seen much of this place yet, and we will be spending four years here.

Sam: Tuesday is another full day, too. In the afternoon there's a lecture about study skills, but that morning offers another choice.

Liz: 'Library Tour' or 'Student Union Induction'. What do you think?

Sam: I think the student union is very important, but we can go there any time, right, so we should take advantage of the library tour while it's being offered. Maybe the week after, you and I can go to the student union.

Liz: Library it is, then. Now, Wednesday has a free session in the morning, but after lunch there's a choice between visiting the computer lab, or attending a lecture on our legal rights.

Sam: Well, law and rights are important, but computers are the basis of everything these days, so I'm going to the computer lab.

Liz: Don't you think knowing our legal rights is equally, if not more, important? We live in a very litigious and complex society now.

Sam: Sure, but it's something we can pick up later, so let's leave that one out.

Liz: Okay.

Sam: Let me see the timetable. Thursday is a free day, and the week winds up with some celebrations on Friday afternoon. It looks like a fun choice, too. There's either a BBQ on the main lawn, or the dance.

Liz: I never pass up the chance to eat something. What about you?

Sam: If I can get a free meal, I'll take it any day, and I'm not good at dancing anyway.

Liz: Well, that's that decided. Right?

Sam: Right!

Sam: Guess what Liz? There's another interesting thing in this orientation booklet, and it looks important - about a 'style guide'.

Liz: What's that?

Sam: Take a look yourself. It seems to be a set of rules regarding how to present written work - essays, and that sort of thing - to the lecturers. They want a uniform style of presentation.

Liz: I can see. So, everything we hand in must have a header and a footer.

Sam: A what?

Liz: A header and a footer. The footer is at the bottom of the page, and the header is at the very top. That's why they call it a 'header', you know, that little bit of writing giving details about the work. And they also want the word count. Why do they need that?

Sam: I guess because the lecturers will specify the number of words they want for their assignment, and they want to be sure students follow this.

Liz: And even the heading on the page has to be a specific dimension. 16 points, and bold print, and underlined.

Sam: And subheadings are 14 points, and the font has to be Arial for everything.

Liz: Yes, the main text is Arial, too, as you said, and the size is 12 points, with the header and footer being slightly smaller, at 10 points each. Well, it seems logical. The size of everything is in proportion to its importance, but why do they need the spacing of the main text to be one and a half? The header and footer are different. They're only single-spaced.

Sam: Probably to allow the teacher to insert comments, or corrections, or just to make it all more readable, I suppose.

Liz: And we need wide margins on the left, right, top, and bottom, probably for the same reason. Lots of space to allow the addition of comments. That's a bit scary, actually. It seems to assume we will be making mistakes.

Sam: And look what they want in the header and footer. The header has the name of the work.

Liz: Not the name of the teacher?

Sam: No, the work, but surely the teacher's name must go somewhere. Ah, here it is. It goes in the footer.

Liz: Okay, I'd say this is all logical. If a page is lost, say, falls to the floor, then with all this information, it can always be traced back to the teacher involved.

Sam: Right - as you say, all very logical.

## Part 4

You will hear a lecturer discussing public parks.

Most of us are familiar with a local park. We spend time there, play there, and have some of our best memories in these places. But what is a park? Basically, it can be defined as a natural, or at least semi-natural, piece of land, planted with a variety of trees, bushes, and flowers, protected and reserved for the enjoyment of all citizens. There are usually regulations about the sorts of behaviour that can take place within. And sometimes there are facilities such as children's playgrounds, or fields for ball games and other sorts of activities. For this reason, if there is grass, it is kept short, and this also discourages the breeding of insect pests. A well-maintained park actually needs a lot of people to look after it, and more so if the park showcases special plants, flowers, or trees, in which ease it is called a 'botanic garden'. In complete contrast, if the park is big and remote enough, it is sometimes designated as a wilderness park, to be left completely alone and untouched, protected from all development in order to allow wild species, both plant and animal, to live undisturbed.

But it is the urban park - the sort of park that most people are familiar with, that I want to talk about now. These preserve natural landscapes for the pleasure of the urban population, most commonly just for passive recreation - in other words, allowing people just to observe the trees, and lie in the grass, and such passive recreation is certainly needed.

Continuing on the subject of parks, it might surprise you to know that once there were none. A thousand years ago, there was no need, since there were already extensive open spaces, forests, and wilderness surrounding most cities and towns - for example, in Europe. These dark dank forests were large and

even dangerous, full of wild animals and with the potentially fatal result of getting lost. Hence, fairy tales evolved about witches living in these areas, and the wolves and bears, which could threaten young children.

However, with the rapidly increasing human population, the original wilderness and natural open spaces were intruded upon. Forests were cut down as populations spread, and with them, urban pollution and further deforestation. But it was only with the advent of the Industrial Revolution that people realised natural areas needed to be preserved, to give the populace access to the sort of nature that was fast disappearing due to the uncontrolled development and demand for resources.

The first park, expressly designed for that purpose, is usually considered to be Princes Park in Liverpool. This was in 1841, on land donated to the public by a rich iron merchant. With such a generous donation (worth about £50,000), the council decided to invest £5,000 of its own money in making it look good. Consequently, they hired a landscape designer, Joseph Paxton, who designed twisting turning pathways among shade-giving trees, all based around a central lake. In many ways, it became the prototype for all later large parks, including the famous Central Park in New York.

But, if we were to pick the park that most people are familiar with, it would be the much smaller neighbourhood park. These can be tiny, but, by being in the midst of extensive development and dense populations, they are increasingly seen as a refuge, where one can get a glimpse of true nature. Many psychologists now maintain that this glimpse is necessary, for ultimately, as a species, we have an innate affinity for nature, and the concrete urban zoo clashes with our inner being. This has seen the rejuvenation of many urban parks that were once left to decay, for example, in New York or London, and indeed, some cities, such as Melbourne, are known all over the world for their abundance of carefully maintained parks, including a world famous botanic garden.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **(the) animal park** | Ah, last month we went to Arthur Island, so this time we're going to the Animal Park |
| 2 | **Cold and cloudy** | Yes, Tuesday we'll have some showers, but by Wednesday, the day of our excursion, it will be well, their words are 'cold and cloudy&rsquo |
| 3 | **10.15 am / 10:15 am** | The bus picks us up at 8.30 am, and then it's an hour and a half on the road, so we arrive at 10 am sorry, with the 15 minutes break, that will actually be 10.15 am |
| 4 | **Birds of prey** | Well, one fun event planned that day is 'Birds of Prey' |
| 5 | **(the) reptile display** | well, I had a choice between the 'Reptile Display' and the 'Koala Handling'. In the reptile display, the students can handle live pythons and various other snakes.Andrew: Surely they'd rather hold koalas?Katie: I'm sure, but the koalas can't be handled unless the weather's sunny, and given the forecast, I thought it better to choose the reptile display |
| 6 | **6.30 pm / 6:30 pm** | We leave the park at 4.30, but then we face traffic, so wo won't get back until well after 6 pm. It will most likely be 6.30 |
| 7 | **Chinese** | But it's the Chinese who constitute the majority, but only just |
| 8 | **Japanese** | Japanese are a quarter of the whole, which is considerable |
| 9 | **Korean / Koreans** | Indonesians at 15% the Koreans are a little higher -not like last year when they were less than 10% |
| 10 | **Thai** | just like the Saudi and Thai student numbers, almost the same also – both just under 10.Katie: Which one is bigger? Andrew: Ah, Thai students number just a fraction more |
| 11 | **B** | We specialise in eco travel, or holidays designed to get you amongst nature, ignoring the hustle and bustle of big cities |
| 12 | **A** | That's for trips overseas, obviously, to Europe, to North America, but primarily for the Asian market, which is generally more popular in this part of the world |
| 13 | **B** | What about the deserts, anyone? What about some striking red-rock gorges? Then, talk to our domestic consultants, who can arrange anything you want. But they deal with the accounts in the morning, so you'll need to talk to them in the afternoon |
| 14 | **C** | Mostly, by being closer, some of them can be done in a day tour. Yes, it's fast and convenient, with none of those long-haul bus trips which often leave you cramped and uncomfortable, and stuffing heavy suitcases into luggage racks |
| 15 | **A** | Yes, they are big, yes, they are comfortable, but what makes them especially different is the personal attendant, who accompanies the driver, ready and willing to serve you, and ensure that your trip is the very best |
| 16 | **D** | Firstly, the consultant on the left, next to the plant, is the 'Local Tours' consultant, serving tours in the immediate vicinity of this city |
| 17 | **F** | Next to her is what we call 'Regional Tours', targeting the state-wide options. Next to her is the 'Interstate Tours', and that can involve either buses or planes, in the former case, utilising the SleekLine Bus service, as you know |
| 18 | **B** | Now, as I said, we can do international tours, and for that you need our big office, just through that door – the one between those two plants |
| 19 | **C** | However, if your international tour is in the Asian region, which is generally our most popular option, then we deal with that in a separate room the one opposite International Tours, but not the corner one. Just go through that door on the left – the one next to that cupboard |
| 20 | **A** | Just go through that door on the left – the one next to that cupboard. The door next to that is, in fact, our General Office, so please don't go through there. That's reserved for staff members only |
| 21 | **G** | Sam: Well, the 'Careers Lecture' might be helpful, but I am interested in the 'Uni Tour'. It's probably too early to be thinking of careers now, anyway, and I want to know what's what at this new university, so I'm doing the tour.Liz: Alright. I'll come along with you. Might learn something interesting. After all, we haven't seen much of this place yet, and we will be spending four years here |
| 22 | **E** | Sam: Tuesday is another full day, too. In the afternoon there's a lecture about study skills, but that morning offers another choice.Liz: 'Library Tour' or 'Student Union Induction'. What do you think?Sam: I think the student union is very important, but we can go there any time, right, so we should take advantage of the library tour while it's being offered. Maybe the week after, you and I can go to the student union.Liz: Library it is, then |
| 23 | **C** | Now, Wednesday has a free session in the morning, but after lunch there's a choice between visiting the computer lab, or attending a lecture on our legal rights Well, law and rights are important, but computers are the basis of everything these days, so I'm going to the computer lab |

| # | Answer | Explanation |
|---|---|---|
| **24** | **A** | Sam: Let me see the timetable. Thursday is a free day, and the week winds up with some celebrations on Friday afternoon. It looks like a fun choice, too. There's either a BBQ on the main lawn, or the dance.Liz: I never pass up the chance to eat something. What about you?Sam: If I can get a free meal, I'll take it any day, and I'm not good at dancing anyway.Liz: Well, that's that decided. Right?Sam: Right |
| **25** | **Header** | The footer is at the bottom of the page, and the header is at the very top. That's why they call it a 'header', you know, that little bit of writing giving details about the work |
| **26** | **16** | And even the heading on the page has to be a specific dimension. 16 points, and bold print, and underlined |
| **27** | **12** | Yes, the main text is Arial, too, as you said, and the size is 12 points, with the header and footer being slightly smaller, at 10 points each |
| **28** | **Single** | The header and footer are different. They're only single-spaced |
| **29** | **Work** | The header has the name of the work |
| **30** | **Teacher** | No, the work, but surely the teacher's name must go somewhere. Ah, here it is. It goes in the footer |
| **31** | **Regulations** | There are usually regulations about the sorts of behaviour that can take place within |
| **32** | **Short grass** | For this reason, if there is grass, it is kept short, and this also discourages the breeding of insect pests |
| **33** | **Development** | In complete contrast, if the park is big and remote enough, it is sometimes designated as a wilderness park, to be left completely alone and untouched, protected from all development in order to allow wild species, both plant and animal, to live undisturbed |
| **34** | **Passive recreation** | These preserve natural landscapes for the pleasure of the urban population, most commonly just for passive recreation – in other words, allowing people just to observe the trees, and lie in the grass, and such passive recreation is certainly needed |
| **35** | **lost** | These dark dank forests were large and even dangerous, full of wild animals and with the potentially fatal result of getting lost |
| **36** | **Industrial Revolution** | But it was only with the advent of the Industrial Revolution that people realised natural areas needed to be preserved, to give the populace access to the sort of nature that was fast disappearing due to the uncontrolled development and demand for resources |
| **37** | **50,000 / 50000** | With such a generous donation (worth about £50,000), the council decided to invest £5,000 of its own money in making it look good |
| **38** | **(central) lake** | Consequently, they hired a landscape designer, Joseph Paxton, who designed twisting turning pathways among shade-giving trees, all based around a central lake |
| **39** | **Refuge** | These can be tiny, but, by being in the midst of extensive development and dense populations, they are increasingly seen as a refuge, where one can get a glimpse of true nature |
| **40** | **Melbourne** | and indeed, some cities, such as Melbourne, are known all over the world for their abundance of carefully maintained parks, including a world famous botanic garden |

# Test 96

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-5

Complete the sentences.

Write NO MORE THAN TWO WORDS for each answer.

- Peter and Mary's diet will be both sensible and **1** _____
- Every two months, they can eat **2** _____
- On Saturdays, they will go **3** _____
- This coming Saturday, they will go to **4** _____
- In every meal, there will be **5** _____

### Questions 6-10

Choose the correct letter, C, I, or B.

C Chocolate I Ice cream B Biscuits

| | Peter's opinion | Mary's opinion |
|---|---|---|
| Tuesdays | B | **6** _____ |
| Thursdays | **7** _____ | **8** _____ |
| Sundays | **9** _____ | **10** _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

Complete the table.

Write NO MORE THAN TWO WORDS for each answer.

| Advantages of Stanfield Childcare Centre | | |
|---|---|---|
| | Detail | Another Detail |
| 1 | Walls are 11 _____ | includes the 12 _____ |
| 2 | Teachers are able to teach a 13 _____ | There are many special 14 _____ |
| 3 | They 15 _____ surfaces daily. | procedures to limit the spread of 16 _____ |

### Questions 17-20

Choose the correct letter, A, B, or C.

NB You may use a letter more than once.

A. Andrea

B. Bella

C. Cathy

17 has her own children? _____

18 often sleeps at the center? _____

19 is good with shy children? _____

20 is a good cook? _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-25

Complete the flowchart.

Write ONE WORD ONLY for each answer.

Foundation for Essay Writing

Decide on **21** _____ you like.

↓

Focus on **22** _____ area of interest.

↓

Write **23** _____ statement.

↓

Create **24** _____

↓

Ensure this **25** _____ clearly.

## Questions 26-30

Complete the summary.

Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

There are several **26** _____ involved In producing a good essay. The writer must think independently and give **27** _____ examples as support, each one with a reference (which is a **28** _____). The formatting must follow the **29** _____ issued by the university, as well as the word count decided by the lecturer, although it can vary by **30** _____

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-33

Choose the correct letter, A, B, or C.

**31** Geocentrism

- **A** ○ has a long history.
- **B** ○ is similar to heliocentrism.
- **C** ○ took some time to be deduced.

**32** Heliocentrism

- **A** ○ was realised only recently.
- **B** ○ was not generally accepted.
- **C** ○ fitted the views of the church.

**33** The night sky

- **A** ○ is relatively simple.
- **B** ○ remains basically the same.
- **C** ○ was once used for navigation.

### Questions 34-40

Complete the notes.

Write ONE WORD OR A NUMBER for each answer.

| | |
|---|---|
| Nicolaus Copernicus | • started the Copernican **34** _____<br>• his book published the year he was **35** _____ and then passed away<br>• This book generated little **36** _____ |
| Other scientists | • Galileo was persecuted.<br>• **37** _____ was killed.<br>• even the sun believed to be in **38** _____ |
| Modern geocentrism | • based on the **39** _____<br>• Believers also support creationism.<br>• **40** _____ of Americans believe in this. |

# Transcripts

## Part 1

You will hear two students, Peter and Mary, discussing their new eating plan.

Peter: Okay Mary, I know I'm putting on weight with all my bad eating habits.

Mary: That's right. Chocolate bars, pizzas, and all washed down with litres of soft drink. And with all the sugar in soft drink, I think we can say you're definitely overindulging, don't you think?

Peter: I know, I know. I intend to definitely stop drinking that from now on.

Mary: And that's part of the sensible eating plan that we have agreed we need to formulate—one that we can both follow.

Peter: That's right, sensible, and practical — allowing us to indulge in some sweet foods on occasions.

Mary: On rare occasions, and we're going to cut out all the pizzas and hamburgers.

Peter: Well, not totally. I thought you said pizzas could be eaten once a week. You know how I like pizzas.

Mary: No. I said once every two months. Once a week was ice cream, not pizza.

Peter: Yeah, that's because you like ice cream. I prefer pizza.

Mary: Peter, if you want to lose weight, you need to be disciplined, in both what you eat, and what you do, which brings us to the issue of exercise.

Peter: That's right. So, jogging twice a week, and hiking on Saturdays, right?

Mary: No, hiking is Sundays, allowing Saturdays for the light walking exercise. I've investigated, and discovered there are a lot of walking trails around this suburb, with many beautiful places if you just look around.

Peter: So what's happening this Saturday? A walk around the city?

Mary: That's later in the month. This Saturday we'll visit Pine Park.

Peter: Hill Park is nicer, with great views, too,

Mary: Yes, but we have to travel too far to reach Hill Park, so I ruled that out, and I love the smell of pines.

Peter: And what about the weekday meals? Salads every night, I suppose?

Mary: No, it's important to vary the meals so that the food remains interesting and fun. The only common factor is the fruit juice, but otherwise we'll have a variety of healthy fare, from salads, to fish, to lean meat.

Peter: I'd rather have meat every night, but you're the boss.

Mary: If you want to lose weight, you'll have to accept this program, okay?

Peter: Okay.

Peter: Now Mary, you said we could have a little treat in our diet plan three times a week: specifically, Tuesdays, Thursdays, and Sundays.

Mary: Yes. A very small treat, but something to reward us for all the discipline shown. Such rewards will motivate us to continue the diet.

Peter: So, on Tuesdays, what can I choose?

Mary: You have a choice between a small serving of chocolate, ice cream, or biscuits.

Peter: Okay, well, I'll go for the biscuits. I love those crunchy little things with my cup of tea. So do you, right?

Mary: I do indeed, so I'll have them, too, saving the ice cream for later.

Peter: But I know how much you like ice cream, so why don't you save it for the end of the week? That will give you the motivation to keep going, and you can have chocolate midweek?

Mary: That's a good idea, but I think the most important thing is for you and I to eat different things on those other two days.

Peter: Well, if you think that way, I'll eat the ice cream on Thursdays, not the chocolate. Okay?

Mary: Well, if you're having that, then I can't have ice cream. In order to be different, I'll have the chocolate.

Peter: So, we can compare our different snacks, and maybe even share a little with each other.

Mary: Exactly! And the variety and fun involved will take our minds of wanting more.

Peter: Eating for fun! A good idea!

Mary: And then you can have the chocolate on Sunday, right?

Peter: But I like biscuits? Actually, I want biscuits again—to have with my cup of tea.

Mary: But you have the biscuits on Monday, remember, and we can't repeat.

Peter: Ah come on! This isn't fixed in concrete. I can have them again instead of chocolate. You might like variety, but I don't. I'm a creature of habit.

Mary: Well, the whole point of this was to taste different snacks, but if you want the same thing, okay. I, for one, am sticking to the original plan, with ice cream to finish the week, and not another dose of chocolate.

## Part 2

You will hear a childcare worker telling some mothers about the advantages of her centre.

Helto everyone, and welcome to the Stanfield Childcare Centre. Now. I know you're all new mothers, and you like to cling to your children. You've certainly spent a lot of time raising them to the age of four and are perhaps reluctant to leave them here at our centre. Well, one of the first things you should understand is that here it is safe — very sale. Look around and you'll see that every room has padded walls. Other centres have standard painted walls, but here, we have invested a lot to ensure your children will not hurt themselves when running around and possibly tripping over. This padding extends around all corners — that is, the areas most likely to bruise and cut your active little child. So, you can rest assured that any accidents of a physical nature are not likely to happen here.

Now, you don't want to dump your child at this centre and let them waste their lime. You want them to learn, and that's one of the greatest assets of our establishment. Our staff are not only trained childcare workers, but all of them have a special skill, which they can imparl to your child, whether it be teaching the ABC, some basic mathematics, artistic skills, or physical education. We are particularly known for our pre-school literacy program and have a wealth of learning toys, specially designed to develop your child's potential.

Of course, one concern many mothers have is that, in environments such as these, colds and flus and other viral nasties can be easily spread around. It's a very legitimate concern, and one which we take seriously, and we pride ourselves on our precautions. For a start, unlike most centres which clean with standard detergents, we disinfect every surface at the end of every day, using a special disinfectant wash. Some places just wipe surfaces daily with a damp cloth, but not us. And that's just the start. We also physically check your children when they arrive every day, and if we feel your child is sick, we ask him or her to wear a face mask to ensure germs are not transmitted. If your child is noticeably sick, then we ask you to take them back home to recover. This might sound a little unkind, but we hope parents can understand that these measures are for the benefit of all.

Now, at Stanfield Childcare Centre we have excellent childcare officers, and let me briefly introduce them. We have Susan, Andrea, Bella, Cathy, Lisa, and Liz. They're all fully trained and come with some individual assets which make them even better. Bella, for instance, knows children very well, having worked here for five years, and Cathy has her own family — two little girls — so she can talk to you with first-hand knowledge of what it's really like to raise children. But getting back to Bella, she often relaxes here after work, spending long hours chatting to parents, as does Cathy in fact. But in terms of hours, nothing can compare to Andrea, who will sometimes spend the night here, staying in our overnight room. Why? Because this centre is very friendly, and simply a great place to be. Bella, for example, used to be quite shy herself but now is marvelous with the little kiddies, as outgoing as any of them. We let Cathy, though, deal with the particularly quiet and introverted children, since having her own family, she knows what can really bring them out.

Of course, what better way to do this than with yummie homemade cakes, and Cathy often gets these from Bella, who can make some of the best in town . Yes, everyone here brings something special, which is why we're one of the best childcare centres in the business.

## Part 3

You will hear a student, Eric, talking to his lecturer, Ms Harris, about essay writing.

Eric: Hi, Ms Harris. Here we are, talking once again.

Ms Harris: Well, I'm always willing to help out wherever possible. Is anything troubling you?

Eric: Well, your advice last week about writing summaries was very useful, and I'm using these summaries a lot in order to prepare my final master's thesis.

Ms Harris: But you're having problems, right?

Eric: Yes, I have a few issues to discuss. Obviously I want a good essay, and I want to achieve high marks. But I'm not sure on the best way to start.

Ms Harris: That's an easy question. Start with a topic, but not one that I necessarily suggest, but one that you want to explore. You will always write better when doing so on a topic you are interested in, not one imposed upon you by others.

Eric: Well, I'm interested in management theory.

Ms Harris: Then pursue that. However, that alone is far too broad. Break it into various current areas of discussion and relevance, then look more carefully at one of them — say, management and cultural differences, or management and motivation, or other aspects, such as the role of salary, group cohesion, or leadership.

Eric: I would say I'm interested in group cohesion—that is, how people interact in the workplace.

Ms Harris: Well, that's a start, but you can't then just write planlessly, without defining exactly what you intend to do within the area you've chosen. You'll have to think of a thesis, and this statement could be of several types.

Eric: Such as what?

Ms Harris: Oh, you could argue a point, something that you believe in; or discuss an issue, looking at its various perspectives; or critique the opinions of others, pointing out the pitfalls and flaws. The thesis statement will make that very clear because it will say, in simple terms, what you intend to achieve in your essay.

Eric: I see. And then I can just begin writing, right?

Ms Harris: Wrong! [Uh?] If your essay is going to be clear, it needs to be logical and organised, and this means you'll need an outline. This could be written as a flowchart, or spider graph — that is, a series of connected lines, but whatever shape the outline takes, there must be a sense of progress, in, more or less, a straight line, towards a goal.

Eric: And then my essay will be good?

Ms Harris: With such progression, definitely—as long as you do achieve everything that you set out to do, as specified in the beginning, okay?

Eric: Well, Ms Harris, your advice about essay writing all sounds very useful: solid, and step by step, so I'll certainly follow that. But can you tell me in more general terms, what constitutes the best essay?

Ms Harris: Oh, there are many aspects to consider, but one of the most important is certainly, original thinking. The best essays are written by people who think for themselves, and not just copy or imitate established views.

Eric: I think I can do that.

Ms Harris: But remember, you can't just give a list of unsupported assertions. There needs to be support as well — a chain of logic linking each step in your argument. [Right] Yet that alone is not enough. Your argument may be logically sound, but is it practically so? For that, you need examples, from real-life, to illustrate your points or sub-points.

Eric: I've got lots of examples from my course readings. I suppose I could use them.

Ms Harris: But remember, whenever you use an example, or facts or figures that are not commonly known, you must give a reference. That's an academic necessity, without which your writing will automatically fail.

Eric: So, it's necessary to give these. Right.

Ms Harris: Absolutely—and with that, your essay will be fine, but always ensure that you format it clearly.

Eric: What do you mean?

Ms Harris: I mean the practical considerations, as written in the university style guide, such as leaving appropriate margins, using double spacing, Arial font, and so on. You see, your writing must look good, as well as be good.

Eric: I can certainly do that.

Ms Harris: And, finally, related to the previous point, you need to respect the number of words required. Your individual lecturers will give you a word-count figure, so follow what they say, making your essay neither too long, nor too short—perhaps 10% either way should be acceptable. 15% was common when I was younger, but it's a lot stricter now, and 20% would be pushing the boundaries just a little too far.

Eric: I guess I can do all that. Thanks for your advice.

## Part 4

You will hear a lecturer discussing the history of people's beliefs regarding whether the sun, or the Earth, is at the centre of the solar system.

In the night sky, the stars appear to revolve around the Earth, rising in the east, and disappearing in the west. The Earth itself seems solid, fixed, and stable, and such common sense perception suggests that the Earth is the centre of the universe. This is known as 'geo' 'centrism', with geo meaning Earth, and all pre-modern civilisations drew this conclusion. We now know, of course, that the Earth revolves around the sun, and this is called 'helio' 'centrism', with helio meaning sun, but historically, it took quite a while for this to be deduced.

As early as the third century BC, an ancient Greek astronomer, Aristarchus of Samos, proposed heliocentrism, but received little support from his peers. Similarly, throughout subsequent history, isolated individuals proposed this new idea, but again, no one was listening. Geocentrism just seemed too logical to refute. Geocentrism also fitted the views of the established Christian church, who could quote biblical passages such as 'the world also shall be stable, that it be not moved'. Those who dared disagree were subject to accusations of heresy, often with dire punishments to follow.

The trouble was, as the night sky was observed more closely, that simple revolution of the stars proved not so simple at all. In relation to the others stars, some steadily wandered in given directions, then sometimes reversed for months, and disappeared altogether. They were called planets, meaning 'wanderers'. In addition, the position of the sun and moon altered slightly over the year, and comets, those mysterious glowing spots, would come and go. In order to predict the motion of the planets, and accurately serve the primary purpose of navigation for sailing ships, increasingly elaborate mathematical models were needed—a sure sign that something was not quite right.

Heliocentrism, or the belief that the sun is the centre of the solar system, still needed a mathemalically-sound description before it could be scientifically accepted, and it was a Polish astronomer, Nicolaus Copernicus, who, in 1543, first published this. This event is sometimes referred to as the Copernican revolution. Copernicus himself certainly feared the consequences of his proof, knowing full well it might invoke the anger of the established church. Probably for this reason, he wailed until the last year of his life, when he was sick and dying, to release his findings. In addition, the preface of the book, written by a respected member of the church, staled that the model was not necessarily correct. As a result of this, there was no 'revolution" whatsoever—in fact, the book received scant attention in the subsequent decades, apart from a few irate clergy men who angrily dismissed the whole scheme as irrelevant.

Yet the following generations of astronomers did not always fare so well. The Italian scientist, Galileo, got into trouble, as did a fellow Italian, with the surname Bruno, Giordono Bruno. who was burnt at the stake, yet ultimately, nothing could slow the spread of heliocentrism across Europe. It formed the basis of Isaac Newton's great work on the motion of the planets — a work which implied that even the sun. around which the Earth circled, was itself in motion around a common centre of gravity.

No discourse about heliocentrism could finish without mentioning that, somewhat unbelievably, there still exists those today who choose to believe that the Earth is the centre of the universe. Modern geocentrism is usually the result of literal interpretations of the Bible, which is the cornerstone of these people's beliefs. They, therefore, also believe in creationism -- that is, that a God created everything, and while we may smile at this, it is sobering to consider that surveys have revealed that up to 10% of British people, 12% of Europeans. 20% of the ESA, and 25% of the Middle East, still hold the belief that the sun revolves around the Earth. One can only wonder what Copernicus would have thought of this.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Practical** | That's right, sensible, and practical — allowing us to indulge in some sweet foods on occasions |
| 2 | **Pizza / Pizzas** | No. I said once every two months. Once a week was ice cream, not pizza |
| 3 | **(light) walking** | No, hiking is Sundays, allowing Saturdays for the light walking exercise |
| 4 | **Pine Park** | Mary: That's later in the month. This Saturday we'll visit Pine Park |
| 5 | **Fruit juice** | The only common factor is the fruit juice, but otherwise we'll have a variety of healthy fare, from salads, to fish, to lean meat |
| 6 | **B** | Peter: Okay, well, I'll go for the biscuits. I love those crunchy little things with my cup of tea. So do you, right?Mary: I do indeed, so I'll have them, too, saving the ice cream for later |
| 7 | **I** | Well, if you think that way, I'll eat the ice cream on Thursdays, not the chocolate. Okay |
| 8 | **C** | Peter: Well, if you think that way, I'll eat the ice cream on Thursdays, not the chocolate. Okay?Mary: Well, if you're having that, then I can't have ice cream. In order to be different, I'll have the chocolate |
| 9 | **B** | I do indeed, so I'll have them, too, saving the ice cream for later |
| 10 | **I** | Well, the whole point of this was to taste different snacks, but if you want the same thing, okay. I, for one, am sticking to the original plan, with ice cream to finish the week, and not another dose of chocolate |
| 11 | **Padded** | Look around and you'll see that every room has padded walls |
| 12 | **Corners** | This padding extends around all corners — that is, the areas most likely to bruise and cut your active little child |
| 13 | **Special skill** | Our staff are not only trained childcare workers, but all of them have a special skill, which they can imparl to your child, whether it be teaching the ABC, some basic mathematics, artistic skills, or physical education |
| 14 | **Learning toys** | We are particularly known for our pre-school literacy program and have a wealth of learning toys, specially designed to develop your child's potential |
| 15 | **Disinfect** | For a start, unlike most centres which clean with standard detergents, we disinfect every surface at the end of every day, using a special disinfectant wash |
| 16 | **Germs** | We also physically check your children when they arrive every day, and if we feel your child is sick, we ask him or her to wear a face mask to ensure germs are not transmitted |
| 17 | **C** | and Cathy has her own family — two little girls — so she can talk to you with first-hand knowledge of what it's really like to raise children |
| 18 | **A** | But in terms of hours, nothing can compare to Andrea, who will sometimes spend the night here, staying in our overnight room |
| 19 | **C** | We let Cathy, though, deal with the particularly quiet and introverted children, since having her own family, she knows what can really bring them out |
| 20 | **B** | Of course, what better way to do this than with yummie homemade cakes, and Cathy often gets these from Bella, who can make some of the best in town |
| 21 | **Topic** | Start with a topic, but not one that I necessarily suggest, but one that you want to explore |
| 22 | **Current** | However, that alone is far too broad. Break it into various current areas of discussion and relevance, then look more carefully at one of them — say, management and cultural differences, or management and motivation, or other aspects, such as the role of salary, group cohesion, or leadership |
| 23 | **Thesis** | You'll have to think of a thesis, and this statement could be of several types |
| 24 | **Outline** | Wrong! [Uh?] If your essay is going to be clear, it needs to be logical and organised, and this means you'll need an outline |
| 25 | **Progress** | whatever shape the outline takes, there must be a sense of progress, in, more or less, a straight line, towards a goal |
| 26 | **Aspects** | Oh, there are many aspects to consider, but one of the most important is certainly, original thinking |
| 27 | **Real-life** | For that, you need examples, from real-life, to illustrate your points or sub-points |
| 28 | **Necessity** | But remember, whenever you use an example, or facts or figures that are not commonly known, you must give a reference. That's an academic necessity, without which your writing will automatically fail |
| 29 | **Style guide** | I mean the practical considerations, as written in the university style guide, such as leaving appropriate margins, using double spacing, Arial font, and so on |

| # | Answer | Explanation |
|---|---|---|
| **30** | **10%** | Your individual lecturers will give you a word-count figure, so follow what they say, making your essay neither too long, nor too short—perhaps 10% either way should be acceptable |
| **31** | **A** | This is known as 'geo' 'centrism', with geo meaning Earth, and all pre-modern civilisations drew this conclusion |
| **32** | **B** | As early as the third century BC, an ancient Greek astronomer, Aristarchus of Samos, proposed heliocentrism, but received little support from his peers. Similarly, throughout subsequent history, isolated individuals proposed this new idea, but again, no one was listening |
| **33** | **C** | In order to predict the motion of the planets, and accurately serve the primary purpose of navigation for sailing ships, increasingly elaborate mathematical models were needed—a sure sign that something was not quite right |
| **34** | **Revolution** | This event is sometimes referred to as the Copernican revolution |
| **35** | **Sick** | Probably for this reason, he wailed until the last year of his life, when he was sick and dying, to release his findings |
| **36** | **Attention** | in fact, the book received scant attention in the subsequent decades |
| **37** | **Bruno** | The Italian scientist, Galileo, got into trouble, as did a fellow Italian, with the surname Bruno, Giordono Bruno. who was burnt at the stake |
| **38** | **Motion** | It formed the basis of Isaac Newton's great work on the motion of the planets — a work which implied that even the sun. around which the Earth circled, was itself in motion around a common centre of gravity |
| **39** | **Bible** | Modern geocentrism is usually the result of literal interpretations of the Bible, which is the cornerstone of these people's beliefs |
| **40** | **20%** | it is sobering to consider that surveys have revealed that up to 10% of British people, 12% of Europeans. 20% of the ESA, and 25% of the Middle East, still hold the belief that the sun revolves around the Earth |

# Test 97

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-7

Complete the form.

Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

Client Details

Name: *Andrew Peterson* (**Example**)

Educational Qualification: Degree in **1** _____

Previous Job: **2** _____

Hobbies: **3** _____

Main Skills: **4** _____

Expected Salary ($): **5** _____

Can start? **6** _____

Other languages? **7** _____

### Questions 8-10

Choose THREE letters from the list, A-G.

**8** **9** **10** Which THREE qualities do employers most value In their staff?

- **A** ☐ Problem-solving skills
- **B** ☐ Diligence
- **C** ☐ Experience
- **D** ☐ Flexible hours
- **E** ☐ Independent thinking
- **F** ☐ Good personality
- **G** ☐ Qualifications

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Answer the questions.

Write ONE WORD ONLY for each answer.

**11** What does the centre provide first? _____

**12** What is important to control? _____

**13** What will be used to assess member's fitness level? _____

**14** How often is the exercise schedule reviewed? _____

**15** How many exercise programs are available? _____

### Questions 16-20

Write the correct letter, A-G, next to the questions.

A. jogging machines

B. Yoga studio

C. Weight units

D. Front-desk area

E. Squash courts

F. Shower blocks

G. Swimming pool

**16** developing confidence? _____

**17** reducing stress? _____

**18** building fitness? _____

**19** meeting others? _____

**20** finding information? _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Choose the correct letter, A, B, or C.

**21** The position needs someone good at

- **A** ○ Computers.
- **B** ○ Dealing with people.
- **C** ○ Arts.

**22** The directors will select someone from the faculty of

- **A** ○ Arts.
- **B** ○ Computing.
- **C** ○ Business.

**23** The position will require the person to

- **A** ○ Work long hours.
- **B** ○ Train others.
- **C** ○ Do weekend work.

**24** The position will come with a

- **A** ○ Car.
- **B** ○ Parking space.
- **C** ○ Much better salary.

**25** The best aspect of the job is it

- **A** ○ Gives more responsibility.
- **B** ○ Comes with a private office.
- **C** ○ Is a step to higher positions

### Questions 26-30

Complete the table.

Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

| | Candidates | | | |
|---|---|---|---|---|
| | Steven | Abdul | Lek | Oscar |
| Years of Experience | **26** _____ | 7 | 8 | 12 |
| Qualification | MBA | **27** _____ | degree | Certificates |
| Possible Concerns | **28** _____ | limited English | **29** _____ | **30** _____ |

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-33

Choose the correct letter, A, B, or C.

**31** Caves are

- **A** ○ Often ignored.
- **B** ○ Mostly in remote areas.
- **C** ○ Often difficult to explore.

**32** People who explore caves

- **A** ○ Mostly need to know about cartography
- **B** ○ Enjoy overcoming the difficulties.
- **C** ○ Usually know about cave sciences.

**33** China has

- **A** ○ Probably the most undiscovered caves.
- **B** ○ A growing number of cave explorers.
- **C** ○ Some of the best documented caves.

### Questions 34-40

Complete the table and notes.

Write NO MORE THAN TWO WORDS for each answer.

| Three Main Reasons for Cave Formation | | |
|---|---|---|
| **Dissolution** | **Volcanic Lava Tubes** | **Action of Waves** |
| mainly involves **34** _____ | • topmost surface cools down and **35** _____<br>• hotter lava continue to flow beneath | waves pound in to cliffs then erode into **36** _____ or less rigid rocks. |

| | |
|---|---|
| Limestone caves | • often have formations made of **37** _____ carbonate<br>• e.g. stalactites, stalagmites, and **38** _____ |
| e.g. Lechuguilla | • finally revealed in **39** _____<br>• interestingly, formed from the **40** _____ |

# Transcripts

## Part 1

SECTION 1

You will hear a young student, Andrew, ringing an employment agency, enquiring about their services.

Andrew: Hello. Is this the Triple A Employment agency? .

Woman: Yes.

Andrew: Hi. I rang before. My name's Andrew. Andrew Peterson. I rang you earlier and gave you my personal details. If you remember, I'm that student looking for work during the summer holidays.

Woman: Oh, sure. Actually, I have your file right here. But... we still need to add some further information.

Andrew: Yeah, that's what they told me, and that's why I'm ringing. What do you need to know?

Woman: Well, we have to know your main level of education. It's a degree, I suppose.

Andrew: Yes, but I'm still doing it, in engineering. It's quite interesting. Some of my friends are studying computing though, so I'm interested in that, also.

Woman: Well, I'll just write in your main degree subject. Engineering. We usually have a demand in computing though. Have you worked with computers before? Andrew: No. I just do some programming for fun at the university, but I almost got a job as a computer designer once. Actually, the only job I've ever had was as a car salesman, believe it or not.

Woman: Well, at least you've had experience dealing with customers. What about hobbies though? Sometimes they can help develop useful skills.

Andrew: Ummm ... in my free time I don't do much — mostly study. I play chess occasionally at the university chess club. That's right next to the tennis courts, but I'm not interested in that.

Woman: Chess helps develop analytical skills, so I'll put that down. Of course, it's your main skills that employers want to know about. What would you say they are?

Andrew: Well, I'm in my third year now, studying electrical machines and generating systems, but I'd say electronics is my best skill— much better than, say, my machine skills, which aren't so good, actually.

Woman: Okay ... machine skills are in demand, but so too are electronic ones, so we might be able to find you a part-time job in that field. But what sort of money do you expect to got?

Andrew: Oh, anything really. I'd want the standard payment, let's say. What's normal? 1,000 a month? 1,500?

Woman: I'll just put $1,200, okay?

Andrew: That's fine by me.

Woman: When can you start? Say, within two days?

Andrew: Easily! Actually, less. In fact, just give me a ring, and I'll be able to start immediately, although I admit it'll take me a few days to get used to getting up early in the morning.

Woman: Okay! That's just about it, unless you'd like to add anything else which may help with your application?

Andrew: Ah, not really. I ride a motorbike, but that's unimportant. I'm friendly, but every applicant claims that, right? I can speak another language.

Woman: Ah, that might be useful, depending on the language. Is it Chinese? A Chinese speaker would go down well.

Andrew: Spanish, I' m afraid. You see, I grew up with some friends who came from South America.

Woman: Okay, I'll write that down, but I don't think it will help that much, sorry to say.

Andrew: Well, thanks for your help, and hopefully I'll get a job soon, but can I just ask one more question? [Sure] What, basically, are employers looking for when they Interview someone?

Woman: Oh, many things. Being hardworking, diligent, and focused on your job is good, but surprisingly, it often means you can't see the bigger picture, or provide suggestions which help the company move forward. That requires thinking for yourself, outside the box as they say, and being free of the standard ways of approaching tasks. Employers certainly value that.

Andrew: I guess experience must help, though?

Woman: It depends. If it involved a routine job, one which didn't exercise your mind, it might not mean that much at all. But since companies are basically composed of people, it is important to be able to get along with others. There's no point in hiring someone whom the other employees don't like, right? That just causes problems — in fact, I would say that being friendly and approachable ranks far more highly than your academic qualifications.

Andrew: Okay, and that's all assessed at the interview, right?

Woman: Yes, and your qualifications, experience, and approach to the job, such as whether you can do different things, work overtime, or do long hours as needed. But those latter qualities are pretty much standard. What may be more important is based on the fact that things inevitably go wrong. Mistakes are made, and someone's got to fix them in a way that creates the least disturbance. People with demonstrated abilities to do this are certainly regarded highly.

Andrew: I see. That's very interesting

## Part 2

SECTION 2

You will hear the manager of a fitness centre giving information about the centre to some new customers.

Hello everyone, and welcome to the "Fit for Life" Health Centre — a place which, as the name suggests, is not just for short-term solutions, but rather, intends to put you on a sensible and achievable looting for the rest of your life. And that's how we're different. For example, we could immediately put you on a harsh exercise program, expeeling you to work out every day, but such a plan would see you quickly lose interest. That's why the initial step is a one-and-a-half-hour consultation, in which your lifestyle, current situation, and long-term goals, are all thoroughly analysed.

Now, an important part of this consultation involves analysing what you eat. There's no point exercising here, and losing weight, then pulling it all back on, later. You will need to show self-control and discipline in your diet, and we'll work on that. Similarly, we'll put you on an exercise regime suitable for your level of fitness, so that will involve a test, where we will take you through some activities, then measure your heart rate and blood pressure to determine how fit you are. This will be monitored during every subsequent consultation, along with your exercise schedule, and that occurs monthly, and not half-yearly, as with many other centres.

As to our actual exercise machines and programs, you will have to decide whether it is muscle mass, stamina, or general fitness, that you want to develop. Think about which of these three you want to target, and we'll design a specific program for you -- but remember, bulging muscles aren't necessarily suitable for everyone. Sometimes it's better to think in terms of two simple concepts: muscle definition and stamina; or, if you are female, being fit and healthy, in both mind and body.

Now, if you're going to work out at this gym. you'll need to think about your reasons for exercising, so let's consider that in more detail. Muscle mass is certainly popular with the guys, probably seeking, to impress the girls, and with muscles comes the confidence to do that, right? Well, for that, you'll need our high-stress weight units, where pumping iron is all the rage. Moving, on to other benefits, one of the main ones is beating the tension of life, right, and the longer the exercise is, the greater the rewards in this respect. Thus, playing squash can certainly help, and so can swimming, but what's much better, as every jogger will tell you, is their activity, so we have ample jogging machines, and they're always popular. They can provide good fitness too, as can the yoga classes; however, again, let's not forget playing squash, which, I would say, is the optimum way to improve your general wellbeing. Such an active, energetic game, plus the competitive element, drives you forward into high levels of health and fitness. These, of course, are the ultimate purposes of being here, but remember, the centre is full of like-minded people, all of whom are interesting to meet, and valuable sources of information.

The yoga classes have a pre- and post-meeting session, so you'll certainly meet others there, although they'll all be yoga enthusiasts, which limits the range somewhat. But whether doing yoga, swimming, or exercising, everyone showers, right, so those facilities are where you'll hear all sorts of interesting conversations, and really get to know people —not like the front-desk area, which is mostly empty as patrons go immediately inside to do their exercise. Of course, the front desk can answer all your questions, and has information brochures, and such like, but for knowing more about a greater variety of subjects and community concerns, look at the notice board in the yoga studio, where there's a huge array of papers, leaflets, and articles, all for you to read and consider.

## Part 3

SECTION 3

You will hear two faculty directors talking about which person in their university to promote.

Dir. A: Okay, we've got to decide who to promote to Leading Education Officer.

Dir. B: Someone from the arts faculty, I suppose.

Dir. A: Well, it can be from any faculty, since the position requires more general skills: handling personnel, settling disputes, and motivating them to focus on the task. It was the last position which involved computer knowledge, not this one.

Dir. B: Surely computer knowledge would help. So too would knowledge in the arts.

Dir. A: Sure, it would help, but the key criterion is being able to direct the staff appropriately.

Dir. B: So, it doesn't matter then from which faculty we select our candidates?

Dir. A: Not really, but I've already looked at those from computing, and rejected them all.

Dir. B: Why?

Dir. A: They'll all too new, lacking in sufficient experience, whereas these ones from the business faculty are longtimers, so we'll take someone from there.

Dir. B: I suppose you're right. The arts faculty doesn' t present much in the way of suitable candidates either.

Dir. A: But we'll still have to train the person—teach the ropes, as they say. And he or she will have to expect to do overtime, as needed.

Dir. B: Of course. It can get so busy that, if we were open on the weekend, they'd have to work then as well.

Dir. A: Just as well we're a Monday to Friday university, right?

Dir. B: Right! But are you sure these people will actually want the job? The salary isn't such an improvement on their current ones.

Dir. A: I know, but there are benefits. You get overtime rates, a nice place to put your car, as well as additional petrol money if you drive for company purposes, which they'll probably be required to do.

Dir. B: But those benefits are quite limited, especially given all the work and responsibility involved. People often don't like that. They prefer the creative freedom of less-senior teaching positions.

Dir. A: Yeah I know, but these candidates should realise that if they do this job well, there'll be more promotions down the line. You know how everyone likes having their own office, right?

Dir. B: Sure.

Dir. A: Well, that would come after a few years, if they're prepared to work hard and grow with the university.

Dir. B: Yes, that should attract these people.

Dir. A: Well, that's enough talk about the job. What about the actual candidates? How many do we have?

Dir. B: Ah, I've narrowed it down to four—ah, just using their first names, that's Steven, Abdul, Lek, and Oscar. As you said, there's quite a bit of experience between them, about 34 years in all.

Dir. A: What's the exact breakdown of figures?

Dir. B: Abdul and Steven both have seven years, Lek has one more, and Oscar is the most experienced, at 12.

Dir. A: But who's the most qualified?

Dir. B: Steven and Abdul have an MBA — sorry! Abdul's got something called a M.B.P. — some foreign thing which translates as Master of Business Practice.

Dir. A: I'm not sure what that is, but does he do the job well?

Dir. B: Very well, apparently — better than Lek and Oscar, who hold a degree and some certificates, respectively. But we have to think about any drawbacks — y'know, possible issues with any of them. I asked their respective deans for feedback, and I found out that Steven, the younger one, drinks a bit.

Dir. A: So, he has a problem with alcohol?

Dir. B: No, he never drinks to excess, but at the bar he's often expressed his intention of moving on, of teaching abroad.

Dir. A: Ah, he's not stable.

Dir. B: Not stable at all, apparently. We'll never know for how long he'll hold the job.

Dir. A: We need stable personnel, and people without family problems, or sick relatives, like the last guy we promoted. What about Abdul then? Will he do?

Dir. B: He might do, except his English language ability is limited. It's functional, but a bit broken, and meaning is sometimes lost. That's not the problem with the next candidate, Lek, who has good language ability, but this job involves handling people, and his dean says Lek's attitude is bad.

Dir. A: In what way?

Dir. B: His manners are okay, and he's interested in his job, but he believes there should always be adequate leisure in life. He definitely won't work overtime and complains a lot already about his job, but this last candidate, Oscar, is probably not the right one, either.

Dir. A: Why not? Not another problem with language?

Dir. B: His first language isn't English, but he speaks it well enough. He's stable, with a good attitude, but his age is the problem.

Dir. A: Age is not a problem. That would be ageism, and I don't believe in that.

Dir. B: But with his age comes health problems as well, and serious ones at that.

Dir. A: Oh, that might be an issue then.

## Part 4

SECTION 4

You will hear a lecturer talking about caves.

If there is one natural feature which has long fascinated man, it is caves -- those natural underground spaces into which people can enter. No known cave in the world can exist without it being extensively explored, whether it be in remote areas, such as the Clearwater Cave in Borneo, or immensely long and difficult, such as Mammoth Cave in America, or perhaps the most challenging: those caves below the water table, full with water -- in which ease the exploration is known as cave diving. Whatever the ease, if the caves are known, as complex and difficult as they usually are, they will be explored.

The formal name for the study of caves is speleology — and involves many disciplines, such as chemistry, geology, biology, and cartography, or the science of making accurate maps, since the largest caves can be hundreds of kilometers long and highly complicated. If the exploration is just for fun, the activity is known as caving, but with the difficulties and dangers involved, the average caver is often involved with one of these speleological sciences.

As for the number of caves in the world, research suggests that only a fraction have been found and documented, mostly in the areas in which caving has long been a popular activity, such as in America, France, or Australia. China, for example, has huge areas of limestone bedrock—prime material for cave

formation—and logically must contain among the largest number of caves in the world, yet only few are documented due to the lack of interest in caving there. Thus, as exploration continues, new caves will be discovered, and it is likely that the numbers could radically change in the future.

With caves being such mysterious and intriguing places, the obvious question concerns how they form. The most common cause is the effect of slightly acidic water in a process called 'dissolution'. Here, water seeps into the ground, and down through rock masses. If this rock is soluble, the water dissolves some of it, and over time, the passage expands to become a cave, or cave system. The largest and most common of these involves limestone, although other materials are possible, including gypsum, marble, and even salt.

Now, if the cave is formed at the same lime as the rock, it is called a primary cave, and the most common of these are lava tubes. When lava from volcanoes flows downhill, the topmost surface cools and solidifies first, leaving the hotter lava to continue to flow beneath. If most of this eventually flows out, a hollow tube is left. The country Iceland, has some excellent caves of this type, and even far-flung Australia has a few. Finally, there are sea caves, formed from waves pounding into coastal cliffs, and eroding into fault lines, or softer rock. These caves are usually the shortest, about 50 meters at most, since the erosive action of the waves can only reach a certain distance.

However, it is limestone eaves which will always be the most interesting. This is due to the presence of limestone formations. As the groundwater seeps downward through the ceiling of the caves, it encounters a different pressure and temperature, causing it to deposit a small amount of its dissolved calcium carbonate. Over time, through the action of millions of drops, this deposition process results in ever-growing masses, known as stalactites of hanging from the ceiling), or stalagmites (if growing from the floor). Alternatively, the water may flow over a large surface of rock, forming flowstone, and with other sorts of processes, can result in beautiful milky-white formations of astonishing complexity.

One of the best examples of this, as well as of what surprising discoveries may yet await, is the Lechuguilla Cave in New Mexico. In the 1950s, some cavers heard the sound of wind underneath some large boulders on the cave floor, a clear sign of a deeper passageway. It look until 1984 for a group of cavers to gain permission to start digging, and two years later, in 1986 they broke through into a walkable passageway —unlocking, one of the longest cave systems in the world, the deepest in America, and some of the most beautiful formations ever found, Unusually, many of these were yellow with sulphur, suggesting that the caves were a result of hydrogen-sulfide from nearby oil deposits. This was forced through fracture lines, combining with existing groundwater to form sulfuric acid, dissolving the limestone from the bottom up, instead of the normal top-down seepage which characterises most limestone cave formation.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **engineering** | Woman: Well, we have to know your main level of education. It's a degree, I suppose. Andrew: Yes, but I'm still doing it, in engineering. It's quite interesting. Some of my friends are studying computing though, so I'm interested in that, also |
| 2 | **car salesman** | Actually, the only job I've ever had was as a car salesman, believe it or not |
| 3 | **chess / play chess / playing chess** | I play chess occasionally at the university chess club |
| 4 | **electronics** | Well, I'm in my third year now, studying electrical machines and generating systems, but I'd say electronics is my best skill— much better than, say, my machine skills, which aren't so good, actually |
| 5 | **1200 / 1,200** | Woman: I'll just put $1,200, okay? Andrew: That's fine by me |
| 6 | **immediately** | Easily! Actually, less. In fact, just give me a ring, and I'll be able to start immediately, although I admit it'll take me a few days to get used to getting up early in the morning |
| 7 | **(speaks) Spanish** | Andrew: Spanish, I' m afraid. You see, I grew up with some friends who came from South America |
| 8 | **A / E / F** | That requires thinking for yourself, outside the box as they say, and being free of the standard ways of approaching tasks. Employers certainly value that But since companies are basically composed of people, it is important to be able to get along with others. There's no point in hiring someone whom the other employees don't like, right? That just causes problems — in fact, I would say that being friendly and approachable ranks far more highly than your academic qualifications What may be more important is based on the fact that things inevitably go wrong. Mistakes are made, and someone's got to fix them in a way that creates the least disturbance. People with demonstrated abilities to do this are certainly regarded highly |
| 9 | **A / E / F** | That requires thinking for yourself, outside the box as they say, and being free of the standard ways of approaching tasks. Employers certainly value that But since companies are basically composed of people, it is important to be able to get along with others. There's no point in hiring someone whom the other employees don't like, right? That just causes problems — in fact, I would say that being friendly and approachable ranks far more highly than your academic qualifications What may be more important is based on the fact that things inevitably go wrong. Mistakes are made, and someone's got to fix them in a way that creates the least disturbance. People with demonstrated abilities to do this are certainly regarded highly |
| 10 | **A / E / F** | That requires thinking for yourself, outside the box as they say, and being free of the standard ways of approaching tasks. Employers certainly value that But since companies are basically composed of people, it is important to be able to get along with others. There's no point in hiring someone whom the other employees don't like, right? That just causes problems — in fact, I would say that being friendly and approachable ranks far more highly than your academic qualifications What may be more important is based on the fact that things inevitably go wrong. Mistakes are made, and someone's got to fix them in a way that creates the least disturbance. People with demonstrated abilities to do this are certainly regarded highly |
| 11 | **consultation / consultations** | That's why the initial step is a one-and-a-half-hour consultation, in which your lifestyle, current situation, and long-term goals, are all thoroughly analysed |
| 12 | **diet** | You will need to show self-control and discipline in your diet, and we'll work on that |
| 13 | **test** | Similarly, we'll put you on an exercise regime suitable for your level of fitness, so that will involve a test, where we will take you through some activities, then measure your heart rate and blood pressure to determine how fit you are |
| 14 | **monthly** | This will be monitored during every subsequent consultation, along with your exercise schedule, and that occurs monthly, and not half-yearly, as with many other centres |
| 15 | **three** | Think about which of these three you want to target, and we'll design a specific program for you |
| 16 | **C** | Muscle mass is certainly popular with the guys, probably seeking, to impress the girls, and with muscles comes the confidence to do that, right? Well, for that, you'll need our high-stress weight units, where pumping iron is all the rage |
| 17 | **A** | one of the main ones is beating the tension of life, right, and the longer the exercise is, the greater the rewards in this respect. Thus, playing squash can certainly help, and so can swimming, but what's much better, as every jogger will tell you, is their activity, so we have ample jogging machines, and they're always popular |
| 18 | **E** | however, again, let's not forget playing squash, which, I would say, is the optimum way to improve your general wellbeing. Such an active, energetic game, plus the competitive element, drives you forward into high levels of health and fitness |
| 19 | **F** | But whether doing yoga, swimming, or exercising, everyone showers, right, so those facilities are where you'll hear all sorts of interesting conversations, and really get to know people —not like the front-desk area, which is mostly empty as patrons go immediately inside to do their exercise |
| 20 | **B** | but for knowing more about a greater variety of subjects and community concerns, look at the notice board in the yoga studio, where there's a huge array of papers, leaflets, and articles, all for you to read and consider |

| # | Answer | Explanation |
|---|---|---|
| **21** | **B** | Well, it can be from any faculty, since the position requires more general skills: handling personnel, settling disputes, and motivating them to focus on the task |
| **22** | **C** | They'll all too new, lacking in sufficient experience, whereas these ones from the business faculty are longtimers, so we'll take someone from there |
| **23** | **A** | But we'll still have to train the person—teach the ropes, as they say. And he or she will have to expect to do overtime, as needed |
| **24** | **B** | You get overtime rates, a nice place to put your car, as well as additional petrol money if you drive for company purposes, which they'll probably be required to do |
| **25** | **C** | Yeah I know, but these candidates should realise that if they do this job well, there'll be more promotions down the line |
| **26** | **7** | Abdul and Steven both have seven years, Lek has one more, and Oscar is the most experienced, at 12 |
| **27** | **MBP** | Steven and Abdul have an MBA — sorry! Abdul's got something called a M.B.P. — some foreign thing which translates as Master of Business Practice |
| **28** | **not stable** | Ah, he's not stable. Dir. B: Not stable at all, apparently. We'll never know for how long he'll hold the job |
| **29** | **bad attitude** | That's not the problem with the next candidate, Lek, who has good language ability, but this job involves handling people, and his dean says Lek's attitude is bad |
| **30** | **health problems** | But with his age comes health problems as well, and serious ones at that |
| **31** | **C** | Whatever the ease, if the caves are known, as complex and difficult as they usually are, they will be explored |
| **32** | **C** | If the exploration is just for fun, the activity is known as caving, but with the difficulties and dangers involved, the average caver is often involved with one of these speleological sciences |
| **33** | **A** | China, for example, has huge areas of limestone bedrock—prime material for cave formation—and logically must contain among the largest number of caves in the world, yet only few are documented due to the lack of interest in caving there |
| **34** | **limestone** | The largest and most common of these involves limestone, although other materials are possible, including gypsum, marble, and even salt |
| **35** | **solidifies** | When lava from volcanoes flows downhill, the topmost surface cools and solidifies first, leaving the hotter lava to continue to flow beneath |
| **36** | **fault lines** | Finally, there are sea caves, formed from waves pounding into coastal cliffs, and eroding into fault lines, or softer rock |
| **37** | **calcium** | As the groundwater seeps downward through the ceiling of the caves, it encounters a different pressure and temperature, causing it to deposit a small amount of its dissolved calcium carbonate |
| **38** | **flowstone** | this deposition process results in ever-growing masses, known as stalactites of hanging from the ceiling), or stalagmites (if growing from the floor). Alternatively, the water may flow over a large surface of rock, forming flowstone |
| **39** | **1986** | It look until 1984 for a group of cavers to gain permission to start digging, and two years later, in 1986 they broke through into a walkable passageway —unlocking, one of the longest cave systems in the world |
| **40** | **bottom up** | This was forced through fracture lines, combining with existing groundwater to form sulfuric acid, dissolving the limestone from the bottom up, instead of the normal top-down seepage which characterises most limestone cave formation |

# Test 98

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-5

Complete the form.

Write NO MORE THAN THREE WORDS OR NUMBERS for each answer.

**Survey Form**

Dealing with: exercise (*Example*)

Time contacted: **1** _____

Suburb: **2** _____

Age Group: **3** _____

Occupation: **4** _____

Family: **5** _____

### Questions 6-10

Complete the summary.

Write ONE WORD ONLY for each answer.

The subject undertakes exercise by regularly **6** _____. She does yoga in order to relax and **7** _____ her muscles. When she was younger, she would **8** _____, and in the future, she may go **9** _____ although that will depend on whether she has enough **10** _____.

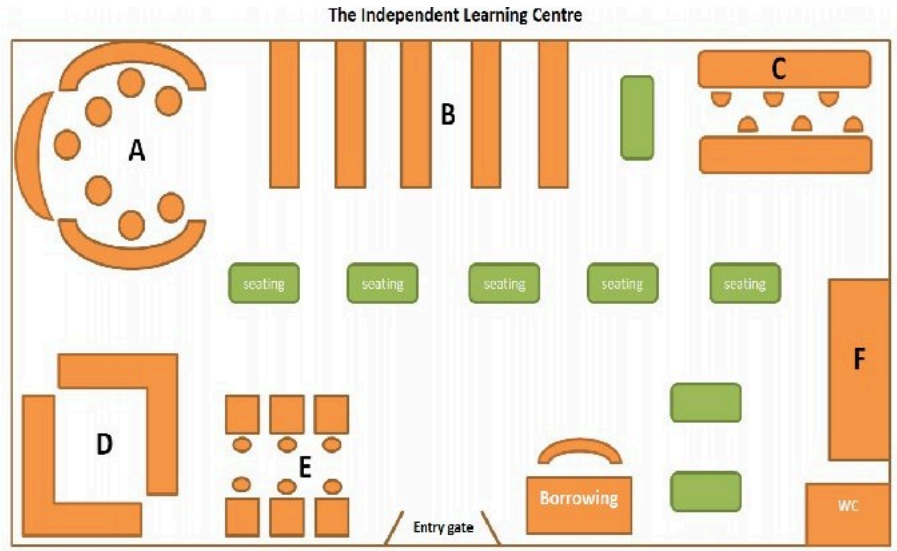
## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

Label the floor plan.

Write the correct letter, A—F, for each answer.




| | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| 11 Quiet reading | ○ | ○ | ○ | ○ | ○ | ○ |
| 12 Computers | ○ | ○ | ○ | ○ | ○ | ○ |
| 13 Newspapers & magazines | ○ | ○ | ○ | ○ | ○ | ○ |
| 14 Reference books | ○ | ○ | ○ | ○ | ○ | ○ |
| 15 Audio section | ○ | ○ | ○ | ○ | ○ | ○ |
| 16 Main library | ○ | ○ | ○ | ○ | ○ | ○ |

### Questions 17-20

Complete the timetable.

Write the correct letter, A-J, for each answer.

ILC Special Sessions Timetable

| | 9.00 to 10.30 | 10.30 to noon | Noon to 1.30 | 1.30 to 3.00 | 3.00 to 4.30 | 4.30 to 6.00 |
|---|---|---|---|---|---|---|
| Quiet reading | A | D | | C | | D |
| Central seating | E | F | | | G | |
| Audio Section | | H | I | | J | |

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 17 Teacher-led discussion | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 18 Writing skills | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19 On-call teacher | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20 Language exchange | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-24

Complete the summary.

Write ONE WORD ONLY for each answer.

One of the basic strategies when listening to lectures is to use **21** _____. This saves times, but it is only effective if they can be **22** _____ later. More generally, it is necessary to format the page in anticipation of the **23** _____ of the lecture. As an example, one can draw **24** _____, tables, and flowcharts, consistent with the way the subject matter is presented.

## Questions 25-30

Complete the table.

Write ONE WORD ONLY for each answer.

| Subject | Recommended Page Design |
|---|---|
| **25** _____ Studies | flowchart, showing courtroom processes and **26** _____ |
| Culture Studies | table or spider graph, linking **27** _____ thoughts etc. |
| Management Theory | network (like spider graph but has **28** _____) |
| Political Science | linear **29** _____ |
| Mass Media | just use **30** _____ |

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-35

Complete the notes.

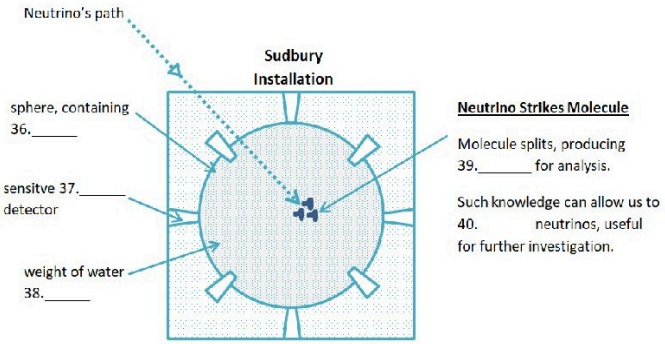
Write NO MORE THAN TWO WORDS for each answer.

| Neutrinos | |
|---|---|
| • are everywhere | 100 to 200 **31** _____ pass through our bodies every second. |
| • are difficult to detect because of | 1. the presence of other particles → usually need a **32** _____ |
| | 2. the surrounding **33** _____ → detection location usually **34** _____ |
| | 3. challenge of installing equipment → engineering is very **35** _____ |

## Questions 36-40

Complete the diagram.

Write NO MORE THAN TWO WORDS AND/OR NUMBERS for each answer.




**36** _____

**37** _____

**38** _____

**39** _____

**40** _____

# Transcripts

## Part 1

SECTION 1

You will hear a survey company representative ringing a person to obtain some information.

Rep.: Hello?

Person: Hello? Who is this?

Rep.: Hello. I'm a representative of the Tallyho Survey Company, and I'd like to ask you a few questions regarding exercise.

Person: Oh, that's an interesting subject.

Rep.: Yes, we think so, too.

Person: But I'm afraid I'm a bit busy at the moment.

Rep.: Don't worry. This will only take about four minutes at the most. It's 10:25 now, so it will all be over by 10:30.

Person: Well ... alright, if it's that short.

Rep.: It will be. So, one of the first things I need to know is where you are — that is, which suburb or area of the city? The last client was in Blackburn, for example.

Person: Blackburn. That's close to me. I'm in Box Hill.

Rep.: Another eastern suburb then. I have a friend in Box Hill, too. Interesting place. Now, I need your approximate age for this survey. Are you younger than 20, between 20 and 29, 30 and 39, and so on?

Person: I'll turn 40 in a few months, so that puts me in the 40 to 49 age group.

Rep.: Well, that's in a few months, so right now you're in the 30 to 39.

Person: Oh, right. So put that then.

Rep.: Okay. Now, I need to know your occupation. The last caller was a housewife, for example; the one before that a teacher.

Person: I used to be a teacher, too, teaching cookery.

Rep.: And now?

Person: Now you can just put 'domestic duties'. Actually, I hope to begin a new job soon, as a cook, but that won't be for some time yet. I have to wait for my husband's restaurant to open.

Rep.: Cook? That sounds interesting, but it's 'domestic duties' for now. Okay, that just leaves some information about your family. This is not obligatory at all, so if you don't want to answer, that's fine.

Person: What sort of information, exactly?

Rep.: Oh, it's very broad. Married, with children; single mother, that sort of thing. The last customer said she was a single mother.

Person: I'm married, and not a mother. Put 'married, no children'.

Rep.: I'm married with children, myself. But I'll put in your details, and that finishes the profile, and just leaves the actual survey itself, if you're ready to proceed.

Rep.: Alright, let's begin the survey now, about your exercise habits.

Person: I'm afraid I don't exercise much at all.

Rep.: Well, the main question is in what form you take your exercise, however little that may be — for example, in just cleaning. Do you clean the house?

Person: My husband does the cleaning, actually, but I walk to the supermarket and shops very often, up to four times a week.

Rep.: I'll put that then, unless there's something else.

Person: Nothing else, really. But I diet. I'm very strict about what I eat. Oh, and I do yoga, although that's not very energetic—more a form of relaxation, and to tighten my muscles.

Rep.: They're both important, of course, but what about sport? Do you undertake any sporting activities? This could be very infrequent. In the past, for example.

Person: My husband plays basketball at the local school, and I sometimes watch. When he was younger he was in a basketball team, but I never participated.

Rep.: Have you done anything at all?

Person: I used to hike in a nearby national park.

Rep.: Well that's a definite physical activity, so I'll put that—but not basketball. Alright, that just leaves future exercise intentions. Do you plan, or expect to do, at some stage, any form of exercise?

Person: I once dreamt of doing modern dance, but that's never going to happen. Realistically, I'm thinking about going swimming, at the local aquatic centre, although my husband thinks we should just jog. I can't see myself doing that, though—too tiring.

Rep.: I can understand. I used to jog, too, and it really makes you sweat. I'd say swimming's a much better option.

Person: But I'll be starting this job as a cook in my husband's restaurant. I imagine I'll be very tired doing all those late shifts. But if I have any energy left over, I might go to the aquatic centre to release some stress.

Rep.: Alright. Well, that's the end of the survey. Thank you very much for your time.

## Part 2

SECTION 2

You will hear the director of a language-centre library explaining about its facilities to some new students.

Welcome to the library, or the I.L.C.. which means Independent Learning Centre, and let me explain about some of its facilities. We're standing here at the entry gates, next to the borrowing desk. That's where you check out any books, but you are also advised to study in the library here, since most of our material cannot be borrowed. Thus, we have Seating along the middle of the library, and in that far corner in front of us. on the left, we have the Quiet Reading Section, for some serious reading activity.

We used to have the computers there but then realised that that corner was very quiet, and thus better suited for the purpose it now has. The computers were instead shifted to a more central location, right beside us here, on the left. Again, somewhat confusingly, this area once housed the Newspaper and Magazine Section, but the people in the Quiet Reading Area had to walk too far to collect this literature, so it was moved to right beside them, in the adjacent corner. So, feel free to read the newspapers there. But the reference books, those huge weighty dictionaries, atlases, and encyclopedias, were all situated at the opposite end of the building, against the wall. This was because they weren't generally that popular, and we wanted more space for the magazine racks, always a favourite with readers.

Okay, as well as reading, you need to work on your listening skills, and for that you need the Audio Section. Again, such an activity needs a quiet area, so we put this in the last remaining corner, up there on your right, as you can see. There are CD players and headphones, so just borrow the listening packs, sit down there, and listen away.

Right, that just leaves the main library. In other libraries, that's often right beside the Newspaper and Magazine Section, allowing freedom to choose from all genres of literature, but here, we've got them further apart. For the main library, just follow your nose, past the central settling there, and it's there among all that shelving, upon which you'll find an abundance of interesting books and listening packs to use.

Now, I'd like to tell you a bit more about an excellent service offered in the I.L.C. here that we call the 'Special Sessions'. What can you do in them? For a start, many of you need practice in speaking English. and for that we hold a special Discussion Session, led by a teacher. That can be noisy, in fact, we hope that it is noisy, since that would mean many people are talking. It's in the Central Seating area, and it used to be from 10.30 to 1.30. but we found that the noise was disturbing the regular I.L.C patrons, so we shortened and moved this discussion to the morning, 9.00 am time slot, when fewer people tire in the centre. It goes for one and a half hours.

Alright, what about Writing Skills? Well, we can help you there with another teacher. Now, writing is a fairly quiet activity, so that teacher stations him or herself in the Quiet Reading area from 1.30 until three. The 10.30-to-midday time slot cannot have a teacher for such writing skills, as they are all teaching in the morning. For this reason, of course, there cannot be an on-call teacher in the morning either, although many people would like one, particularly the 10.30-to-noon crowd, having just finished their early morning class. These students all have to wait until midday onwards, when, for three hours, a teacher will be stationed in the Audio Section, ready to deal with all those questions.

Until recently, we had another teacher doing the 3-pm-to-6-pm time slot, in the Central Settling, but all the noise interfered with the late users of the I.L.C., so we had to cancel that. Also noisy can be the Language Exchange, where local students who want to learn your language will help you practise English. This is generally done in pairs, so the noise level is low enough not to need this exchange to run at 9 am, but at a more congenial time of 10.30, among the Central Seating. That must finish by 1.30 though, after which quieter and more individual activities take place.

## Part 3

SECTION 3

Dylan: Hi, Emily. What did you think of that lecture?

Emily: A bit hard to follow, but I have some good lecture-listening note-taking strategies which really help, so I can review the lecturer's message later.

Dylan: Lecture-listening note-taking strategies? Review it later? That sounds interesting. I must admit, I struggle a bit to take down the gist of what I hear. Look at my notes.

Emily: Well, I can see a basic problem immediately. You're writing full words, such as 'century' when all you need is a 'C', And don't write 'increase'; just draw an 'up' arrow. And why write 'thousand' when a 'th' will do?

Dylan: I see. Just use symbols. That's not a bad idea at all.

Emily: It's the most basic strategy, allowing you to record information at a faster pace. These lecturers can talk faster than others, too, so you don't want to waste any time. But you need to be very familiar with your set of symbols.

Dylan: Why?

Emily: Because you'll have to look at these notes days, weeks, or even months afterwards, when you begin writing your essay, so you'll need to be able to interpret them at a later stage.

Dylan: I think I can do this, even by looking at your notes. 'Immed' must mean immediately.

Emily: But regarding the lecture as a whole, I knew the professor would be giving a set of specific recommendations, and comparing two alternative approaches, so I formatted my page in advance, adding the features consistent with the nature of what I was going to hear.

Dylan: Ah ... I think I need an example of what you mean.

Emily: Well, look at my page. Before the lecture, I drew large headings saying 'recommendations'. You should always draw these, and I drew a table saying, 'Approach 1' and 'Approach 2'. At the end I drew a flowchart, as obviously the final recommendation would be a step-by-step approach. Then I was prepared in advance to simply fill in the spaces.

Dylan: Wow! Now that's clever.

Dylan: Your advice about note taking sounds great, but I still have one question, Emily. How are you able to design your page in advance? I mean, how can you predict the nature of the talk, and know which design is likely to work best?

Emily: It's rather obvious when you think about it. What's your next lecture about?

Dylan: Legal Studies.

Emily: Well, that suggests to me that you'll need a flowchart, since the judicial system has a very logical 'do this first, do that second' approach, which must be followed in that order—y'know, all the processes that happen in the courtroom, and the procedures that must take place to ensure complete legality.

Dylan: Sure. That's the way law is, very linear and orderly, but what about Culture Studies? That's just a mass of comparisons of different cultures.

Emily: Which tells you that you will need a table, where, in tabular form, you can efficiently write down information.

Dylan: But often the lecture's not that simple. The professor throws in a really complex mix of ideas.

Emily: Then use a spider graph—like the web a spider makes, where there's a central idea around which you attach all the associated thoughts, and ideas, and impressions.

Dylan: I see. I think I understand. And that would be very quick, too; very efficient. I like that. But what about Management Theory? How would you approach that?

Emily: The same as with Culture Studies. I'd use a network, which is basically the same as a spider graph, linking thoughts, although this time there are directions involved. It is this element that makes it different—the fact that the thoughts go one way and not the other.

Dylan: Okay ... has directions. It sounds logical. And what about the other subjects, such as Political Science? There's no predictable order to that.

Emily: Well, for that I'd just put my notes in a line, that is, in linear, or straight-line fashion, and these notes would use symbols, of course, to save time.

Dylan: Okay, that just leaves Mass Media.

Emily: For that, I wouldn't have any special design at all. As you say, sometimes it's impossible to predict in what way lecturers will present their information, in which case the best you can do is pre-write headings, but not specific, just general, as in Main One, Main Two, Sub One, Two, and Three, and so on.

Dylan: Okay.

Emily: But always be prepared to adapt to the nature of the talk, using any one of the other methods if it becomes appropriate at the time.

## Part 4

SECTION 4

You will hear a lecturer talking about an unusual atomic particle, called the neutrino.

When considering the smallest unit of matter—the atom — most people know of electrons, protons, and neutrons, but almost none know of another particle, even though they are constantly emitted from the sun in the trillions, with 100 to 200 billion of them regularly passing through your body every second. To repeat, that's not thousands, not millions, but billions, every second. You don't feel them because they are small, in fact, so tiny that we can barely detect their presence at all. These mysterious particles are called neutrinos.

Despite such an abundance, detecting them is a huge undertaking, and there are many reasons for this. Firstly, the neutrino itself is so small that you need to eliminate absolutely all other particles around. To do this, you need what is called a clean room, one that has an extremely low level of dust, microbes, floating particles, or chemical vapours. You probably don't know it, but the air around you right now has almost 40 million particles per cubic meter. In contrast, the cleanest of clean rooms has less than 10.

The second problem is that you also need an environment with absolutely no background radiation. At the surface of the Earth, such radiation is all around, from the sun and sky, and from TVs and communication devices. The only way to screen out all that is to go underground, and I mean deep underground. For example, the Sudbury Neutrino Observatory in Canada uses an old nickel mine, one of the deepest in the world, and puts the Observatory in its lowest tunnel, more than two kilometers below the surface. At such depths, stray radiation is sufficiently screened out to allow neutrinos only to pass by.

The final problem is that you need an elaborate detection system, and this apparatus is huge, and its installation in this deep underground cavity presents quite a headache. Holding such a weighty construction safe and secure requires complex engineering work, such as rock-bolting and support structuring. This obviously requires great care, and takes a lot of effort.

So, I've told you about the difficulty in detecting neutrinos. They are tiny, virtually weightless, have no electric charge, and hardly interact with anything at all. Yet we can detect them, and to see how, let's consider the Sudbury installation once again. The detector there consists of a spherical container filled with heavy water. This rests inside another vessel filled with normal water, which helps support the weight of the inner sphere, as well as providing further shielding from any stray radiation. At the edge of this inner sphere are about 10,000 electronic detectors. These are extremely sensitive, able to multiply a hundred million times any electric current which occurs.

So, as the neutrinos pass through this sphere of water, there is a very very very small chance that one of them may hit a water molecule. To increase the likelihood of this, two strategies are used. One, the larger the sphere of water, the better, and the Sudbury tank holds not 10 tons, not 100 tons, but 1000 tons. Two, the water is special, consisting as it does of heavier molecules. So, what happens is this. If the neutrino hits the water molecule, the neutrino is absorbed, but the molecule itself splits apart, producing a tiny electric current. It is this which is detected, and analysed, giving key information about the neutrino.

The final question is why do we care about these elusive particles? Well, just think -- they can pass right through the core of our sun at the speed of light without being affected or losing strength. No other form of radiation can do that, meaning that the knowledge we get about neutrinos can help us to control them. With this ability, we can probe the centre of our Earth, the inner layers of our sun, and the outer limits of our solar system, and that makes it all worth the effort.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **10.25 / 10:25 / 10.25 am / 10:25 am** | It's 10:25 now, so it will all be over by 10:30 |
| 2 | **Box Hill** | Blackburn. That's close to me. I'm in Box Hill |
| 3 | **30 to 39** | Well, that's in a few months, so right now you're in the 30 to 39 |
| 4 | **domestic duties** | Now you can just put 'domestic duties'. Actually, I hope to begin a new job soon, as a cook, but that won't be for some time yet. I have to wait for my husband's restaurant to open |
| 5 | **married, no children** | I'm married, and not a mother. Put 'married, no children' |
| 6 | **walking** | My husband does the cleaning, actually, but I walk to the supermarket and shops very often, up to four times a week |
| 7 | **tighten** | Oh, and I do yoga, although that's not very energetic—more a form of relaxation, and to tighten my muscles |
| 8 | **hike** | I used to hike in a nearby national park |
| 9 | **swimming** | Realistically, I'm thinking about going swimming, at the local aquatic centre, although my husband thinks we should just jog But if I have any energy left over, I might go to the aquatic centre to release some stress |
| 10 | **energy** | But if I have any energy left over, I might go to the aquatic centre to release some stress |
| 11 | **A** | in that far corner in front of us. on the left, we have the Quiet Reading Section, for some serious reading activity |
| 12 | **E** | The computers were instead shifted to a more central location, right beside us here, on the left |
| 13 | **D** | this area once housed the Newspaper and Magazine Section, but the people in the Quiet Reading Area had to walk too far to collect this literature, so it was moved to right beside them, in the adjacent corner |
| 14 | **F** | But the reference books, those huge weighty dictionaries, atlases, and encyclopedias, were all situated at the opposite end of the building, against the wall |
| 15 | **C** | Again, such an activity needs a quiet area, so we put this in the last remaining corner, up there on your right, as you can see |
| 16 | **B** | For the main library, just follow your nose, past the central settling there, and it's there among all that shelving, upon which you'll find an abundance of interesting books and listening packs to use |
| 17 | **E** | For a start, many of you need practice in speaking English. and for that we hold a special Discussion Session, led by a teacher. That can be noisy, in fact, we hope that it is noisy, since that would mean many people are talking. It's in the Central Seating area, and it used to be from 10.30 to 1.30. but we found that the noise was disturbing the regular I.L.C patrons, so we shortened and moved this discussion to the morning, 9.00 am time slot, when fewer people tire in the centre. It goes for one and a half hours |
| 18 | **C** | Alright, what about Writing Skills? Well, we can help you there with another teacher. Now, writing is a fairly quiet activity, so that teacher stations him or herself in the Quiet Reading area from 1.30 until three |
| 19 | **I** | These students all have to wait until midday onwards, when, for three hours, a teacher will be stationed in the Audio Section, ready to deal with all those questions |
| 20 | **F** | Also noisy can be the Language Exchange, where local students who want to learn your language will help you practise English. This is generally done in pairs, so the noise level is low enough not to need this exchange to run at 9 am, but at a more congenial time of 10.30, among the Central Seating. That must finish by 1.30 though, after which quieter and more individual activities take place |
| 21 | **symbols** | It's the most basic strategy, allowing you to record information at a faster pace |
| 22 | **interpreted** | Because you'll have to look at these notes days, weeks, or even months afterwards, when you begin writing your essay, so you'll need to be able to interpret them at a later stage |
| 23 | **nature** | But regarding the lecture as a whole, I knew the professor would be giving a set of specific recommendations, and comparing two alternative approaches, so I formatted my page in advance, adding the features consistent with the nature of what I was going to hear |
| 24 | **headings** | Well, look at my page. Before the lecture, I drew large headings saying 'recommendations'. You should always draw these, and I drew a table saying, 'Approach 1' and 'Approach 2'. At the end I drew a flowchart, as obviously the final recommendation would be a step-by-step approach |
| 25 | **Legal** | Legal Studies |
| 26 | **procedures** | Well, that suggests to me that you'll need a flowchart, since the judicial system has a very logical 'do this first, do that second' approach, which must be followed in that order—y'know, all the processes that happen in the courtroom, and the procedures that must take place to ensure complete legality |

| # | Answer | Explanation |
|---|---|---|
| **27** | **associated** | Then use a spider graph—like the web a spider makes, where there's a central idea around which you attach all the associated thoughts, and ideas, and impressions |
| **28** | **directions** | I'd use a network, which is basically the same as a spider graph, linking thoughts, although this time there are directions involved |
| **29** | **notes** | Well, for that I'd just put my notes in a line, that is, in linear, or straight-line fashion, and these notes would use symbols, of course, to save time |
| **30** | **headings** | For that, I wouldn't have any special design at all. As you say, sometimes it's impossible to predict in what way lecturers will present their information, in which case the best you can do is pre-write headings, but not specific, just general, as in Main One, Main Two, Sub One, Two, and Three, and so on |
| **31** | **billion** | most people know of electrons, protons, and neutrons, but almost none know of another particle, even though they are constantly emitted from the sun in the trillions, with 100 to 200 billion of them regularly passing through your body every second |
| **32** | **clean room** | To do this, you need what is called a clean room, one that has an extremely low level of dust, microbes, floating particles, or chemical vapours |
| **33** | **radiation** | The second problem is that you also need an environment with absolutely no background radiation |
| **34** | **(deep) underground** | The only way to screen out all that is to go underground, and I mean deep underground |
| **35** | **complex** | Holding such a weighty construction safe and secure requires complex engineering work, such as rock-bolting and support structuring |
| **36** | **heavy water** | The detector there consists of a spherical container filled with heavy water |
| **37** | **electronic** | At the edge of this inner sphere are about 10,000 electronic detectors |
| **38** | **1000 tons / 1,000 tons** | One, the larger the sphere of water, the better, and the Sudbury tank holds not 10 tons, not 100 tons, but 1000 tons |
| **39** | **electric current** | If the neutrino hits the water molecule, the neutrino is absorbed, but the molecule itself splits apart, producing a tiny electric current |
| **40** | **control** | No other form of radiation can do that, meaning that the knowledge we get about neutrinos can help us to control them |

# Test 99

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-5

Complete the notes.

Write NO MORE THAN TWO WORDS AND/OR NUMBERS for each answer.

| Basic Details of Project | |
|---|---|
| **Example**<br>Pre-phase | involves selecting rooms & 1 _____ |
| **Phase 1:** | • time needed: 3 days<br>• staff involved: Jenna, Marco, & 2 _____ |
| **Phase 2:** | • time needed: 3 _____<br>• staff involved: 4 _____, with assistance from 5 _____ |

### Questions 6-10

Choose the correct letter, A, B, or C.

**6** The main form of data collection will be

- **A** ○ questionnaires.
- **B** ○ Internet polling.
- **C** ○ face-to-face interviews.

**7** To finish in time, the staff will have to

- **A** ○ work late.
- **B** ○ come in early.
- **C** ○ take some work home.

**8** The final report will contain

- **A** ○ three appendices.
- **B** ○ material from the company website.
- **C** ○ a supplementary booklet.

**9** The final report will be handed in on the

- **A** ○ 5th.
- **B** ○ 15th.
- **C** ○ 25th.

**10** At the end, there will be

- **A** ○ an office party.
- **B** ○ a restaurant dinner.
- **C** ○ presents for all involved.

## PART 2 — QUESTIONS

Part 2 audio

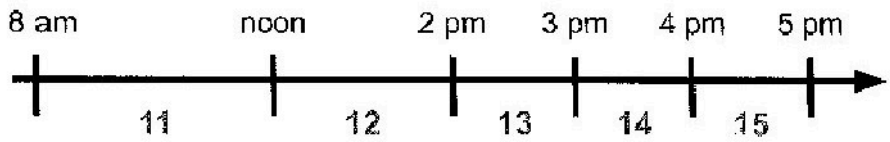
### Questions 11-15

Complete the repair schedule.

Write the correct letter, A-F, for each answer.

| Problems to Fix | |
|---|---|
| A | Birds in ceiling |
| B | Broken windows |
| C | Electrical fault |
| D | Fallen tree |
| E | Leaking roof |
| F | Staining on walls |

**Schedule of Repairs**




11……..

A Birds in ceiling B Broken windows C Electrical fault

D Fallen tree E Leaking roof F Staining on walls

| | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| 11 | ○ | ○ | ○ | ○ | ○ | ○ |
| 12 | ○ | ○ | ○ | ○ | ○ | ○ |
| 13 | ○ | ○ | ○ | ○ | ○ | ○ |
| 14 | ○ | ○ | ○ | ○ | ○ | ○ |
| 15 | ○ | ○ | ○ | ○ | ○ | ○ |

### Questions 16-20

Complete the sentences.

Write NO MORE THAN TWO WORDS for each answer.

- The stained walls will be painted 16 _____.
- Extra paint will be left in the 17 _____.
- The baby birds will be given to a 18 _____.
- The fallen tree will be used as 19 _____.

- The smaller parts of the tree will be put in a **20** _____.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-26

Complete the table.

Write NO MORE THAN TWO WORDS for each answer.

| Subject | Textbook Used | Criticism of this book |
|---|---|---|
| Social History | 21 _____ | It is 22 _____ |
| Cultural Studies | 23 _____ | It 24 _____ |
| 25 _____ | Government in Action | It is 26 _____ |

### Questions 27-30

Choose the correct letter, S, C, or P.

NB You may use a letter more than once.

S. Social History

C. Cultural Studies

P. Political Theory

27 Steve _____

28 David _____

29 Susan _____

30 Olive _____

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-32

Choose the correct letter, A, B, or C.

**31** Originally, country towns

- **A** ○ required fewer workers.
- **B** ○ had lots of animals.
- **C** ○ were more interesting places.

**32** Now, the problems there

- **A** ○ can be solved.
- **B** ○ are numerous.
- **C** ○ are expected.

### Questions 33-35

Choose THREE answers from the list and write the correct letter, A-F, next to the questions.

**33** **34** **35** Which THREE factors are typical of modern farming?

- **A** ☐ Many overheads
- **B** ☐ More machines
- **C** ☐ Fewer types of products
- **D** ☐ More frequent feeding
- **E** ☐ Greater numbers of products
- **F** ☐ More factories

### Questions 36-40

Complete the table.

Write NO MORE THAN TWO WORDS for each answer.

| Possible Solution | Important Factor | Examples |
|---|---|---|
| tourism | Locals must **36** _____ | Daylesford area uses its **37** _____ |
| using the **38** _____ | • is **39** _____ by its distinctive product<br>• must market the idea effectively | Shepparton is known for its **40** _____ |

# Transcripts

## Part 1

Marcus: Okay, Ella. As you know, the deadline for this project is the end of the month, so we'd better plan it well.

Ella: Yes, I've already been thinking along those lines, and I've decided we should divide this project into three phases: the Pre-phase, then Phase 1, and then Phase 2, with strict deadlines involved for each one.

Marcus: Given that we have to finish this quickly, that sounds good. Tell me more.

Ella: The Pre-phrase is the simplest. We just need to allocate a space or a place to do our planning, and this space will need to be quite big.

Marcus: Sure, and we have to decide on the equipment needed as well. Remember the last project, when we didn't have enough projectors to present our ideas? We lost lots of time there.

Ella: Yes, that was a bad start. That's why, after the Pre-phase is finished, I've allocated a mere three days for Phase One.

Marcus: That will involve drawing the plans. We'll need Jenna to help us.

Ella: And Marco.

Marcus: Yes, but not Susan. Susan is just far too busy to participate, as much as I'd like her in the team.

Ella: Let's just take Fred instead. He'll do.

Marcus: Sure. Fred's not as experienced as Greg, but I agree, he'll do fine for this job.

Ella: Then it's straight into Phase 2, collecting, collating, analysing, and preparing the final report.

Marcus: Can we do that in five days?

Ella: I think that's optimistic, which is why I scheduled six.

Marcus: That's almost a week! Do we have that much time?

Ella: We do, and with the right people, six days should see the job done.

Marcus: Who are the people for this phase? Arthur and Rob, right?

Ella: No, Arthur's got other things to do, and Rob's on leave, so Mike alone will be the main man on this part. He's done it before, so it should be fine. But he may need some help with the smaller tasks. Someone who is good with detail and procedures.

Marcus: Hmmm. Peter's not free at the moment, so I can arrange Leo to chip in some time and advice. Leo's very useful, particularly under pressure. And that's everything sorted! Well done Ella. This report should certainly be ready in time.

Marcus: Okay, Ella, you've done a good job with the basic timeframe of this project, but what about specifics?

Ella: What sort of specifics?

Marcus: Well, things like information gathering. Are we going to use questionnaires like we did last time?

Ella: I was thinking of using the Internet to ask people to give their views, but you often get such silly responses when you do that. I'm of the view that the best way to find out things is to ask people directly, so that's what we'll do.

Marcus: Okay, but that will take longer. We'll probably even have to do some of the work at home.

Ella: No, I don't think so, as long as we stay back at work for some after-hours meetings.

Marcus: Well, that's better than coming in early. No one functions well in the morning. Also, the final report will need at least two appendices.

Ella: Not only that, we'll have to attach a small booklet to the end, containing printouts of the relevant parts from all the foreign websites we accessed.

Marcus: That will take even more time. Are you sure we can meet this deadline?

Ella: Yep, I've worked it all out, and I'm confident we can do it. Phase 1 should be finished by the 5th, leaving Phase 2 to begin about the 8th or 9th. Now, there's a public holiday on the 10th, meaning that everything should be able to be submitted on the 15th , and after that, we can relax, and celebrate on the 25th when the Design Division gives us approval to go ahead.

Marcus: Hah, you're assuming that the Design Division will approve this, and that's not guaranteed at all.

Ella: Oh come on Marcus, be positive. You know this should be approved—in fact, I'm even planning the celebration when this is all over.

Marcus: Oh yeah, what's on the agenda, then?

Ella: Well, we definitely don't want a party in the office, do we? We'll want to get away from this place, and we're all too busy with our own lives and families to find a mutual time free for a dinner party, so I thought we'd just buy some nice expensive gifts for everyone who participated. We can just give these to the people here in the office.

Marcus: That sounds fine to me, but make sure they're not too expensive. The Budget Department will never approve the cost.

Ella: Don't worry; I know how much I can get away with.

Marcus: Alright. I'll leave that with you.

## Part 2

Worker: Hello there. I was asked to tell you about the extent of the damage to the main building, caused by the recent storm.

Officer: Oh, that's right. I take it that most of the damage is just to the main building?

Worker: It is indeed, since the building is so old. However, luckily, the damage is minor, and all of it can be fixed in one day, given that we have five people in our team.

Officer: What will you be doing first? I understand you start at 8 in the morning.

Worker: That's right, and we were going to remove the fallen tree, but we've been told there are exams that morning, and I'm sure the sound of those saws and other heavy equipment will disturb all the students, so instead we'll fix that leaky roof. That's a four-hour job, since it involves substantial repair, not like fixing broken windows, which can be done quite quickly.

Officer: So you'll fix the broken window after that, from midday?

Worker: We could do that, but since we'll be working in the ceiling, it's more logical to get rid of those birds' nests there. It's a small job but will require crawling inside the ceiling cavity, which is not an easy exercise, so that will take about an hour. But this is good, since by that time the exams should be over, and we can address that tree which has been blown over, after our one-hour lunch break of course. It will be quite noisy dealing with that, but it will be finished by three o'clock. Some of our staff will then leave to fix things on another site — an office nearby needs a new window — but two of us, including myself, will remain here to paint over that discoloured patch of wall in your office.

Officer: Oh good, it looks so horrible at the moment.

Worker: Well, we'll certainly make it look good once again, and in the last hour of our working day, we'll fix up that problem with the wiring. Apparently the power doesn't go to one of the classrooms. Probably some water has gotten into the fuse box, so we'll just change a few wires, and clean up the moisture, and it should be fine.

Officer: I certainly appreciate all the effort you and your team are taking to fix things here, but I do have one request.

Worker: And what is that?

Officer: You said you're going to paint the back wall in my office. Will it be the same colour as before?

Worker: Yes, we'll make it a nice white colour.

Officer: Well that's the point. I'd prefer it to be yellow, to match the furniture. The furniture is orange, actually, but I think yellow is a nice match. Can you do that?

Worker: We can certainly do that. Yellow it is. Certainly a prettier colour than just plain white, or the blue in my kitchen at home for that matter. And we can leave the paint can with you, in case you need to do some touch-ups, or if the stain reappears. I'll just leave it in the garden shed, the one next to the main classroom. And incidentally, about those birds in the ceiling. I was just investigating, and I heard the chirping of little baby birds in there, so there must be some young ones in a nest. I just thought you'd like to know that we can give them to a wildlife reserve. There's one in the next suburb, so that should not be too much trouble.

Officer: Or you could give them to one of our teachers. I have a colleague who can raise them.

Worker: I would say the wildlife reserve is a better option, since the people there are used to dealing with animals, and as for that fallen tree, we'll cut it up into small pieces and that can be firewood in my house, so that won't be wasted either—although the smoke will cause some pollution, but I have a special licence for my fireplace, so no one can object to that. I've noticed also that the university has a garden bin, for the smaller items — leaves and sticks and bark, and so on, so we can dispose of material in that, also. You do have some waste piles out the back, but a proper garden bin means that the material will be recycled, and that's better for the environment, so you can rest assured we will use that.

## Part 3

Susan: Well gentlemen, we've almost finished our second semester at this university. What do you think of all the courses we attend?

David: On the whole, I'd say they're quite good, apart from Social History, which I find to be a little too inexact.

Steve: Yes, the lecturer's style is also very very dull.

Susan: I certainly agree with you there, although I would say that the textbook is more interesting. 'Welfare State'. The subtitle says, 'An examination of social development in the 20th century.'

David: Yes, 'Welfare State' is a good book, but look how many pages it has. 458!

Steve: I agree. It's just too long to be easily read. Far too long, although it's certainly well written in parts.

David: Yes, and if you compare it to the textbook for Cultural Studies—what's it called?

Susan: 'Inner Views', I think.

David: No, that's the book for Media Studies, and we finished that subject last semester. The book you're thinking of is 'In Perspective'.

Susan: Sorry, you're right. 'In Perspective'. And the subtitle says, 'A comparison of social groups.' Somewhat interesting, wouldn't you say?

David: Well, mildly so, as is the subject, dealing as it does with such a wide variety of issues, but the book itself certainly oversimplifies a very complex subject.

Steve: I agree. I also got annoyed at its constant oversimplification. Life is more complicated than what it suggests.

Susan: Yes, but what you call 'oversimplifying' may well be considered 'clarifying'. Look at this other textbook, 'Government in Action'. Some may say that it also oversimplifies, but it must do so in order to present a coherent picture of an equally complex subject.

David: 'Government in Action'? Which subject...?

Susan: It's the textbook for 'Political Theory'.

Steve: Oh, I hate politics. That's why I don't like the 'Active Leadership' subject, either. And most of the stuff in that 'Political Theory' textbook is based on the American system. You see, it's written by Americans, so it's not even relevant to us here.

David: I'd agree with you there — it's not relevant to us at all, since our government uses the Westminster system.

Susan: Yes, I suppose that is a problem.

Susan: Well, it seems we all have certain criticisms about the textbooks we're using, but at the same time, we all like some elements, at least, of the subjects we're studying. What's your favourite subject, David?

David: I'm not sure. I like Political Theory, but...

Steve: Cultural Studies is by far the best, even better than Political Theory, which I also like, but just not as much.

David: Why do you say that, Steve? I was thinking, perhaps, Social History is worth considering as best.

Steve: Social History is good, but I made my choice because the subject is relevant to this modern society.

David: But so is Social History, and I like the historical element, which the other subjects lack. Even Political Theory examines history only briefly, and in a very narrow way, so I'd say Social History is the most rewarding for me. What about you, Susan?

Susan: I think Social History is certainly very good, but Political Theory is, in fact, the best, since basically, every human system boils down to politics. So, despite a certain irrelevancy in the details, the basic message remains as relevant as ever.

David: Oh Susan, you can't be serious. Let's ask Olive, again. She's over there. Olive! Which subject do you think is the best?

Olive: Ah, a difficult question. I'm very interested in culture, so Cultural Studies is certainly my cup of tea, but I'm politically active also, and hope to pursue this as a career, so Political Theory would be the one I'd pick.

David: I don't believe it. Even with that irrelevant textbook?

Susan: Don't listen to him, Olive; you have a right to your own opinion.

## Part 4

If you consider the farms of old — the type your father or grandfather grew up on, they were small and labour-intensive, requiring lots of workers. In addition, they often had a diversity of products, be that animal or vegetable — say, cows and sheep, or oranges and lemons, with some peaches, and a few chickens on the side, for the production of eggs. The many workers involved raised their families, who needed products and support services, such as medical clinics and schools, so the small country towns had mercantile activity, store fronts, and community participation, with all ages present and a distinct town culture.

And how it has changed! Travel to any small country town in virtually any developed country, and you will often see that these places arc now somewhat forlorn and deserted, lacking life and vigour. Many of the residents have long since moved towards the big cities, so the country areas have become depopulated, and their downtowns empty. This phenomenon is so predictable and widespread that it even has a name - rural flight, or rural exodus -and it has produced some fairly predictable problems.

As for the causes of rural exodus, the most obvious is the industrialisation of agriculture. This comes in two aspects, one of them being monocultural farming practices. What this means is that it is now more efficient to have one product, and focus on its needs almost exclusively. So, for example, animal husbandry will usually involve a single type of animal, say pigs, but with huge factory farming techniques, or, in other words, the second aspect: economies of scale. This means instead of 200 pigs, there'll be 2000, tightly fitted into small pens or cages, with high density waste disposal and automatic feeding systems. Yet despite this huge size, it can all be controlled by just a dozen farm workers pushing the right button. You might not like it, but in a competitive market, the cheaper the overheads, the better, and one can't argue with market economics. It's simply the way of the modern world, and it has changed the face of rural districts, mostly for the worst.

We can talk at length about the problem of rural exodus, but what about solutions? Well, there is certainly some cause for hope, since many are now feeling the negatives of increasing urbanisation, negatives which the countryside generally does not have. Thus, tourism, for example, is certainly one avenue of revenue and revitalisation. The most important consideration here is that the local residents themselves participate in developing such initiatives and deciding what happens, since outsiders, be they state government or city-based planners, do not fully understand the local settings, the possibilities which may be on offer, or the town culture, since even small rural areas can be highly distinctive from neighbouring ones. For example, the Daylesford area has developed a tourist industry based on the natural springs there, putting forward the angle that this water is relaxing and revitalising for the health. There has been the development of spas, saunas, and small-scale accommodation within its picturesque hillsides.

And another solution is to utilise the predominant local product. This takes advantage of the fact that many city-people are developing a dislike for factory-produced and packaged foodstuffs. They are becoming interested in products that can be sold directly to them, at a cheaper price, while preserving all the freshness from the tree or animal. It is important here that the country area is not only characterised by a specific product, but markets this idea well. For example, many areas of country Victoria have developed widespread grape-growing and winemaking facilities, and encourage wine tasting tourism—now a thriving industry, with an international patronage. Similarly, Harcourt is famous for apples, Shepparton for mature cheeses, and Mildura for its citrus products. Such strategies, done well, give hope that rural areas can revitalise somewhat, and once again be lively and interesting places to live in.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **equipment** | Ella: The Pre-phrase is the simplest. We just need to allocate a space or a place to do our planning, and this space will need to be quite big. Marcus: Sure, and we have to decide on the equipment needed as well |
| 2 | **Fred** | Ella: And Marco. Marcus: Yes, but not Susan. Susan is just far too busy to participate, as much as I'd like her in the team. Ella: Let's just take Fred instead. He'll do |
| 3 | **6 days/six days** | Marcus: Can we do that in five days? Ella: I think that's optimistic, which is why I scheduled six |
| 4 | **Mike** | No, Arthur's got other things to do, and Rob's on leave, so Mike alone will be the main man on this part |
| 5 | **Leo** | Peter's not free at the moment, so I can arrange Leo to chip in some time and advice |
| 6 | **C** | I'm of the view that the best way to find out things is to ask people directly, so that's what we'll do |
| 7 | **A** | No, I don't think so, as long as we stay back at work for some after-hours meetings |
| 8 | **C** | Not only that, we'll have to attach a small booklet to the end, containing printouts of the relevant parts from all the foreign websites we accessed |
| 9 | **B** | Now, there's a public holiday on the 10th, meaning that everything should be able to be submitted on the 15th |
| 10 | **C** | Well, we definitely don't want a party in the office, do we? We'll want to get away from this place, and we're all too busy with our own lives and families to find a mutual time free for a dinner party, so I thought we'd just buy some nice expensive gifts for everyone who participated |
| 11 | **E** | That's right, and we were going to remove the fallen tree, but we've been told there are exams that morning, and I'm sure the sound of those saws and other heavy equipment will disturb all the students, so instead we'll fix that leaky roof |
| 12 | **A** | Officer: So you'll fix the broken window after that, from midday? Worker: We could do that, but since we'll be working in the ceiling, it's more logical to get rid of those birds' nests there. It's a small job but will require crawling inside the ceiling cavity, which is not an easy exercise, so that will take about an hour |
| 13 | **D** | But this is good, since by that time the exams should be over, and we can address that tree which has been blown over, after our one-hour lunch break of course. It will be quite noisy dealing with that, but it will be finished by three o'clock |
| 14 | **F** | Some of our staff will then leave to fix things on another site — an office nearby needs a new window — but two of us, including myself, will remain here to paint over that discoloured patch of wall in your office |
| 15 | **C** | and in the last hour of our working day, we'll fix up that problem with the wiring. Apparently the power doesn't go to one of the classrooms |
| 16 | **yellow** | Officer: Well that's the point. I'd prefer it to be yellow, to match the furniture. The furniture is orange, actually, but I think yellow is a nice match. Can you do that? Worker: We can certainly do that. Yellow it is |
| 17 | **garden shed** | And we can leave the paint can with you, in case you need to do some touch-ups, or if the stain reappears. I'll just leave it in the garden shed, the one next to the main classroom |
| 18 | **wildlife reserve** | I heard the chirping of little baby birds in there, so there must be some young ones in a nest. I just thought you'd like to know that we can give them to a wildlife reserve. There's one in the next suburb, so that should not be too much trouble I would say the wildlife reserve is a better option, since the people there are used to dealing with animals |
| 19 | **firewood** | as for that fallen tree, we'll cut it up into small pieces and that can be firewood in my house |
| 20 | **garden bin** | I've noticed also that the university has a garden bin, for the smaller items — leaves and sticks and bark, and so on, so we can dispose of material in that, also |
| 21 | **Welfare State** | Susan: I certainly agree with you there, although I would say that the textbook is more interesting. 'Welfare State'. The subtitle says, 'An examination of social development in the 20th century.' |
| 22 | **too long** | I agree. It's just too long to be easily read. Far too long, although it's certainly well written in parts |
| 23 | **inperspective** | David: Yes, and if you compare it to the textbook for Cultural Studies—what's it called? Susan: 'Inner Views', I think. David: No, that's the book for Media Studies, and we finished that subject last semester. The book you're thinking of is 'In Perspective' |
| 24 | **oversimplifies** | Well, mildly so, as is the subject, dealing as it does with such a wide variety of issues, but the book itself certainly oversimplifies a very complex subject |
| 25 | **Political Theory** | Susan: It's the textbook for 'Political Theory' |
| 26 | **not relevant** | You see, it's written by Americans, so it's not even relevant to us here |

| # | Answer | Explanation |
|---|---|---|
| **27** | **C** | Steve: Cultural Studies is by far the best, even better than Political Theory, which I also like, but just not as much |
| **28** | **S** | Even Political Theory examines history only briefly, and in a very narrow way, so I'd say Social History is the most rewarding for me |
| **29** | **P** | I think Social History is certainly very good, but Political Theory is, in fact, the best, since basically, every human system boils down to politics |
| **30** | **P** | I'm very interested in culture, so Cultural Studies is certainly my cup of tea, but I'm politically active also, and hope to pursue this as a career, so Political Theory would be the one I'd pick |
| **31** | **C** | The many workers involved raised their families, who needed products and support services, such as medical clinics and schools, so the small country towns had mercantile activity, store fronts, and community participation, with all ages present and a distinct town culture |
| **32** | **C** | This phenomenon is so predictable and widespread that it even has a name – rural flight, or rural exodus - and it has produced some fairly predictable problems |
| **33** | **B / C / E** | This comes in two aspects, one of them being monocultural farming practices. What this means is that it is now more efficient to have one product, and focus on its needs almost exclusively. So, for example, animal husbandry will usually involve a single type of animal, say pigs, but with huge factory farming techniques, or, in other words, the second aspect: economies of scale. This means instead of 200 pigs, there'll be 2000, tightly fitted into small pens or cages, with high density waste disposal and automatic feeding systems. Yet despite this huge size, it can all be controlled by just a dozen farm workers pushing the right button |
| **34** | **B / C / E** | This comes in two aspects, one of them being monocultural farming practices. What this means is that it is now more efficient to have one product, and focus on its needs almost exclusively. So, for example, animal husbandry will usually involve a single type of animal, say pigs, but with huge factory farming techniques, or, in other words, the second aspect: economies of scale. This means instead of 200 pigs, there'll be 2000, tightly fitted into small pens or cages, with high density waste disposal and automatic feeding systems. Yet despite this huge size, it can all be controlled by just a dozen farm workers pushing the right button |
| **35** | **B / C / E** | This comes in two aspects, one of them being monocultural farming practices. What this means is that it is now more efficient to have one product, and focus on its needs almost exclusively. So, for example, animal husbandry will usually involve a single type of animal, say pigs, but with huge factory farming techniques, or, in other words, the second aspect: economies of scale. This means instead of 200 pigs, there'll be 2000, tightly fitted into small pens or cages, with high density waste disposal and automatic feeding systems. Yet despite this huge size, it can all be controlled by just a dozen farm workers pushing the right button |
| **36** | **participate** | The most important consideration here is that the local residents themselves participate in developing such initiatives and deciding what happens, since outsiders, be they state government or city-based planners, do not fully understand the local settings, the possibilities which may be on offer, or the town culture, since even small rural areas can be highly distinctive from neighbouring ones |
| **37** | **natural springs** | For example, the Daylesford area has developed a tourist industry based on the natural springs there, putting forward the angle that this water is relaxing and revitalising for the health |
| **38** | **local product** | And another solution is to utilise the predominant local product |
| **39** | **characterized/characterised** | It is important here that the country area is not only characterised by a specific product, but markets this idea well |
| **40** | **mature cheese / mature cheeses** | Similarly, Harcourt is famous for apples, Shepparton for mature cheeses, and Mildura for its citrus products |

# Test 100

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-6

Complete the table.

Write ONE WORD ONLY for each answer.

| Example: Name of new tenant: Anders | | |
|---|---|---|
| | Good Points About Him | Bad Points About Him |
| Behaviour | He is **1** _____ | He is **2** _____ |
| His Friends | His friends visit **3** _____ | They **4** _____ |
| Other | He pays rent **5** _____ | He doesn't **6** _____ |

### Questions 7-10

Complete the notes.

Write NO MORE THAN TWO WORDS for each answer.

Issues to Discuss

Communication: **7** _____

Friends: **8** _____

Cigarettes: **9** _____

Cleaning: must **10** _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-17

Complete the sentences.

Write ONE WORD ONLY for each answer.

- It is important for everyone to know simple first aid **11** _____.
- After an accident, one must firstly be aware of **12** _____.
- After that, the first-aider must **13** _____.
- Clearing of airways may not happen when patients are **14** _____.
- The mouth must be checked for **15** _____.
- CPR must be done if breathing is absent or **16** _____.
- CPR must be done up to the arrival of **17** _____.

### Questions 18-20

Choose THREE answers from the list and write the correct letter, A—G, next to the questions.

**18** **19** **20** Which THREE pieces of advice does the first-aid officer say are most important?

- **A** ☐ Have proper equipment
- **B** ☐ Give regular first-aid training
- **C** ☐ Have a safety officer
- **D** ☐ Instil safe behaviour
- **E** ☐ Put posters on walls
- **F** ☐ Have safety meetings
- **G** ☐ Have first-aid boxes

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Choose the correct letter, A, B, or C.

**21** Nicole received the best information from the

- **A** ○ staff.
- **B** ○ students.
- **C** ○ cleaners.

**22** The product used most wastefully was

- **A** ○ copying paper.
- **B** ○ plastic.
- **C** ○ paper plates and cups.

**23** The proportion of interviewed people who expressed concern over waste was

- **A** ○ 30%.
- **B** ○ 45%.
- **C** ○ 55%.

**24** The proportion who claim they take action over this problem was

- **A** ○ 10%.
- **B** ○ one third
- **C** ○ one half.

**25** Nicole thinks many people do nothing because they are

- **A** ○ lazy.
- **B** ○ uncaring.
- **C** ○ uninformed.

### Questions 26-30

Complete the flowchart.

Write ONE WORD ONLY for each answer.

Procedure to Reduce Copying Waste

**26** _____ that the staff do double-sided copying.

↓

Unwanted copies are **27** _____ into a special recycling tray.

↓

**28** _____ these clearly, for easy reuse.

↓

Stack them in a special copying tray each morning.

↓

**29** _____ codes which allow each user to access this tray.

↓

Give highest users a **30** _____ (e.g. cinema tickets).

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-33

Choose the correct letter, A, B, or C.

**31** Society cannot

- **A** ○ find more coal and oil.
- **B** ○ reduce waste CO2.
- **C** ○ take CO2 from power stations.

**32** Turning carbon dioxide into a solid

- **A** ○ is slow but practical.
- **B** ○ can be made faster.
- **C** ○ cannot happen naturally.

**33** Seawater

- **A** ○ has lots of carbonic acid.
- **B** ○ has closely connected types of life.
- **C** ○ is highly acidic.

### Questions 34-40

Complete the table.

Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

| **Three Problems of Geosequestration** | | |
|---|---|---|
| Risk of leaks | Cost | **34** _____ still not proven |
| Gas would become **35** _____ | expensive, particularly the **36** _____ | Require the plant to burn **37** _____ of its coal |
| ↓ | ↓ | ↓ |
| risk of widespread **38** _____ | Price of electricity could **39** _____ | release of more Sulphur, ash, and **40** _____ |

# Transcripts

## Part 1

Tom: Hi, Richard. I'm glad I caught you here. Can I just talk to you about something? Our new flatmate—Anders — is not quite what I had hoped. I was wondering if you shared my concerns about some of his behaviour.

Richard: Ah, yes, Tom, I know what you mean, but we can't be entirely negative. He has good points. I mean, at least he's quiet. He doesn't play loud music all night, or bother others, or turn his TV up, disturbing everyone.

Tom: Sure, he's quiet, but remember our last flatmate? He'd say 'hi' to you, and smile, and treat everyone politely. In comparison, this new guy is very impolite. He just grunts in reply, and sometimes ignores me altogether.

Richard: I guess that's just his way—y'know, just his character. I don't think he realises he's being impolite, and it shouldn't matter to us too much. We can just ignore him, too, and quietly live our own lives.

Tom: But his friends are hard to ignore, when they visit.

Richard: I know what you mean, but how often does that happen? I rarely see them — maybe once or twice a month. If they came more often, it might be a problem, but as it is, such rare visits don't matter so much. Wouldn't you say so?

Tom: Well, I'm not sure, since it's very obvious when they're here because of all the cigarette smoke in the house. It stinks up the place, and you know we don't allow smoking on the premises.

Richard: Well, I've never seen them doing this. Maybe they do it outside. Perhaps we can talk to Anders about it. Always remember, though, in one respect, he's a good tenant. And it's the most important aspect. The previous flatmate would always pay the rent late.

Tom: I know what you're going to say. This guy pays promptly. But there's more to being a good tenant than prompt payment. I mean, you need to turn off the TV, clean up your dishes, dress respectably, be polite, and so on. I guess what I'm saying is that, basically, you need to co-operate with the others, and this new guy fails significantly in this respect.

Richard: Okay, I suppose you have a point there.

Richard: I tell you what, Tom, why don't we talk to our new flatmate, Anders, about these issues? If we throw him out, we'll have to go to all the trouble of finding another flatmate, who might not necessarily be much better. So, let's give the current guy a chance. Here. I've got a piece of paper, so let's make a short list of issues to discuss with him. Get it out into the open.

Tom: Sure. We'll give him one more chance. So, write, 'Communication', and let's tell him to ...

Richard: Well, we can't change a person's personality overnight, so why don't we have a weekly tenants' meeting, and we can just ask him to attend? That way we can get to know him better. I'll write 'attend meeting', and we can take it from there.

Tom: Okay, but we have to tell him about his friends. They can't just do whatever they want. Write a heading 'friends' and then write 'don't smoke, anywhere, inside or outside'.

Richard: Well, instead of being so direct, and possibly causing offense, I'll just write, 'follow rules', and verbally mention the rules: TV off by 10 pm, no loud music, or bad behaviour, including smoking.

Tom: Okay, do that, but I still think we need to specifically mention that last issue. You know how I can't stand the habit, so I'd like this to be another and separate point. Cigarettes! Strictly forbidden! And it's important to include the 'strictly' here. We can't pussyfoot around too much. Sometimes directness is necessary.

Richard: Okay, I'll write that... 'for-bidd-en' ... Okay. And what about cleaning duties? Anders is a little too relaxed about that. Dishes are sometimes not washed, dirty tea cups are left around the place, and so on.

Tom: So, write 'must do better!'

Richard: Yeahhhh, again Tom, he might take that personally, and it could cause a scene. I'd rather be general. I'll write 'must be done' and I'll tell him that that's for everyone, not just him. Okay?

Tom: Okay. As long as he gets the message.

## Part 2

You will hear a first-aid officer talking to a group of factory workers about emergency first aid.

Hello, everyone. Now, you know why I'm here. You all work in a factory, and in this environment, there always remains a significant possibility of accidents happening, in which case, first aid will be necessary. What is first aid? It is the provision of emergency on-site care when an injury occurs, and it is essential for everyone to know, if only simply, the steps which must be followed.

There are, of course, minor injuries which may happen, not needing further medical care beyond the intervention of the first-aider, but you can never be sure, thus the following steps must always be followed. These can be abbreviated to the words. 'Dr ABC"— in other words. D — R— A —B—C . The 'D' stands for "danger", and that's the first issue to keep in mind. When an accident happens, immediately ascertain that the environment is safe — that, for example, nothing else will fall or break or cause accidents. If you, the first-aider, are also injured, the problem is even worse. The 'R' stands for "respond'.

You must then ascertain the best response. Once all the danger has been eliminated, and the distress calls sent out, the appropriate action is, obviously, to help the injured party.

Alright, that leads to 'A', which stands for "airway". In order to stay alive, all people need to have an open airway to allow breathing. A conscious person will automatically clear their own airway, but if unconscious, this may not happen. The brain is stopped or hindered from properly directing the body and, obviously, in the worst case, death can result, for this reason, the injured person is normally put into the 'recovery' position — placed on the side, tilling the head back, and ensuring that there are no blockages in the mouth. To free any such blockages, the back can be slapped, or the chest compressed, allowing anything to be spat out. Now that the airway is free, check for 'B' or 'breathing'. If breathing is not happening, or is irregular, the first-aider may have to assist with what is technically known as cardiopulmonary resuscitation, or more commonly, C P R. This involves breathing for the patient, through mouth-to-mouth contact, while periodically massaging the heart through compressions to the chest. This combination allows blood, and oxygen, to flow around the body, keeping the patient alive, hopefully until medics, such as doctors, advanced first-aiders, or ambulance staff, arrive.

Now, it's certainly good to have knowledge of emergency first aid, but, obviously, the best situation is simply not to have accidents occur in the first place, for that, you need to be aware of safety issues, but just saying "be aware' does not usually achieve much. It is more important to have an appointed person whose job is to ensure awareness and work safety. Safety inspections would obviously be part of their job, whereby they can make sure, for example, that the first-aid boxes are fully equipped. Another idea is to put posters on the walls, but, interestingly, research has proven that these tend to be ignored, becoming just part of the wallpaper—seen, but not put into practice. It is much better if everyone is just instilled to not be reckless, that is, to not rush into situations without thinking about the possibility of accidents, and instilling this mindset is part of the job of the safety officer. Some other suggestions are ongoing first-aid training, and 'no accident' reward or star systems. These have had some success, but nothing beats a regular meeting, say, once a month, in which the subject of safety is brought to the attention of everyone, and any outstanding issues related to this are thoroughly discussed.

## Part 3

You will hear two students, Frank and Nicole, discussing their research on university waste.

Frank: Hi, Nicole. As you know, we've got to decide on the best ways this university can reduce its waste. You inspected the eastern campus, and I did the western buildings. Did you do all the interviews as well?

Nicole: Yes, I interviewed all the staff, who made some good observations, and I interviewed some of the students. The students said little that was interesting. They don't seem to care that much. It was the cleaners, surprisingly, who revealed the most relevant facts.

Frank: That's not surprising to me. They empty all the bins, so they see the waste first-hand, whereas the staff just throw things away without thinking. What item was most commonly disposed of?

Nicole: Well, it really depended on where I interviewed. In the cafeteria precinct, obviously paper plates and cups were thrown away all over the place. There was almost no attempt at recycling. However, across the university in general, it was paper copying that filled up most bins, far more than plastic, or other forms of waste.

Frank: Do people care about this, then?

Nicole: Well, some do, if you can believe them. I must have interviewed about 30% of customers in the cafeteria, and the results were mixed. Out of all the people I interviewed, well over half, maybe about 55% of them, were quite honest about it, telling me that they had little concern. The other fraction, 45%, were more troubled.

Frank: Yes, but do they do anything about it?

Nicole: Surprisingly, quite a significant percentage do do something, even if they aren't particularly concerned. I mean, small things. About 10% bring their own cups to the cafeteria, for example, and at least one third said they use recycling bins, so, in total, it's an equal split between those who do something, or those who don't.

Frank: So why do so many people remain inactive, particularly over an issue they should care about more?

Nicole: I think they do care, and many of them are prepared to do something. Obviously, there's an element of laziness, but I'd say that it's relatively small. If they knew what to do, and if stringent systems existed, or if the importance of this was made clearer to them, I'm sure you'd see a much larger percentage of people actively working towards helping our environment.

Frank: Well, there's cause for optimism, at least. Clearly then, there's a significant waste of paper here at this university, so I've worked out one practical suggestion which could help reduce it —specifically, the waste from the excess photocopying.

Nicole: Let me hear it, then.

Frank: Ah obviously, for a start, we've got to ensure that people, including the staff, without exception, copy both sides of a page. We can't tolerate single-sided copying. It's just far too wasteful.

Nicole: Absolutely. Just more trees being chopped down.

Frank: But as people are doing copying, there may be adjustments, and practice copying, producing single-sided copies or blank pages not wanted and not intended for use. These need to be deposited into a tray for intended recycling —you know, for recopying onto the blank side of the page.

Nicole: But people don't usually do that. I'm afraid it's just human nature. No matter how unimportant the copying is, they prefer to use fresh paper.

Frank: Yeah, I agree with you, which is why you need to display these papers right in front of everyone, with a clear sign, 'Please Reuse', to make it easy for them to do so.

Nicole: They still won't do it.

Frank: I know. That's why you take some of these papers, and regularly stack them inside the copier, in a special tray, once a day—say, in the morning.

Nicole: Well, that's getting better, making it easier for them to use the paper, but still, I'm afraid many won't.

Frank: That's why you allow everyone to select this tray when copying. You distribute numbers or codes to every person, giving them special access to this recycling tray. Every time they use papers from this, it's tallied up to their account.

Nicole: I know I'm sounding a bit negative ... or even cynical here ... but why should they bother using that tray?

Frank: Because the person who does the most copying from this recycling tray gets, say, a cinema pass, or lottery ticket, or some other sort of reward.

Nicole: Ah, right! Now that's a system which might just work. Let's trial it in the office and see what happens.

## Part 4

You will hear a lecturer discussing techniques for removing carbon dioxide from the atmosphere.

We all know about the role of carbon dioxide in causing global warming. Obviously, society needs to reduce the release of carbon dioxide, otherwise known as CO2. This gas comes from the burning of fossil fuels, such as coal and oil, and it is virtually impossible for society to prevent, or even limit such activity. Our need for energy and power is just too great. Instead, a more practical idea is to collect the carbon dioxide from the burning process, for example, directly from the chimneys of power stations, and somehow prevent this gas from being released into the environment. To do that, you need to store it somehow, and that has to be essentially forever.

It is perhaps for this reason that many believe that, rather than storing the carbon dioxide as a gas, it is better to react it with metal oxides, such as magnesium or calcium, which results in the formation of a hard carbonate material. The gas is, in effect, turned into a stable and unreactive solid, which can simply be dumped anywhere. This process actually occurs naturally, although very very slowly, and is one cause of the surface limestone in the world. But this slow reaction speed is the problem. Even when enhancing this process through high temperature and pressure, or pre-treatment of the mineral, it is still far too slow to be economical.

One other technique which has been suggested is to pump the gas to the bottom of the ocean, where it would react with compounds in the seawater, forming carbonic acid. However, this alternative has now been ruled out. The CO2 may be removed from the atmosphere, but the high oceanic acidity which would result raises its own set of problems, mostly with all the delicate life and the intricate food chains in the seawater, some on which we ourselves depend -- and that's something which no one wants to experiment with.

Perhaps because of the lack of alternatives, the most commonly discussed solution to the problem of disposing of carbon dioxide is to pump the gas underground - a technique known as 'geosequestration'. In this system, the CO2, for example, could be pumped into underground pockets within depleted oil wells, or disused coal tunnels. This carries, however, three serious disadvantages, namely: the risk of leaks, the considerable costs involved, and finally, the unproven effectiveness. Let us look at those three disadvantages in detail.

Firstly, there is the risk of leaks. Although the gas would be deep and sealed over by masses of rock and earth, the huge pressures in these spaces would turn the gas into a liquid state, capable of moving through rock fissures or faults. This could allow the gas to eventually be released to the surface. Since CO2 is heavier than air, and thus pushes oxygen aside, such leaks could result in the suffocation of thousands, or tens of thousands of people — certainly not a consequence to be taken lightly. Natural CO2 leakage from volcanic build-up has already witnessed such deadly events.

The other problem of geosequestration is the cost. The time and effort spent on materials and construction, primarily the pipework through which the gas would travel, does not come cheaply. So, if this system were to be implemented in, say, coal-fired power plants, the extra cost would have to be paid by the electricity user, whose bills would almost double as a consequence. Few people are prepared to pay this much simply to make a small dent on the effects of global warming. And this leads to the final problem.

The most basic question is whether geosequestration actually reduces global warming. The problem here is that the energy needed to create and drive the sequestration process would require approximately a quarter of a coal-fired electricity plant's output. In other words, the plant would have to burn one quarter more of its coal just to account for the sequestration of the carbon dioxide, and with coal producing other noxious pollutants, such as sulphur, ash, and heavy metals, the environment is hardly benefited at all. Nevertheless, there are many active experimental efforts underway, primarily in oil production sites. These are small but intensively monitored and analysed. All we can say now is that the jury is still out on whether underground carbon storage will one day be feasible.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **quiet** | He has good points. I mean, at least he's quiet. He doesn't play loud music all night, or bother others, or turn his TV up, disturbing everyone |
| 2 | **impolite** | In comparison, this new guy is very impolite. He just grunts in reply, and sometimes ignores me altogether |
| 3 | **rarely** | I rarely see them — maybe once or twice a month. If they came more often, it might be a problem, but as it is, such rare visits don't matter so much |
| 4 | **smoke** | Well, I'm not sure, since it's very obvious when they're here because of all the cigarette smoke in the house. It stinks up the place, and you know we don't allow smoking on the premises |
| 5 | **promptly** | This guy pays promptly |
| 6 | **co-operate/cooperate** | I guess what I'm saying is that, basically, you need to co-operate with the others, and this new guy fails significantly in this respect |
| 7 | **attend meeting** | Well, we can't change a person's personality overnight, so why don't we have a weekly tenants' meeting, and we can just ask him to attend? That way we can get to know him better. I'll write 'attend meeting', and we can take it from there |
| 8 | **follow rules** | Well, instead of being so direct, and possibly causing offense, I'll just write, 'follow rules', and verbally mention the rules: TV off by 10 pm, no loud music, or bad behaviour, including smoking |
| 9 | **strictly forbidden / forbidden** | Tom: Okay, do that, but I still think we need to specifically mention that last issue. You know how I can't stand the habit, so I'd like this to be another and separate point. Cigarettes! Strictly forbidden! And it's important to include the 'strictly' here. We can't pussyfoot around too much. Sometimes directness is necessary. Richard: Okay, I'll write that 'for-bidd-en' |
| 10 | **be done** | I'd rather be general. I'll write 'must be done' and I'll tell him that that's for everyone, not just him. Okay |
| 11 | **steps** | it is essential for everyone to know, if only simply, the steps which must be followed |
| 12 | **danger** | The 'D' stands for "danger", and that's the first issue to keep in mind |
| 13 | **respond** | The 'R' stands for "respond'. You must then ascertain the best response |
| 14 | **unconscious** | A conscious person will automatically clear their own airway, but if unconscious, this may not happen |
| 15 | **blockages** | placed on the side, tilling the head back, and ensuring that there are no blockages in the mouth |
| 16 | **irregular** | If breathing is not happening, or is irregular, the first-aider may have to assist with what is technically known as cardiopulmonary resuscitation, or more commonly, C P R |
| 17 | **medics** | keeping the patient alive, hopefully until medics, such as doctors, advanced first-aiders, or ambulance staff, arrive |
| 18 | **C / D / F** | It is more important to have an appointed person whose job is to ensure awareness and work safety It is much better if everyone is just instilled to not be reckless, that is, to not rush into situations without thinking about the possibility of accidents, and instilling this mindset is part of the job of the safety officer These have had some success, but nothing beats a regular meeting, say, once a month, in which the subject of safety is brought to the attention of everyone, and any outstanding issues related to this are thoroughly discussed |
| 19 | **C / D / F** | It is more important to have an appointed person whose job is to ensure awareness and work safety It is much better if everyone is just instilled to not be reckless, that is, to not rush into situations without thinking about the possibility of accidents, and instilling this mindset is part of the job of the safety officer These have had some success, but nothing beats a regular meeting, say, once a month, in which the subject of safety is brought to the attention of everyone, and any outstanding issues related to this are thoroughly discussed |
| 20 | **C / D / F** | It is more important to have an appointed person whose job is to ensure awareness and work safety It is much better if everyone is just instilled to not be reckless, that is, to not rush into situations without thinking about the possibility of accidents, and instilling this mindset is part of the job of the safety officer These have had some success, but nothing beats a regular meeting, say, once a month, in which the subject of safety is brought to the attention of everyone, and any outstanding issues related to this are thoroughly discussed |
| 21 | **C** | It was the cleaners, surprisingly, who revealed the most relevant facts |
| 22 | **A** | However, across the university in general, it was paper copying that filled up most bins, far more than plastic, or other forms of waste |
| 23 | **B** | Out of all the people I interviewed, well over half, maybe about 55% of them, were quite honest about it, telling me that they had little concern. The other fraction, 45%, were more troubled |
| 24 | **C** | About 10% bring their own cups to the cafeteria, for example, and at least one third said they use recycling bins, so, in total, it's an equal split between those who do something, or those who don't |

| # | Answer | Explanation |
|---|---|---|
| **25** | **C** | If they knew what to do, and if stringent systems existed, or if the importance of this was made clearer to them, I'm sure you'd see a much larger percentage of people actively working towards helping our environment |
| **26** | **ensure** | Ah obviously, for a start, we've got to ensure that people, including the staff, without exception, copy both sides of a page |
| **27** | **deposited** | But as people are doing copying, there may be adjustments, and practice copying, producing single-sided copies or blank pages not wanted and not intended for use. These need to be deposited into a tray for intended recycling —you know, for recopying onto the blank side of the page |
| **28** | **display** | Yeah, I agree with you, which is why you need to display these papers right in front of everyone, with a clear sign, 'Please Reuse', to make it easy for them to do so |
| **29** | **distribute** | That's why you allow everyone to select this tray when copying. You distribute numbers or codes to every person, giving them special access to this recycling tray |
| **30** | **reward** | Because the person who does the most copying from this recycling tray gets, say, a cinema pass, or lottery ticket, or some other sort of reward |
| **31** | **B** | This gas comes from the burning of fossil fuels, such as coal and oil, and it is virtually impossible for society to prevent, or even limit such activity |
| **32** | **B** | Even when enhancing this process through high temperature and pressure, or pre-treatment of the mineral, it is still far too slow to be economical |
| **33** | **B** | The CO2 may be removed from the atmosphere, but the high oceanic acidity which would result raises its own set of problems, mostly with all the delicate life and the intricate food chains in the seawater, some on which we ourselves depend — and that's something which no one wants to experiment with |
| **34** | **effectiveness** | This carries, however, three serious disadvantages, namely: the risk of leaks, the considerable costs involved, and finally, the unproven effectiveness |
| **35** | **(a) liquid** | Although the gas would be deep and sealed over by masses of rock and earth, the huge pressures in these spaces would turn the gas into a liquid state, capable of moving through rock fissures or faults |
| **36** | **pipework** | The time and effort spent on materials and construction, primarily the pipework through which the gas would travel, does not come cheaply |
| **37** | **a quarter/ one quarter/ one-quarter** | In other words, the plant would have to burn one quarter more of its coal just to account for the sequestration of the carbon dioxide, and with coal producing other noxious pollutants, such as sulphur, ash, and heavy metals, the environment is hardly benefited at all |
| **38** | **suffocation** | Since CO2 is heavier than air, and thus pushes oxygen aside, such leaks could result in the suffocation of thousands, or tens of thousands of people — certainly not a consequence to be taken lightly |
| **39** | **(almost)double** | the extra cost would have to be paid by the electricity user, whose bills would almost double as a consequence |
| **40** | **heavy metals** | In other words, the plant would have to burn one quarter more of its coal just to account for the sequestration of the carbon dioxide, and with coal producing other noxious pollutants, such as sulphur, ash, and heavy metals, the environment is hardly benefited at all |

# Test 101

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-6

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

PRESTON PARK RUN

Details of run

Example

Day of Park Run: Saturday

Start of run: in front of the **1** _____

Time of start: **2** _____

Length of run: **3** _____

At end of run: volunteer scans **4** _____

Best way to register: on the **5** _____

Cost of run: £ **6** _____

### Questions 7-10

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Volunteering

Contact name: Pete **7** _____

Phone number: **8** _____

Activities: setting up course

**9** _____ the runners

**10** _____ for the weekly report

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Complete the table below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

| PACTON-ON-SEA BUS TOUR | | |
|---|---|---|
| **Bus stops** | **Location** | **Things to see** |
| Bus stop 1 | train station | start of tour |
| Bus stop 2 | the aquarium | dolphins and **11** _____ |
| Bus stop 3 | **12** _____ | yachts and power boats |
| Bus stop 4 | **13** _____ centre | very old **14** _____ |

### Questions 15-20

Complete the sentences below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

- You need to have a **15** _____ to buy a ticket for £10.
- The bus tour lasts **16** _____ in total.
- The cost of the bus ticket includes entrance to the **17** _____.
- You can listen to an audio commentary which has been made by the **18** _____.
- If the weather is wet, it is a good idea to bring **19** _____.
- Don't forget to bring your **20** _____ when you book online.

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-26

Choose the correct letter, A, B or C.

**21** Dave Hadley says that the computer system has

- **A** ○ too many users.
- **B** ○ never worked well.
- **C** ○ become outdated.

**22** The main problem with the computer system is that it

- **A** ○ is too slow.
- **B** ○ stops working.
- **C** ○ displays incorrect data.

**23** Timetabling has become an issue because

- **A** ○ there is not enough time for anyone to do it.
- **B** ○ the system does not handle course options.
- **C** ○ the courses are constantly changing.

**24** To solve the timetabling issues, Randhir suggests that

- **A** ○ students should create their own timetables.
- **B** ○ Dave should have someone to assist him.
- **C** ○ the number of courses should be reduced.

**25** Randhir says that a new system may

- **A** ○ need to be trialled.
- **B** ○ still have problems.
- **C** ○ be more economical.

**26** Improving the existing system will take

- **A** ○ a few weeks.
- **B** ○ four or five months.
- **C** ○ nine months.

### Questions 27-30

Complete the flow-chart below.

Write NO MORE THAN TWO WORDS for each answer.

Next steps

Get approval from **27** _____

↓

Complete a **28** _____ form

↓

Book a **29** _____ with the systems analyst

↓

Set up a **30** _____ with technologies team

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

- Ceramics date back approximately **31** _____.
- The first figurines were made in the area of **32** _____.
- Early humans could not use their pots to store **33** _____.
- The Chinese improved the quality of ceramics by mixing **34** _____ with the clay.
- Chinese porcelain was also called **35** _____.
- Bottger added quartz and **36** _____ to clay to make porcelain.
- Glass production is similar to clay ceramics apart from the rate of **37** _____.
- The Romans introduced the use of glass to make **38** _____.
- The discovery of concrete is probably due to observing reactions of water and **39** _____.
- The ability to build large **40** _____ contributed to the success of the Roman Empire.

# Transcripts

## Part 1

A: Good morning - Dave Smith speaking.

B: Hi- could I speak to the organiser of the Preston Park Run?

A: Yes that's me.

B: Great - um - I was talking to some friends of mine about the run and they suggested I contact you to get some more details.

A: Sure - what would you like to know?

B: Well - they said it takes place every Saturday, is that right?

A: Yes it does.

B: OK - great!

A: Do you know where the park is?

B: Oh yes I've been there before. But it's quite big and I'm not sure where to go.

A: Well there's a circular track that goes right around the park. The run starts at the café, goes past the tennis courts then twice around the lake and finishes back where it started.

B: OK and what time is the run?

A: Well the actual run begins at 9 am but the runners start arriving at about 8.45.

B: OK - so I need to get up early Saturday morning then. And how long is the run?

A: Well it used to be three kilometres but most people wanted to do a bit more than that so we lengthened it to five kilometres - we now go round the lake twice and that adds an extra two kilometres.

B: Right-not sure I've ever run that far so I'd better start doing a bit of training.

A: That's a good idea. But it's not a race, it's really just for fun and the best thing would be to take it easy the first few times you do it and then see if you can gradually improve your time.

B: Is the run timed then? How do I know how well I've done?

A: When you cross the finish line you'll be given a bar code and you take this to one of the run volunteers, who will scan it. Then you can get your time online when you go home.

B: Oh - I see. You collect all the results.

A: Exactly.

B: I see - that's great. So how do I register?

A: Well there are several ways. I could take your details over the phone but it's much easier if you do it using the website.

B: OK - good. Um, I think that's probably all I need to know for now. Oh yes - does it cost anything to register or do you collect money each week?

A: Well it doesn't cost anything to register but we do charge for the run. In fact we have just increased the charge to £1.50. It used to be a pound but because we were making a bit of a loss we have had to increase it by 50p.

B: OK thanks. I think I have enough information on taking part in the run.

[pause]

B: Um - you mentioned volunteers. I have a friend who is interested in helping out. Can you give me some details so I can pass them on to her?

A: Sure - well you need to ask your friend to contact Pete Maughan. He manages all the volunteers.

B: OK - I didn't quite catch his surname - was it Morn - M-O-R-N?

A: No - just a bit more complicated - it's M-A-U-G-H-A-N.

B: Right - thanks. And could you give me his phone number?

A: Yes - just a moment. It's here somewhere - let me just find it. Ah I've two numbers for him. I think the one that begins 0-1-2-7-3 is an old one so use this one: it's 0-1-4-double 4-7-3-2-9-double zero.

B: OK - got that. Can you tell me anything about the volunteering? Like what kind of activities it involves?

A: Sure - well we need volunteers for basic stuff like setting up the course. We have to do that before all the runners arrive.

B: OK - so that's a really early start!

A: Yes that's right. But if your friend would prefer to arrive a bit later she can also help with guiding the runners so they don't go the wrong way.

B: I see. I believe you do a report on some of the races.

A: Yes that's right. In fact we do a weekly report on each race and we always try to illustrate it.

B: OK - well my friend really likes taking photographs. She's just bought a new camera.

A: Actually that would be great. I don't know whether Pete has anyone to take photographs this week.

B: Oh, I'll let her know.

A: OK good. Could you ask your friend to phone Pete and let him know?

B: Yes I will.

A: OK thanks. Goodbye.

B: Goodbye.

## Part 2

Thank you for calling the phoneline for the Pacton-on-Sea bus tour. This is a recorded message lasting approximately four minutes and it provides general information on the town bus tour.

Pacton-on-Sea is a beautiful west coast town and has attracted tourists for many years. One of the best ways of getting to know the town is to take the bus tour, which provides a wonderful viewing experience from one of our open-top buses. The tour is a round-trip of the town and there are a total of 4 stops where passengers can get on and off the bus. A lot of people start at the first stop which is at the train station as this is where many tourists arrive in the town. The next stop after the station is the aquarium which is famous for its dolphin show and which has recently expanded to include sharks. This is well worth a visit and is very reasonably priced. Leaving the aquarium, the bus tour goes along the coast road and after a few kilometres comes to the Old Fishing Village where you can get off to stroll along the waterfront. There are some original buildings here but most of the area has been modernised and is now used as a harbour for all kinds of sea craft including yachts and some amazing power boats. The tour then heads off to the last stop and this is where most of the shops are. So for those of you keen to do a bit of shopping this is the place for you. Our advice is to go to this part of the town in the morning when it is relatively quiet. It does get very busy in the afternoons, especially at the height of the season. This area of the town includes an ancient water fountain where many people like to have their photograph taken - so do look out for this.

[pause]

Now some details of the costs and timings. A family ticket, which includes two adults and up to three children, costs £30. An adult ticket costs £15, children under the age of fifteen are £5 and student tickets are £10 as long as you have a student card. All tickets are valid for 24 hours, which means that you can get on and off the bus as many times as you like within a 24-hour period. So you could, for example, start the tour in the afternoon and complete it the following morning. The first bus of the day leaves the station at 10 am and the last one of the day leaves at 6 pm. Buses leave every thirty minutes and each tour takes a total of fifty minutes. There are many attractions at each of the stops, so wherever you get off the bus there will be plenty to do. The bus tour tickets do not include entrance to any of these attractions apart from the museum which is located near the aquarium. Some buses have local guides, who will point out places of interest and will provide information on the town. However, we cannot guarantee that every bus will have a guide and so we also have an audio commentary that has been specially recorded for the bus tour by the tourist office. Headphones are available on the bus and these are easy to operate. There is no extra charge for these - just plug in, select the required language and adjust the volume.

Due to the winter months being rather cold and wet in Pacton-on-Sea, the bus tours only operate from March to September. The weather is usually warm and sunny during these months so remember to bring some sun protection, especially on hot days. And of course, it does occasionally rain here in the summer so if the weather looks bad, remember to bring some rainwear. The bus tours are available no matter what the weather.

At the height of the summer the tours can get very busy so you are advised to book. You can book tickets online, over the phone and also at the station and at any of the other tour stops. When booking over the phone you can collect your tickets at any of the stops at the start of your tour. When you do it online you can print your e-ticket which you must remember to bring with you.

Thank you for calling the Pacton-on-Sea phoneline and we look forward to seeing you soon on one of our tour buses.

## Part 3

Randhir: Hello - I'm Randhir Ghotra from the technologies department.

Dave: Ah yes. Good. I'm Dave Hadley. Thanks for coming to see me.

Randhir: That's OK. I believe you want us to do some work for you?

Dave: Yes that's right. Um, I'm responsible for student admissions to the college and I use a computer system to help process student enrolments and to do the timetabling. But it really doesn't suit the way we work these days. It's over ten years old and although it was fine when it was first introduced, it is just not good enough now.

Randhir: OK - what problems are you experiencing?

Dave: Well, 20 years ago, the college was quite small and we didn't have the numbers of students or tutors that we have now.

Randhir: So the system can't handle the increasing volumes ...

Dave: Well, there's a lot more data now and it sometimes seems the system has crashed but, in fact, it just takes ages to go from one screen to the next.

Randhir: Right. Is that the only problem?

Dave: Well that's the main one, but there are others. In the past, doing the timetabling was quite simple but now we have a lot more courses and what's made it complicated is that many of them have options.

Randhir: Right - but the system should allow you to include those.

Dave: Well no, it doesn't. It was supposed to - and a few years ago we did ask someone from the technologies department to fix it, but they never seemed to have the time.

Randhir: Hmm - are there any other issues with the system?

Dave: Well - I've been given extra responsibilities and so I have even less time to do the timetabling. If there was anything you could do, Randhir, to make the process more efficient, that would be really helpful.

Randhir: Well it sounds like you could do with an assistant but that's obviously not possible, so what about having an online system that students can use to do their scheduling?

Dave: How would that work?

Randhir: Well - it may mean less choice for students but we could create a fixed schedule of all the courses and options and they could then view what was available ...

Dave: ... and work it out for themselves - that sounds great.

Randhir: OK, so ... um ... we'll need to decide whether or not to improve the existing system or to build a completely new system.

Dave: Well I'd much prefer to have a new system. Quite frankly, I've had enough of the old one.

Randhir: OK - that'll probably take longer although it may save you money in the long run. When were you hoping to have this in place?

Dave: Well it's January now and the new intake of students will be in September. We need to start processing admissions - in the next few weeks really.

Randhir: Well it will take more than a few weeks, I'm afraid. As an initial estimate I think we'll be looking at April or May to improve the existing system but for a new system it would take at least nine months. That would be October at the earliest.

[pause]

Dave: What are the next steps if we are to have a new system?

Randhir: Well, the first question is - do you have support from your senior management?

Dave: Yes, I've already discussed it with them and they're also keen to get this work done.

Randhir: OK, because I was going to say, that's the first thing you need to do and without that we can't go ahead.

Dave: Yes, I've done that.

Randhir: That's good.

Dave: Actually, they mentioned that there's probably a form I need to complete to formally start the project.

Randhir: Yes – that's the next thing you need to do. I'll send you an email with a link so you can fill it in online. It's called a 'project request form'.

Dave: OK, great. And then what happens?

Randhir: Well, I have a list of things but I think the third thing you should do is see Samir. He's our analyst who will look at the system and identify what needs to be done.

Dave: OK - can you send me his contact details and I'll set up a meeting with him.

Randhir: OK that's good, so we should soon be able to get a team together to start the work. Some members of our team work in different locations so it's not easy to have face-to-face meetings.

Dave: That's OK - I'm used to having conference calls providing they are not late at night.

Randhir: Right - so I'll send you details of the team and if you could set up a call that would be great.

Dave: OK, I'll do that.

Randhir: Thanks.

## Part 4

Hi everyone - today I'm going to be talking about the origins of ceramics. So, first of all, let's start off with - what is a ceramic? Well, generally speaking, ceramics are what you get when you apply heat to certain inorganic, non-metallic solids and then allow them to cool. And examples of ceramics are

everyday things like earthenware pots, crockery, glassware and even concrete.

So how did it all begin? Well it all started around 29,000 years ago when humans discovered that if you dig up some soft clay from the ground, mould it into a shape and then heat it up to a very high temperature, when it cools the clay has been transformed into something hard and rigid. And so - what did those first humans do with their discovery? Well - they created figurines which were small statues and which depicted animals or gods or any shape that the clay could be moulded into. And all this activity was centred around southern Europe where there is also evidence of ceramics that were created much later.

The early humans also found a practical use for their discovery, such as storing things like grain - although there were drawbacks. The pots were porous so that, although they could carry water in them, it wasn't possible to store it over a long period. And also, they were quite brittle and shattered very easily if they were dropped.

But despite these problems, it was many thousands of years before there were any improvements. In China at around 200 BC, they discovered that by adding minerals to the clay they could improve both the appearance and the strength of the ceramics. But it took nearly a thousand years before they perfected the process to produce high-quality ceramics known as porcelain. And once they had perfected the process, they kept it a secret - for another thousand years! Compared to the first ceramics, porcelain was lighter, finer, harder and whiter and became an important commodity in China's trading with the rest of the world for hundreds of years. In fact, it became so valuable that it was known as white gold and spies were sent to China to discover what they did to the clay to produce such high-quality merchandise.

It wasn't until the eighteenth century that the secret began to unravel. A German alchemist called Johann Friedrich Bottger was asked by the king to make gold out of lead. Unfortunately, Bottger failed to achieve this and soon gave up, but in order to please the king he attempted to make high-quality porcelain. And after many years of experimentation, he discovered that by adding quartz and a material called china stone to very high-quality clay he managed to get the same results that the Chinese had been achieving for the last 1,000 years.

We'll now look at another ceramic which is made from mixing sand with minerals and heating to over 600 degrees Celsius. When this mixture cools the result is of course glass. The main difference between ceramics made from clay and glass is that clay is made up of crystalline plates which become locked together in the cooling process whereas glass cools too quickly for crystals to form. Apart from that, the process of heating up naturally occurring materials to transform them is the same.

The origins of glass date back to 3500 BC but it wasn't until the Roman Empire, 2,000 years ago, that the art of glass-blowing and the practical uses of glass became more widespread. One of the more innovative uses was to use it in windows as, up until then, they had just been holes in walls. It must have been very draughty in those days!

The Romans were also responsible for inventing concrete. And although the origins are uncertain, experts think that this is largely due to the high level of volcanic activity in the area. The Romans observed that, when volcanic ash mixes with water and then cools, it gets extremely hard and almost impossible to break up. The chemical reaction that follows is very complex and continues for many years, and the concrete just keeps getting harder. Evidence of this is the numerous Roman remains that are still standing, many of which are almost completely intact.

One of the most important facts about concrete for the Romans was that it can be created underwater. As the Roman Empire grew, the Romans needed to take control of the seas and for this they needed to build harbours capable of holding a fleet of ships. Pouring concrete mixture into the sea immediately started the hardening process and rather than just dissolving in the mass of water, the substance was tough and long-lasting. This strange characteristic of concrete made a significant contribution to the success of the Roman Empire.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **café/cafe** | The run starts at the café, goes past the tennis courts then twice around the lake and finishes back where it started |
| 2 | **9 am/nine am / 9 o'clock/nine o'clock** | Well the actual run begins at 9 am but the runners start arriving at about 8.45 |
| 3 | **five kilometres/five kilometers / 5 kilometres/5 kilometers** | Well it used to be three kilometres but most people wanted to do a bit more than that so we lengthened it to five kilometres — we now go round the lake twice and that adds an extra two kilometres |
| 4 | **(a) bar(-)code** | When you cross the finish line you'll be given a bar code and you take this to one of the run volunteers, who will scan it |
| 5 | **website/web site** | I could take your details over the phone but it's much easier if you do it using the website |
| 6 | **1.50** | In fact we have just increased the charge to £1.50. It used to be a pound but because we were making a bit of a loss we have had to increase it by 50p |
| 7 | **MAUGHAN** | it's M-A-U-G-H-A-N |
| 8 | **01444 732900** | I think the one that begins 0-1-2-7-3 is an old one so use this one: it's 0-1-4-double 4-7-3-2-9-double zero |
| 9 | **guiding/guide** | But if your friend would prefer to arrive a bit later she can also help with guiding the runners so they don't go the wrong way |
| 10 | **taking photos/take photos / taking photographs/take photographs** | A: Yes that's right. In fact we do a weekly report on each race and we always try to illustrate it. B: OK – well my friend really likes taking photographs. She's just bought a new camera. A: Actually that would be great. I don't know whether Pete has anyone to take photographs this week |
| 11 | **sharks** | The next stop after the station is the aquarium which is famous for its dolphin show and which has recently expanded to include sharks |
| 12 | **old fishing village** | Leaving the aquarium, the bus tour goes along the coast road and after a few kilometres comes to the Old Fishing Village where you can get off to stroll along the waterfront. There are some original buildings here but most of the area has been modernised and is now used as a harbour for all kinds of sea craft including yachts and some amazing power boats |
| 13 | **shopping** | The tour then heads off to the last stop and this is where most of the shops are. So for those of you keen to do a bit of shopping this is the place for you |
| 14 | **(water) fountain** | This area of the town includes an ancient water fountain where many people like to have their photograph taken – so do look out for this |
| 15 | **student card** | student tickets are £10 as long as you have a student card |
| 16 | **fifty minutes/50 minutes** | Buses leave every thirty minutes and each tour takes a total of fifty minutes |
| 17 | **museum** | The bus tour tickets do not include entrance to any of these attractions apart from the museum which is located near the aquarium |
| 18 | **tourist office** | However, we cannot guarantee that every bus will have a guide and so we also have an audio commentary that has been specially recorded for the bus tour by the tourist office |
| 19 | **rain(-)wear/rainwear** | And of course, it does occasionally rain here in the summer so if the weather looks bad, remember to bring some rainwear |
| 20 | **e(-)ticket/e ticket** | When you do it online you can print your e-ticket which you must remember to bring with you |
| 21 | **C** | It's over ten years old and although it was fine when it was first introduced, it is just not good enough now |
| 22 | **A** | Well, there's a lot more data now and it sometimes seems the system has crashed but, in fact, it just takes ages to go from one screen to the next. Randhir: Right. Is that the only problem? Dave: Well that's the main one, but there are others |
| 23 | **B** | In the past, doing the timetabling was quite simple but now we have a lot more courses and what's made it complicated is that many of them have options. Randhir: Right – but the system should allow you to include those. Dave: Well no, it doesn't |
| 24 | **A** | so what about having an online system that students can use to do their scheduling |
| 25 | **C** | OK – that'll probably take longer although it may save you money in the long run |

| # | Answer | Explanation |
|---|---|---|
| **26** | **B** | Well it's January now and the new intake of students will be in September. We need to start processing admissions – in the next few weeks really. Randhir: Well it will take more than a few weeks, I'm afraid. As an initial estimate I think we'll be looking at April or May to improve the existing system but for a new system it would take at least nine months |
| **27** | **(senior) management/managers** | Well, the first question is – do you have support from your senior management |
| **28** | **project request** | It's called a 'project request form' |
| **29** | **meeting** | OK – can you send me his contact details and I'll set up a meeting with him |
| **30** | **conference call** | Dave: That's OK – I'm used to having conference calls providing they are not late at night Randhir: Right – so I'll send you details of the team and if you could set up a call that would be great |
| **31** | **29,000 years/29000 years** | Well it all started around 29,000 years ago when humans discovered that if you dig up some soft clay from the ground, mould it into a shape and then heat it up to a very high temperature, when it cools the clay has been transformed into something hard and rigid |
| **32** | **southern Europe/south Europe** | And all this activity was centred around southern Europe where there is also evidence of ceramics that were created much later |
| **33** | **water** | The pots were porous so that, although they could carry water in them, it wasn't possible to store it over a long period |
| **34** | **minerals** | In China at around 200 BC, they discovered that by adding minerals to the clay they could improve both the appearance and the strength of the ceramics |
| **35** | **white gold** | In fact, it became so valuable that it was known as white gold and spies were sent to China to discover what they did to the clay to produce such high-quality merchandise |
| **36** | **china stone** | And after many years of experimentation, he discovered that by adding quartz and a material called china stone to very high-quality clay he managed to get the same results that the Chinese had been achieving for the last 1,000 years |
| **37** | **cooling (down)** | The main difference between ceramics made from clay and glass is that clay is made up of crystalline plates which become locked together in the cooling process whereas glass cools too quickly for crystals to form |
| **38** | **windows** | One of the more innovative uses was to use it in windows as, up until then, they had just been holes in walls |
| **39** | **volcanic ash** | The Romans observed that, when volcanic ash mixes with water and then cools, it gets extremely hard and almost impossible to break up |
| **40** | **harbours/harbors** | As the Roman Empire grew, the Romans needed to take control of the seas and for this they needed to build harbours capable of holding a fleet of ships. Pouring concrete mixture into the sea immediately started the hardening process and rather than just dissolving in the mass of water, the substance was tough and long-lasting. This strange characteristic of concrete made a significant contribution to the success of the Roman Empire |

# Test 102

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-6

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Short Story Competition**

**Entry Details**

*Example*

Cost of entry: £5

Length of story: approximately [1] _____

Story must include: a [2] _____

Minimum age: [3] _____

Last entry date: 1st [4] _____

Web address: www. [5] _____ .com

Don't: [6] _____ the story to the organisers

## Questions 7-10

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- The competition is judged by [7] _____ .
- The top five stories will be available [8] _____ .
- The top story will be chosen by the [9] _____ .
- The first prize is a place at a writers' workshop in [10] _____ .

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-17

Answer the questions below.

Write NO MORE THAN THREE WORDS for each answer.

**11** What was the Sea Life Centre previously called? _____

**12** What is the newest attraction called? _____

**13** When is the main feeding time? _____

**14** What can you do with a VIP ticket? _____

**15** What special event will the Sea Life Centre arrange for you? _____

**16** Where will the petition for animal conservation be sent to? _____

**17** What can you use to test what you have learnt? _____

### Questions 18-20

What does the guide say about each attraction?

Choose THREE answers from the box and write the correct letter, A-E, next to Questions 18-20.

A. Aquarium

B. Crocodile Cave

C. Penguin Park

D. Seal Centre

E. Turtle Town

**18** must not miss _____

**19** temporarily closed _____

**20** large queues _____

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-22

Choose TWO letters, A-E.

**21** **22** Which TWO subjects did Martina like best before going to university?

- **A** ☐ Art
- **B** ☐ English
- **C** ☐ French
- **D** ☐ History
- **E** ☐ Science

### Questions 23-26

Complete the summary below.

Write NO MORE THAN TWO WORDS for each answer.

**George's experience of university**

George is studying Mechanical Engineering which involves several disciplines. He is finding **23** _____ the most difficult. At the moment, his course is mainly **24** _____ . He will soon have an assignment which involves a study of **25** _____ . He thinks there are too many **26** _____ and would like less of them.

### Questions 27-30

Choose the correct letter, A, B or C.

**27** Martina thinks the students at her university are

- **A** ○ sociable.
- **B** ○ intelligent.
- **C** ○ energetic.

**28** George hopes that his tutor will help him

- **A** ○ lose his shyness.
- **B** ○ settle into university.
- **C** ○ get to know his subject better.

**29** What does Martina know about her first assignment?

- **A** ○ the topic
- **B** ○ the length
- **C** ○ the deadline

**30** George would like to live

- **A** ○ in a hall of residence.
- **B** ○ in a flat on his own.
- **C** ○ with a host family.

## PART 4 — QUESTIONS

Part 4 audio

# Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

**Preparing and Giving a Presentation**

**Initial thoughts**

Most important consideration: your audience

Three points to bear in mind:

- what they need to know
- how **31** _____ they will be
- how big the audience will be

**Structure**

Start with information that makes the audience **32** _____

End with **33** _____

**Design**

The presentation needs to be **34** _____

Vary content by using a mix of words and **35** _____

**Presenting**

Look at the audience, be enthusiastic and energetic

Voice – vary speed and **36** _____

Occasionally add **37** _____ for greater impact

Do not use **38** _____ (e.g. *appears*, *seems*)

**Questions and Interruptions**

When asked a question, first of all you should **39** _____

Minimise interruptions by **40** _____ them

# Transcripts

## Part 1

A: Good morning. Dave speaking.

B: Oh hi. I'm phoning about a short story competition. Um, I saw an advert in a magazine and I was just calling to get some details.

A: Yes – certainly. I'm the competition organiser so I should be able to help. What kind of details are you looking for?

B: Well – erm – does it cost anything to enter?

A: Yes – there's an entry fee of five pounds.

B: OK – that should be fine.

[pause]

B: It's a short story competition – so how many words is that?

A: Well – we want to give people a reasonable amount of freedom but the guidelines are around 3,000 words.

B: Oh – that sounds quite a lot.

A: Well – it's not as much as it used to be. We did have a limit of 5,000 words but some people thought that was too many so this year we've reduced it.

B: Right – and does the story need to be about anything in particular?

A: No – you can write about any topic you like. But the main point of the competition is that it has to have a surprise ending.

B: Oh – I see. That sounds interesting. I don't think I've ever written a story like that before.

A: Yes – it's something we've introduced for this year's competition.

B: Right. Um – I'm eighteen. Is there any age limit?

A: Yes – you need to be sixteen or over, so if you're eighteen that's fine.

B: Great. So you have the competition once a year. Is that right?

A: Yes – we start advertising in January and the competition takes up a lot of the year. We give people a few months to write their story and then it takes quite a long time to judge all the entries and to announce the winners.

B: I see. So when is the closing date for the competition? It's already April – I hope I'm not too late.

A: No you've still got plenty of time. You need to submit your entry by the 1st of August. After then it will be too late, although you can always enter next year's competition!

B: OK good. So how do I enter?

A: Well we have a website and the best way to enter is to complete the entry form online. We also have more details of the competition on the site. Shall I give you the web address?

B: Yes please.

A: OK – it's www dot C – O – M – P – 4 – S –S dot com. And that's the number four not the word four.

B: OK – thanks. I've got that. So – I can complete the entry form online but how do I send the story? Do I print it out and send it to you?

A: Well you may want to print the story out so you can review it but don't post it to us. When you've finished your story you will need to email it to us. The email address is on the website I gave you.

B: OK – that's fine. [pause] Um can you tell me a bit about how the competition is judged and what the prizes are?

A: Yes of course. Well, once we have all the entries I send them to all the judges. Our competition is quite popular so we are lucky to be able to use famous authors who are very interested in the competition.

B: That's fantastic. It's great to know that someone famous will be reading my story!

A: Yes that's right. It takes them quite a while to read through the entries but eventually they decide on the top five stories.

B: I see – and what happens then?

A: Well, they will be published online so everyone can read them. They will not be in any order at this point. They will just be the five stories that the judges think are the best.

B: And do all the top five stories get prizes?

A: No – it's just the top story and the runner-up.

B: So how is the top story decided?

A: Well once the top five stories are available, it will be the public who will vote for their favourite story.

B: Right – I see. So I need to get all my friends to vote for me then!

A: Er, yes – that's a good idea.

B: And what is the prize?

A: Well, the runner-up gets a prize of £300, but the winner gets a trip to Spain to attend a workshop for writers.

B: Wow – that's brilliant! I'd better get writing straight away.

A: Yes – good luck!

B: Thanks.

## Part 2

OK – so hi everybody and welcome to the Sea Life Centre. Before you start on your tour I'd just like to give you some information about things to look out for as you go. Well first of all, I guess some of you may have been here before and may be surprised to see the name has changed. We are not called World of Water any more – since the beginning of this summer we've been renamed, and we've also made a few other changes. However, the main attractions like the aquarium, the crocodiles, the penguins and so on are still here. But we have a new restaurant and picnic area and the latest thing that we have – and it was only finished last week – is the splash ride. This is an exciting new area of the centre and is pretty scary and of course you do get a bit wet so make sure you're not wearing your best clothes!

As I said, the main attractions are still here and the most popular thing that everyone wants to see is feeding time, especially for the crocodiles and the seals. We used to have the main feeding time in the afternoon at around 3 pm but we found that some of the animals got a bit hungry waiting until then and so we now have it at noon. They seem much happier with the new time – although it's a bit difficult to know what they're thinking!

Now – I'd like to mention something new that we've introduced this year that we're very excited about. It's called a VIP ticket. The VIP ticket costs an extra £2 per person and you will be amazed at what it allows you to do. With this you'll be allowed to feed the sharks. Now I know that for some people this might be quite a frightening thing to do, but it is perfectly safe. For those of you who are a bit unsure, we do have a video you can watch to see what happens. It's a great experience and your friends will be very impressed!

Speaking of friends, I'd just like to remind you that the Sea Life Centre will be more than happy to organise a birthday party for you and your family and friends. If you need more details you can speak to me afterwards and there are also forms at the entrance that you can fill in.

I'd also like to bring your attention to the good work that the Sea Life Centre is doing in support of animal conservation. I am sure you're all aware of the worrying situation with a large number of species facing extinction. Here at the Sea Life Centre we're taking action by asking as many people as possible to sign a petition. Once we have over 5,000 signatures we are planning to send it to the government in the hope that more people will begin to take it seriously.

Right – well there's obviously a lot going on at the Centre, and a lot of things to discover. At all the attractions there is helpful information so please read as much as you can and, if you want to see what you've remembered, please do the quiz after your visit. There are no prizes of course, but I'm sure you'll be surprised by how much you've learnt.

[pause]

So before I leave you all to start your tour, I've just got a few tips. There are a large number of attractions and you may not have time to see them all. Of course, there are the old favourites like the Aquarium and the Crocodile Cave but if you don't have time to see everything make sure you visit Turtle Town, which is beyond the Aquarium and the Seal Centre. This is very special and has a large number of endangered species, and as it's at the far corner of the Sea Life Centre it often gets overlooked. I also have to apologise for the Penguin Park. This has needed some urgent work to be done and so will not be open for the next week. We are very sorry about this but I'm sure you'll find the Seal Centre which is directly opposite it will keep you entertained just as much – if not more!

We're also very busy today as you may have noticed on your way in. Everyone starts here at the Aquarium but as it's so big, there's no waiting to get in. But today we're expecting a lot of people to want to see the Crocodile Cave as a couple of eggs have hatched out. So expect delays there and, if you like, move on to the Seal Centre first and then go back when things are quieter, towards the end of the day.

So I'll leave you now but if you have any questions I won't be far away and have a great time at the Sea Life Centre!

## Part 3

Martina: Oh hi George, how's it going?

George: Hi Martina, it's going well. How about you? How's university life?

Martina: Well it's great – apart from the studying of course.

George: Yeah – me too! What are you studying? I seem to remember that you were going to do Art. That was your best subject, wasn't it?

Martina: No – not really – I just liked the teacher. He was French and had an amazing accent. My favourite subject was History but I couldn't see what career that would give me.

George: Ah, right. So what did you choose?

Martina: Well I found it really difficult to decide. I was really good at Science but I must admit I never really enjoyed studying it. So, in the end I decided to opt for English which was my second favourite subject and I thought it would be more useful to me than studying anything else. So – that's what I'm doing. Um – how are you finding university?

George: Well – it's a bit of a challenge I suppose.

Martina: Are you finding it difficult?

George: Well, some of it. I'm doing Mechanical Engineering which is really interesting but it covers quite a lot of areas like materials science, machine design, physics and of course mechanics – and they're all fine. But it's maths that I'm struggling with. It's a lot harder than it was at school.

Martina: I can believe it. It all sounds very difficult to me. But then I never was very good at mechanical things. I suppose it must involve some practical work?

George: Well – not at the moment. Currently, it's nearly all theory, so it's a bit heavy-going.

Martina: I guess you need to start with that so that you can get a grasp of the concepts and learn a few facts before you start putting it into practice. It must be a lot different to the course that I'm taking.

George: Yes – but in a few weeks we'll be having a lot more practical experience. In fact, I've got a great assignment this term working on jet engines which means I'll be going on a few field trips to a nearby airport.

Martina: Oh – that's great. It sounds like you're going to be very busy.

George: Yes I'm not sure how I'm going to cope with the work. We have a lot of lectures – and that's fine. The lecturers are very knowledgeable and I learn a lot from them. But we also have a lot of seminars and I find with so many people expressing their views it can get quite frustrating. It would be better if we didn't have so many of those.

Martina: Yes – it's the same for me. [pause] Um – how are the students at your place?

George: Well I haven't really met anyone yet. They all seem a bit quiet.

Martina: Perhaps they're working hard – they don't appear to be very studious here, but they are very friendly. I must say I've been doing a lot of sitting around and chatting over the last week or so.

George: Well, that's good. The only person I've spoken to really is my tutor. He's very approachable and seems to understand how difficult it can be starting university.

Martina: It's good to have someone you can talk to. And he may help you meet other students.

George: Actually that doesn't bother me. I'm bound to get to know some people sooner or later. It's more a question of finding out what I need to do, where to go and so on. I hope he can help me with that.

Martina: Oh I would have thought so. Well we certainly have a lot of work ahead of us. It seems like a long time, doesn't it – studying for three years.

George: Yes it does – but I'm sure it'll go quickly. You know I'm really dreading the first assessment.

Martina: Yes – for the course I'm doing we have to hand our first one in at the end of next month.

George: Really – so have you got the topic yet?

Martina: No – but we'll get it soon. I'm not sure how much we have to write yet – not too much, I hope!

George: I know what you mean. And it's hard to study especially where I am now.

Martina: Oh – where are you living?

George: I'm living in a hall of residence. I thought that would be a good idea as there'd be a lot of people around but I'm finding it a bit noisy. I can see that I'm going to have problems when I really need to get down to some work.

Martina: So I guess you need to be somewhere on your own then?

George: Yes – well I do like to have some people around me, so I'd prefer to live with a family somewhere in a house not too far from the university.

Martina: Well good luck with that.

George: Yes thanks – and good luck to you as well. I have to dash now. I've another lecture in ten minutes. Bye for now.

Martina: Bye.

## Part 4

Hello everyone. You've all been given an assignment for your Sociology course which will involve giving a presentation to the rest of the group. And so, today, I'm going to be giving you a few tips on how to prepare your presentations. This should help you with your current assignment – but a lot of the principles I'll be putting across will be general principles which will, of course, help you with all your future presentations.

So first of all, the most important thing to consider is your audience and in this instance, your audience are the other students in your group. There are three points to bear in mind. Firstly, you need to ask yourself what they need to know; secondly, it's useful to consider whether they'll be supportive or not; and thirdly – will it be a small group, say three or four, a moderate gathering of twenty or so people (as for your current assignment) or will there be hundreds of people?

[pause] Having said all that, what I'm about to tell you will apply equally to any audience.

So – how do you structure your presentation? Right at the beginning, you should tell them something that forces them to pay attention. This could be something surprising or even shocking but it needs to be relevant! After that, you need a list of items or topics showing them what you'll be covering – rather like an agenda – and then the main part of the presentation will follow. This main part will be the detailed information you'll be presenting and could include facts, statistics, personal experiences, etc. After this you should summarise what you've presented and close with what I call 'next steps'. For this assignment, you could simply point the group to other Sociology reference material. In other cases, you may want to suggest some actions that people can take.

Now – what about the design of the slides for your laptop? Well the important thing here is to be consistent. You need to have the same type of font and use the same colour and size for the same elements. For example, all headers need to look the same, all bullet points need to be presented in the same way. And don't just stick to words. Bring the presentation to life by adding graphics. These could be in several forms such as pictures, flow-charts, diagrams, histograms and so on.

And so – let's move on now to presenting. You have your presentation prepared and you're ready to start. Well – it's important to give a good impression from the start. So take three deep breaths, look at the audience, no matter how frightening they may be, and be enthusiastic and energetic. As you go through the presentation remember to provide some variety in the way you speak. So, for example, you can talk fairly rapidly for information that may be familiar, but then slow down for more unfamiliar sections. And change your tone as you speak – don't keep it at the same level all the way through. As I mentioned, look at your audience. Er, a good tip is to pick people out and look at them for around five seconds. Not looking at the audience gives the impression that you're either not interested in them or terrified of them. Looking too long at one particular person may make them feel rather uncomfortable. There may be points in your presentation that you want your audience to really absorb and in order to make important points stand out you may consider adding silence right after these. It will give people time to reflect on what you've just said. Also – you may be presenting complicated ideas or technical details but try to keep everything as simple as possible. Use simple words and as few as possible. And be clear. If you say something like 'this appears to be', it implies uncertainty. So using weak verbs such as 'appears, 'seems', 'could be', etc. needs to be avoided.

I'll just finish off with a few thoughts on questions and interruptions from the audience. You may choose to invite questions from the audience as you go or ask them to wait until the end. Either way, questions should be encouraged as it provides you with some feedback on how interested the audience is and how well they're understanding you. When a question is asked you need to provide an answer that is as accurate as possible. So initially, my tip is to repeat it. This will ensure you have heard it correctly and will give you a few seconds to gather your thoughts.

Interruptions, on the other hand, can be unwelcome and you may get them for a variety of reasons. It's likely, however, that there's something in your presentation that's unclear or confusing. So my advice is to reduce problems by reading through your presentation beforehand and predicting potential points which could cause interruptions. You may then want to change that part of your presentation or, at least, you will be prepared if someone does interrupt you.

Now, do you have any questions ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **3000 words/3,000 words** | Well – we want to give people a reasonable amount of freedom but the guidelines are around 3,000 words |
| 2 | **surprise ending/surprising ending** | No – you can write about any topic you like. But the main point of the competition is that it has to have a surprise ending |
| 3 | **16/sixteen** | Yes – you need to be sixteen or over, so if you're eighteen that's fine |
| 4 | **August** | You need to submit your entry by the 1st of August |
| 5 | **COMP4SS** | OK – it's www dot C – O – M – P – 4 – S – S dot com. And that's the number four not the word four |
| 6 | **post** | Well you may want to print the story out so you can review it but don't post it to us |
| 7 | **famous authors** | Our competition is quite popular so we are lucky to be able to use famous authors who are very interested in the competition |
| 8 | **online** | Well, they will be published online so everyone can read them |
| 9 | **public** | Well once the top five stories are available, it will be the public who will vote for their favourite story |
| 10 | **Spain** | A: Well, the runner-up gets a prize of £300, but the winner gets a trip to Spain to attend a workshop for writers |
| 11 | **World of Water** | We are not called World of Water any more – since the beginning of this summer we've been renamed, and we've also made a few other changes |
| 12 | **(the) splash ride** | and the latest thing that we have – and it was only finished last week – is the splash ride |
| 13 | **(at) noon/midday/twelve o'clock/twelve pm** | We used to have the main feeding time in the afternoon at around 3 pm but we found that some of the animals got a bit hungry waiting until then and so we now have it at noon |
| 14 | **feed (the) sharks** | It's called a VIP ticket. The VIP ticket costs an extra £2 per person and you will be amazed at what it allows you to do. With this you'll be allowed to feed the sharks |
| 15 | **(a) birthday party** | Speaking of friends, I'd just like to remind you that the Sea Life Centre will be more than happy to organise a birthday party for you and your family and friends |
| 16 | **(the) government** | Once we have over 5,000 signatures we are planning to send it to the government in the hope that more people will begin to take it seriously |
| 17 | **(the/a) quiz** | At all the attractions there is helpful information so please read as much as you can and, if you want to see what you've remembered, please do the quiz after your visit |
| 18 | **E** | Of course, there are the old favourites like the Aquarium and the Crocodile Cave but if you don't have time to see everything make sure you visit Turtle Town, which is beyond the Aquarium and the Seal Centre |
| 19 | **C** | I also have to apologise for the Penguin Park. This has needed some urgent work to be done and so will not be open for the next week |
| 20 | **B** | But today we're expecting a lot of people to want to see the Crocodile Cave as a couple of eggs have hatched out. So expect delays there |
| 21 | **D / B** | My favourite subject was History but I couldn't see what career that would give me So, in the end I decided to opt for English which was my second favourite subject and I thought it would be more useful to me than studying anything else |
| 22 | **D / B** | My favourite subject was History but I couldn't see what career that would give me So, in the end I decided to opt for English which was my second favourite subject and I thought it would be more useful to me than studying anything else |
| 23 | **mathematics/math(s)** | I'm doing Mechanical Engineering which is really interesting but it covers quite a lot of areas like materials science, machine design, physics and of course mechanics – and they're all fine. But it's maths that I'm struggling with. It's a lot harder than it was at school |
| 24 | **theory/theoretical** | Currently, it's nearly all theory, so it's a bit heavy-going |
| 25 | **jet engines** | In fact, I've got a great assignment this term working on jet engines which means I'll be going on a few field trips to a nearby airport |
| 26 | **seminars** | But we also have a lot of seminars and I find with so many people expressing their views it can get quite frustrating. It would be better if we didn't have so many of those |

| # | Answer | Explanation |
|---|---|---|
| **27** | **A** | they don't appear to be very studious here, but they are very friendly. I must say I've been doing a lot of sitting around and chatting over the last week or so |
| **28** | **B** | Actually that doesn't bother me. I'm bound to get to know some people sooner or later. It's more a question of finding out what I need to do, where to go and so on. I hope he can help me with that |
| **29** | **C** | Yes – for the course I'm doing we have to hand our first one in at the end of next month |
| **30** | **C** | Yes – well I do like to have some people around me, so I'd prefer to live with a family somewhere in a house not too far from the university |
| **31** | **supportive** | Firstly, you need to ask yourself what they need to know; secondly, it's useful to consider whether they'll be supportive or not; and thirdly – will it be a small group, say three or four, a moderate gathering of twenty or so people (as for your current assignment) or will there be hundreds of people |
| **32** | **pay attention** | Right at the beginning, you should tell them something that forces them to pay attention |
| **33** | **next steps** | After this you should summarise what you've presented and close with what I call 'next steps' |
| **34** | **consistent** | Well the important thing here is to be consistent |
| **35** | **graphics** | And don't just stick to words. Bring the presentation to life by adding graphics |
| **36** | **tone** | And change your tone as you speak – don't keep it at the same level all the way through |
| **37** | **(a) silence/silences** | There may be points in your presentation that you want your audience to really absorb and in order to make important points stand out you may consider adding silence right after these |
| **38** | **weak verbs** | So using weak verbs such as 'appears, 'seems', 'could be', etc. needs to be avoided |
| **39** | **repeat it** | So initially, my tip is to repeat it |
| **40** | **predicting** | So my advice is to reduce problems by reading through your presentation beforehand and predicting potential points which could cause interruptions |

# Test 103

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-5

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**SARAH'S HEALTH & FITNESS CLUB**

**MEMBERSHIP FORM**

| | |
|---|---|
| *Example*<br>First name: | *Harry* |
| Last name: | 1 _____ |
| Date of Birth: | Day: *11th*; Month: *December*; Year: 2 _____ |
| Type of Membership: | 3 _____ |
| Activities: | *Badminton* and 4 _____ |
| Payment details: | Total: £450<br>To be paid 5 _____ |

### Questions 6-10

Answer the questions below.

Write NO MORE THAN TWO WORDS for each answer.

**Lifestyle questionnaire**

| | |
|---|---|
| What exercise do you do regularly? | 6 _____ |
| Do you have any injuries? | *has a* 7 _____ |
| What is your goal or target? | *a better* 8 _____ |
| What is your occupation? | *a* 9 _____ |
| How did you hear about the club? | 10 _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-14

Choose the correct letter, A, B or C.

**11** The next event at the hotel will be a

- **A** ○ trade fair.
- **B** ○ wedding.
- **C** ○ party.

**12** The number of guests will be

- **A** ○ less than 50.
- **B** ○ from 50 to 100.
- **C** ○ more than 100.

**13** Guests will start arriving at

- **A** ○ 7.15.
- **B** ○ 7.30.
- **C** ○ 7.45.

**14** The entertainment will be a

- **A** ○ live band.
- **B** ○ comedian.
- **C** ○ magician.

### Questions 15-17

Who will be responsible for the following jobs as the guests arrive?

Choose THREE answers from the box and write the correct letter, A–E, next to Questions 15–17.

A. Susan

B. Ahmed

C. Gary

D. Olav

E. Monica

**15** offer drinks to guests _____

**16** take guests' coats and hats _____

**17** show guests where to go _____

### Questions 18-20

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- General instructions

  In order to get the guests to move to the restaurant the hotel manager will **18** _____ .

- Seating plans will be placed on each table and also in the **19** _____ .
- There will be a total of three **20** _____ .

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-25

Complete the flow-chart below.

Write NO MORE THAN TWO WORDS for each answer.

### Paper Production and Recycling

**Production**

- get raw materials from **21** _____
- remove bark
- chop wood
- add **22** _____ then heat and pulp mixture
- paper produced in machine

**Recycling**

- **23** _____ and distribute materials
- collect used paper
- **24** _____ used paper
- use chemicals to **25** _____
- heat and pulp recycled mixture

## Questions 26-30

Answer the questions below.

Write NO MORE THAN TWO WORDS for each answer.

**26** What part of the assignment is Alan going to start working on? _____

**27** Where will Melanie get more information on used paper collection? _____

**28** What will they add to the assignment to make it more interesting? _____

**29** What do they agree to complete by the end of the month? _____

**30** Who will they ask to review their work? _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-38

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

### HAIR

**Facts about hair**

- main purposes – warmth and **31** _____
- main component *keratin* – makes fingernails **32** _____
- full head of hair can support a large weight – equal to two **33** _____
- average number of strands of hair – **34** _____ for an adult
- large amount of money spent on **35** _____ for hair in the UK

**Structure of hair**

Three main parts:

a) bulb – like a **36** _____ over end of hair follicle

b) root – contains glands that supply **37** _____ to hair strand

c) shaft – not **38** _____

## Questions 39-40

Complete the summary below.

Write ONE WORD ONLY for each answer.

### Health and Hair

Changes in diet will take longer to affect your hair than your **39** _____ . Vitamins C, D and E are all important for healthy hair and **40** _____ are one of the best sources of Vitamin C.

# Transcripts

## Part 1

A: Hi – can I help you?

B: Hello – yes, um, is your club taking on new members at the moment?

A: Oh yes – we're always interested in taking on new members. Just give me a moment and I'll get an application form. Right – here we are. So – let's start with your name.

B: It's Harry.

A: OK – and your surname?

B: It's Symonds.

A: Is that like Simon with an 's'?

B: No, um, it's S-Y-M-O-N-D-S. Most people find it rather difficult to spell.

A: I see – it has a silent D. I guess a lot of people miss that. [pause] Now let me see – can you tell me when you were born?

B: Yes certainly – the 11th of December.

A: Thanks – and the year?

B: 1996.

A: OK good. Now – are you thinking of becoming a full-time member?

B: Er, probably not. What kind of memberships do you have?

A: Well, we also have off-peak membership which is between 9 and 12 in the morning and 2 and 5 in the afternoon ... and then we do have a weekend membership.

B: So a weekend membership is just Saturday and Sunday?

A: Yes, that's right.

B: OK – well that's not going to work for me. It looks like I'll have to be full-time. I'm afraid off-peak membership won't do as I'm not free at those times and I don't just want to be restricted to weekends.

A: OK. I'll make a note of that. [pause] Right – we have several facilities at the club including a gym, a swimming pool, tennis and squash courts. What activities are you planning on doing?

B: Well, do you have badminton?

A: Yes we do.

B: And table tennis?

A: I'm afraid not – well not at the moment anyway.

B: Oh – OK. Well I'm also very keen on swimming so I'm glad you have a pool. I'll certainly be doing a lot of that.

A: OK – I've got that. Will you be using the gym?

B: No – I'm not interested in that.

A: OK. So just let me work out what the cost will be ... Yes – that comes to £450 for the year. You can choose to pay annually for the full year or monthly. It's up to you.

B: Oh, I'd prefer to pay regularly in small amounts, rather than have a large amount to pay in one go, if that's OK?

A: Sure – that's fine. Right, I've got the most important details for now.

[pause]

A: So – I'd just like to ask you a few questions about your lifestyle if that's OK with you?

B: Yes that's fine.

A: Um, do you do any regular exercise at the moment?

B: Yes I do a bit.

A: Good – and what do you do?

B: Well every few days I go jogging.

A: Yes – that's good. How long do you go for?

B: Well it varies. I guess it depends on how energetic I'm feeling.

A: Yes of course. Every little bit helps. Um, do you have any injuries at the moment?

B: Well, I did break a bone in my foot playing football a long time ago but that's all healed up now. But, in the last few days I've realised I have a bad ankle. I think I must have injured it last week and it's a bit sore now. But apart from that I'm fine.

A: Right – I guess you might need to rest it for a few days to let it recover.

B: Yes I will.

A: So – let me just ask you what you want to achieve by joining the club. Do you have any targets or goals?

B: Well I suppose my main aim is to build up my fitness level. Is that the kind of thing you mean?

A: Yes – that's fine. All the activities you're going to be doing should certainly help you with that.

B: OK.

A: And could you tell me what you do for a living?

B: Well – I was a student up until recently.

A: OK – so what are you doing at the moment?

B: Well – I'm a charity worker.

A: Oh that's fine. I'll write that down. OK – nearly done. One last question – can I ask how you heard about the club? Did you see it advertised or did you go to our website for example?

B: Well I've been looking for a health club for a while and I asked my friends for suggestions but they weren't much help. And then I was listening to the radio and your club was mentioned, so I thought – I'll go along and see what it's like.

A: Great – well we look forward to having you as a member.

## Part 2

Good morning everyone. I hope you're all feeling OK after the activities of the last week or so. I know you've all been working very hard recently and we've been exceptionally busy, especially with the wedding last weekend and the trade fair straight after that. And now we have only three days to prepare for the birthday party this weekend. The events recently have gone extremely well and the hotel is beginning to get a very good reputation, so we need to keep it up. At the moment, we don't have exact numbers of guests and though we usually only cater for groups of less than fifty, we will have quite a few more than that. So – as I said – not sure of numbers but of course we won't go over the maximum of 100. But it's likely that we will need all of you to work this weekend so if any of you can't, please let me know as soon as possible.

Right – so what time will the event start? Well the invitation says guests should arrive between 7.30 and 7.45 but our experience is that there are always a few who like to arrive early so we'll expect the first people at 7.15. As the numbers are quite large, this will certainly be the case. Food will be served at around 8.30 and then, depending on how long the meal takes, the entertainment will start about two hours later. Now, for this, we were expecting a live band for the occasion which is always fun, but apparently this has been cancelled due to illness. So – the hosts know someone who is a comedian who will be replacing the band. We had hoped that the resident magician who worked here through the summer would be able to help out but they weren't keen on that idea.

[pause]

So I'd just like to go through who's doing what when the guests arrive and I think we'll make a few changes from the last party held here. If I remember correctly, it was Olav who co-ordinated the task of providing the guests with drinks or was it Ahmed? (checking) Um, I'm not sure – but Gary asked to do it this time – so that will be his job. There's been no decision yet on what the drinks are going to be but I hope they decide soon in case we need to order something special. Now – for receiving the guests' coats and hats, it's important we have someone experienced doing this as we don't want guests losing their belongings. And Monica, last time this was your responsibility. Susan, I know you wanted to do this but as the numbers are quite high for this event I won't make a change here. Right – now last time there was some confusion as to where guests were supposed to go once they had deposited their things and we had guests roaming around the whole hotel. So Ahmed and Olav – I believe you discussed the problems with Susan and thought she would be good at guiding guests after they had arrived – and I'm fine with that.

Right – and now for some general instructions. Once the guests have arrived they will be in and around the lounge area and then at around 8.30 we need to get them to move to the restaurant for their meal. This often proves difficult and can take a long time so I will ring a bell so that everyone knows it's time to eat! Hopefully this will speed things up a bit. Also – for this event there'll be a seating plan, so the guests won't be able to decide for themselves where to sit – they'll have to sit according to the plan. There'll be a plan on each table and I've been thinking about where to put the master plan so everyone can view it before they enter the restaurant. As they'll be spending quite a while in the lounge, I've decided to also put a plan there. This should speed up the start of the meal.

Once the meal starts, you'll all be very busy waiting on the tables and I'm sure I don't need to tell you to be good-humoured and polite to all the guests. The organiser of the event will be saying a few words and so will two of his colleagues. So when the speeches start all activity must stop in the restaurant so that the three people giving them can be heard. This shouldn't take long – and it should be towards the end of the meal. After that, the guests will move back to the lounge for the entertainment.

So – I think that's it. Any questions – come and see me later.

## Part 3

Alan: Hi Melanie – what did you think of the assignment that we got today? It looks interesting, doesn't it?

Melanie: Yes Alan, I've always been interested in recycling but there's a lot of research to do.

Alan: Yes – there are a lot of things I'm unsure of so it's going to be good working with you.

Melanie: OK – well why don't we start by making a flowchart from the notes our tutor gave us?

Alan: Yes, um, so ... on one side we could have the paper production cycle – here on the left – and on the other side the recycling.

Melanie: Good idea. Let's start at the top with the production. The first step in the process is to get the raw materials.

Alan: Yes – and they tend to come from pine forests.

Melanie: OK – and then the bark is removed from the outside of the tree and after that the wood is chopped up – that's the first three stages.

Alan: It sounds a bit complicated after that. Um, it says water is added and then the mixture is heated and made into pulp. This will be the thick paste that is used to make paper.

Melanie: Yes – you're right because after that they use a machine to make the paper and we can put that right in the centre of the flow-chart because it's also where the recycled paper joins the process.

Alan: Yes. So once the paper has been produced in the machine, what happens then?

Melanie: Well, I think we should write 'print' as the next step because this is when newspapers, magazines, etc. are produced. And we could also add that they have to be distributed to stores and people's homes.

Alan: Right, then the recycling bit starts. The old paper's collected and then it says it's taken somewhere so that someone or something can sort it. I imagine there are different kinds of paper – or things like paper clips that need to be removed.

Melanie: Yes. Let's have a step after that. Now, how did our tutor say they do this? Oh yes – it involves chemicals, so – how is your chemistry?

Alan: Well – not very good I'm afraid. But this is how they remove ink so – this is definitely going to need a bit of research.

Melanie: Right – the last step in the recycling section is similar to the last step in the production process with heating and pulping – before the cycle begins again.

[pause]

Alan: So I think going through the processes helped. Now we need to decide how we're going to do this assignment.

Melanie: Yes. I guess what we need to do is take the processes and divide them up between us. But we could start thinking about an introduction.

Alan: Yes, OK ... well I can start doing that. I think I have enough to go on already.

Melanie: Good. And there are a few areas where we need a lot more information. I think I'll start with something easy – let's say the paper collection. I could go to the resource centre to do some research.

Alan: Well I think a better idea would be to approach someone who's involved in the process. What about contacting the council?

Melanie: Oh – good idea. Yes – I'll do that instead. They're bound to have some information. And I know just the thing to add to our work to make it even more interesting.

Alan: And what's that?

Melanie: Well – in my last assignment, I added a few pictures and the feedback I got was that this wasn't 'academic' enough. So what might really bring it to life would be to include some data – provided we can find some.

Alan: Yes – that sounds excellent. Well – we certainly have a lot to do and not much time to do it in.

Melanie: You're right. I think we have about five weeks so I suggest we create a plan of work today. The end of the month is nearly three weeks away and then we have a few days' holiday.

Alan: Yes – so let's see if we can get the first draft done by then so we can take a short break.

Melanie: OK – then after the break we'll have just over a week to complete it. I wonder if we could get someone to review our work for us a few days before the deadline so we can make some final changes. What about your friend Henry?

Alan: Well – the best person would be our tutor. Henry's very good but he's taking a whole week's holiday and there won't be enough time when he returns.

Melanie: OK, then. That's fine.

## Part 4

Good morning and welcome to this lecture on hair which is a part of the human biology course. This lecture covers a number of facts about hair – its structure and what can affect the general health of hair.

So, first of all, what is hair and why do we have it? If we look back at our ancestors, we'll see that they had a lot more hair on their bodies than we do now. And there are – or were – two main reasons for having hair. One is to provide warmth ... but as humans have worn clothes for many years, body hair has significantly reduced. The other is for protection – and again this isn't as significant as it was once, but hair does still benefit areas of the body such as the head and around the eyes.

Now hair, whatever it is for and wherever it is on the human body, is composed mainly of a protein called keratin. This, by the way, is also found in fingernails. In fact, it's keratin which makes them flexible and without it they would be very rigid. Another interesting fact about hair is that it is very strong – as strong as iron in fact. One single strand can support a weight of up to 100 grams. This may not sound all that much, but a full head of hair can support up to 12 tonnes, which is the equivalent of a couple of elephants, which is simply amazing – though I advise you not to put this to the test!

Humans lose up to 100 strands of hair a day, but we do have quite a lot of hair to start with. There's some variation depending on hair colour but for an average adult the strand count is 100,000, so losing 100 a day is not too bad. Although this is the average, people with red hair have around 80,000 strands, black or brown hair 100,000 and blondes have about 120,000.

So hair used to be important for the reasons I mentioned earlier but nowadays I'd say the main importance of hair is the fact that it is big business. Apart from the money involved in haircutting, shaving, trimming, etc., a fortune is spent just on hair products. In the UK alone, consumers spend over five billion pounds each year on these.

[pause]

So next, I'd like to just give you a quick overview of the structure of hair. As you can see, along the length of the hair, there are three main parts called the bulb, the root and the shaft. A single hair is fixed at one end below the skin in the bulb. The bulb acts rather like a cap – it encloses the end of the hair in the head. The next part of the hair is the root and this is the part of the hair which lies just beneath the skin and, in terms of hair production, is the most important. This can be considered the control centre for each strand of hair and is where the glands are found. These produce oil which flows along the length of the hair and the health of the root determines the overall health of the strand of hair. The last part is the shaft and this is the hair which is above the skin and is, of course, what we can see. Fortunately, this is not active and I say 'fortunately' because otherwise it would be very painful to have your hair cut!

And finally I'd just like to go over a few factors that impact on the overall health of hair. Like every other part of the body, our diet – that is what we eat – is extremely important to the condition of our hair. But whereas a change in your diet to, for example, eating unhealthy foods will soon be noticeable in your skin, changes to your hair will take a lot longer. A change in diet today could take several months to have an effect on your hair. And so – what is the key to healthy hair? Well – eating a balanced diet is the most important thing. There are a number of vitamins that are vital for good hair health, the main ones being vitamins C, D and E, and in a balanced diet all these vitamins should be readily available. If you need a boost of vitamin C, for example, one of the best things to eat are blueberries. For Vitamin D, the best examples are fish, mushrooms and eggs and for vitamin E, nuts and seeds.

Right so let's go on to ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **SYMONDS** | B: It's Symonds.A: Is that like Simon with an 's'?B: No, um, it's S-Y-M-O-N-D-S. Most people find it rather difficult to spell |
| 2 | **1996** | A: Thanks – and the year? B: 1996 |
| 3 | **full(-)time** | OK – well that's not going to work for me. It looks like I'll have to be full-time. I'm afraid off-peak membership won't do as I'm not free at those times and I don't just want to be restricted to weekends |
| 4 | **swimming** | B: Well, do you have badminton? A: Yes we do. B: And table tennis? A: I'm afraid not – well not at the moment anyway. B: Oh – OK. Well I'm also very keen on swimming so I'm glad you have a pool. I'll certainly be doing a lot of that |
| 5 | **monthly** | You can choose to pay annually for the full year or monthly. It's up to you. B: Oh, I'd prefer to pay regularly in small amounts, rather than have a large amount to pay in one go, if that's OK |
| 6 | **(go/do) jogging** | Well every few days I go jogging |
| 7 | **bad ankle** | But, in the last few days I've realised I have a bad ankle |
| 8 | **fitness level** | Well I suppose my main aim is to build up my fitness level |
| 9 | **charity worker** | B: Well – I'm a charity worker |
| 10 | **(on) (the) radio** | And then I was listening to the radio and your club was mentioned, so I thought – I'll go along and see what it's like |
| 11 | **C** | And now we have only three days to prepare for the birthday party this weekend |
| 12 | **B** | though we usually only cater for groups of less than fifty, we will have quite a few more than that. So – as I said – not sure of numbers but of course we won't go over the maximum of 100 |
| 13 | **A** | Well the invitation says guests should arrive between 7.30 and 7.45 but our experience is that there are always a few who like to arrive early so we'll expect the first people at 7.15 |
| 14 | **B** | Now, for this, we were expecting a live band for the occasion which is always fun, but apparently this has been cancelled due to illness. So – the hosts know someone who is a comedian who will be replacing the band. We had hoped that the resident magician who worked here through the summer would be able to help out but they weren't keen on that idea |
| 15 | **C** | If I remember correctly, it was Olav who co-ordinated the task of providing the guests with drinks or was it Ahmed? (checking) Um, I'm not sure – but Gary asked to do it this time – so that will be his job |
| 16 | **E** | Now – for receiving the guests' coats and hats, it's important we have someone experienced doing this as we don't want guests losing their belongings. And Monica, last time this was your responsibility. Susan, I know you wanted to do this but as the numbers are quite high for this event I won't make a change here |
| 17 | **A** | So Ahmed and Olav – I believe you discussed the problems with Susan and thought she would be good at guiding guests after they had arrived – and I'm fine with that |
| 18 | **ring a bell** | This often proves difficult and can take a long time so I will ring a bell so that everyone knows it's time to eat |
| 19 | **lounge** | There'll be a plan on each table and I've been thinking about where to put the master plan so everyone can view it before they enter the restaurant. As they'll be spending quite a while in the lounge, I've decided to also put a plan there |
| 20 | **speeches/speakers** | The organiser of the event will be saying a few words and so will two of his colleagues. So when the speeches start all activity must stop in the restaurant so that the three people giving them can be heard |
| 21 | **pine forests** | Alan: Yes – and they tend to come from pine forests |
| 22 | **water** | Um, it says water is added and then the mixture is heated and made into pulp |
| 23 | **print** | Well, I think we should write 'print' as the next step because this is when newspapers, magazines, etc. are produced. And we could also add that they have to be distributed to stores and people's homes |
| 24 | **sort** | The old paper's collected and then it says it's taken somewhere so that someone or something can sort it |
| 25 | **remove ink** | Now, how did our tutor say they do this? Oh yes – it involves chemicals, so – how is your chemistry Well – not very good I'm afraid. But this is how they remove ink so – this is definitely going to need a bit of research |
| 26 | **(the) introduction** | Melanie: Yes. I guess what we need to do is take the processes and divide them up between us. But we could start thinking about an introduction. Alan: Yes, OK well I can start doing that. I think I have enough to go on already |
| 27 | **(the) council** | Melanie: Good. And there are a few areas where we need a lot more information. I think I'll start with something easy – let's say the paper collection. I could go to the resource centre to do some research. Alan: Well I think a better idea would be to approach someone who's involved in the process. What about contacting the council? Melanie: Oh – good idea. Yes – I'll do that instead. They're bound to have some information |

| # | Answer | Explanation |
|---|---|---|
| **28** | **(some) data** | So what might really bring it to life would be to include some data – provided we can find some |
| **29** | **first draft** | The end of the month is nearly three weeks away and then we have a few days' holiday.Alan: Yes – so let's see if we can get the first draft done by then so we can take a short break.Melanie: OK – then after the break we'll have just over a week to complete it |
| **30** | **(their/the) tutor** | Alan: Well – the best person would be our tutor. Henry's very good but he's taking a whole week's holiday and there won't be enough time when he returns. Melanie: OK, then. That's fine |
| **31** | **protection** | And there are – or were – two main reasons for having hair. One is to provide warmth but as humans have worn clothes for many years, body hair has significantly reduced. The other is for protection – and again this isn't as significant as it was once, but hair does still benefit areas of the body such as the head and around the eyes |
| **32** | **flexible** | In fact, it's keratin which makes them flexible and without it they would be very rigid |
| **33** | **elephants** | This may not sound all that much, but a full head of hair can support up to 12 tonnes, which is the equivalent of a couple of elephants, which is simply amazing – though I advise you not to put this to the test |
| **34** | **100 000/100,000** | There's some variation depending on hair colour but for an average adult the strand count is 100,000, so losing 100 a day is not too bad |
| **35** | **products** | Apart from the money involved in haircutting, shaving, trimming, etc., a fortune is spent just on hair products. In the UK alone, consumers spend over five billion pounds each year on these |
| **36** | **cap** | The bulb acts rather like a cap – it encloses the end of the hair in the head |
| **37** | **oil** | The next part of the hair is the root and this is the part of the hair which lies just beneath the skin and, in terms of hair production, is the most important. This can be considered the control centre for each strand of hair and is where the glands are found. These produce oil which flows along the length of the hair |
| **38** | **active** | The last part is the shaft and this is the hair which is above the skin and is, of course, what we can see. Fortunately, this is not active and I say 'fortunately' because otherwise it would be very painful to have your hair cut |
| **39** | **skin** | But whereas a change in your diet to, for example, eating unhealthy foods will soon be noticeable in your skin, changes to your hair will take a lot longer |
| **40** | **blue(-)berries** | If you need a boost of vitamin C, for example, one of the best things to eat are blueberries |

# Test 104

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-6

Complete the table below.

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

| Class | Where | When | What to bring | Cost |
|---|---|---|---|---|
| Painting with watercolours | Example<br>in the hall | at 1 _____ pm on Tuesdays | water jar and set of 2 _____ | £45 – four classes |
| Maori language | the small room at the 3 _____ of the building | starts in 4 _____ | small recorder | £40 – five classes |
| Digital photography | room 9 | 6 pm Wednesday evenings | the 5 _____ for the camera | £ 6 _____ – eight classes |

### Questions 7-10

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- The watercolours class suits people who are 7 _____.
- To find out about the Maori language class, contact Jason 8 _____.
- For the photography class, check the 9 _____ for the camera.
- There is a trip to a local 10 _____ in the final week of the photography class.

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-12

Choose TWO letters, A–E.

**11** **12** Which TWO tasks will the volunteers in Group A be responsible for?

- **A** ☐ widening pathways
- **B** ☐ planting trees
- **C** ☐ picking up rubbish
- **D** ☐ putting up signs
- **E** ☐ building fences

### Questions 13-14

Choose TWO letters, A–E.

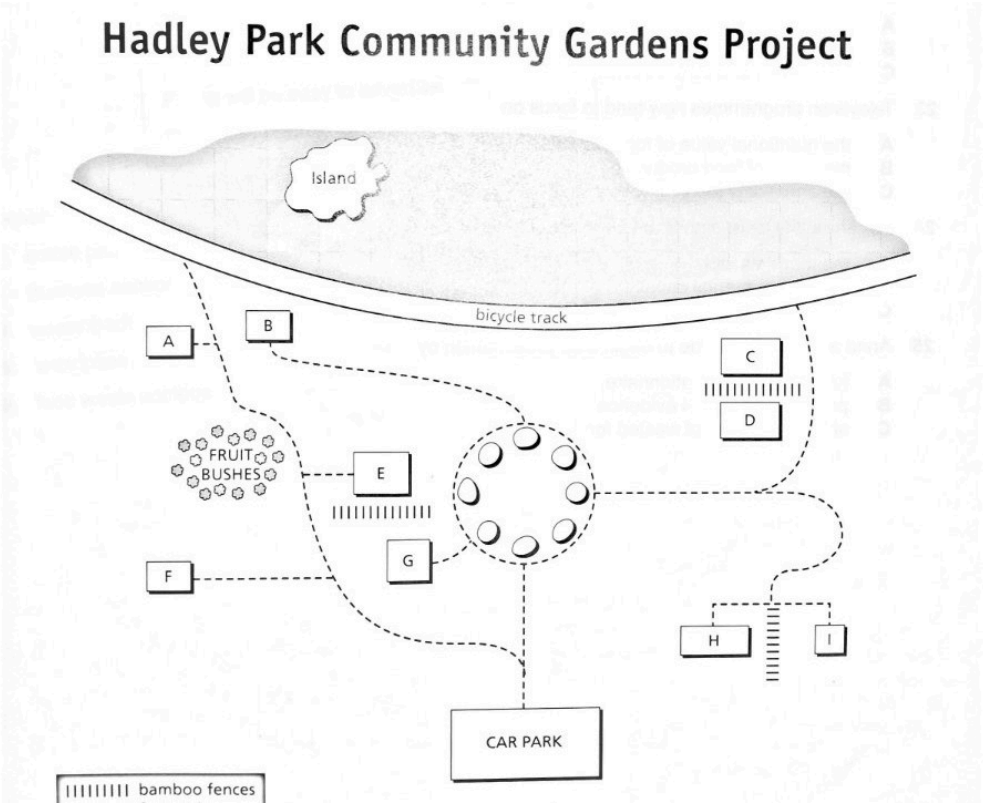
**13** **14** Which TWO items should volunteers in Group A bring with them?

- **A** ☐ food and water
- **B** ☐ boots
- **C** ☐ gloves
- **D** ☐ raincoats
- **E** ☐ their own tools

### Questions 15-20

Label the plan below.

Write the correct letter, A–I, next to Questions 15–20.




| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| **15** Vegetable beds | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **16** Bee hives | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **17** Seating | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **18** Adventure playground | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **19** Sand area | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **20** Pond | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-25

Choose the correct letter, A, B or C.

**21** What point does Robert make about the 2013 study in Britain?

- **A** ◯ It focused more on packaging than wasted food.
- **B** ◯ It proved that households produced more waste than restaurants.
- **C** ◯ It included liquid waste as well as solid waste.

**22** The speakers agree that food waste reports should emphasise the connection between carbon dioxide emissions and

- **A** ◯ food production.
- **B** ◯ transport of food to landfill sites.
- **C** ◯ distribution of food products.

**23** Television programmes now tend to focus on

- **A** ◯ the nutritional value of food products.
- **B** ◯ the origin of food products.
- **C** ◯ the chemicals found in food products.

**24** For Anna, the most significant point about food waste is

- **A** ◯ the moral aspect.
- **B** ◯ the environmental impact.
- **C** ◯ the economic effect.

**25** Anna and Robert decide to begin their presentation by

- **A** ◯ handing out a questionnaire.
- **B** ◯ providing statistical evidence.
- **C** ◯ showing images of wasted food.

### Questions 26-30

What advantage do the speakers identify for each of the following projects?

Choose FIVE answers from the box and write the correct letter, A–G, next to Questions 26–30.

A. It should save time.

B. It will create new jobs.

C. It will benefit local communities.

D. It will make money.

E. It will encourage personal responsibility.

F. It will be easy to advertise.

G. It will involve very little cost.

**26** edible patch _____

**27** ripeness sensor _____

**28** waste tracking technology _____

**29** smartphone application _____

**30** food waste composting _____

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-40

Complete the notes below.

Write ONE WORD for each answer.

### Kite-making by the Maori people of New Zealand

**Making and appearance of the kites**

- The priests who made the kites had rules for size and scale
- **31** _____ was not allowed during a kite's preparation

**Kites:**

- often represented a bird, a god, or a **32** _____
- had frames that were decorated with grasses and **33** _____
- had a line of noisy **34** _____ attached to them.
- could be triangular, rectangular or **35** _____ shaped.
- had patterns made from clay mixed with **36** _____ oil.
- sometimes had human-head masks with **37** _____ and a tattoo.

**Purpose and function of kites:**

- a way of sending **38** _____ to the gods
- a way of telling other villages that a **39** _____ was necessary
- a means of **40** _____ if enemies were coming.

# Transcripts

## Part 1

Woman: Hello. Eastwood Community Centre.

Man: Oh, hello. My name's Andrew Dyson. I'm calling about the evening classes you offer.

Woman: OK, Mr Dyson, are there any classes in particular that you're interested in?

Man: Yes, you've got a class called 'Painting with watercolours', I believe.

Woman: That's right. It's a popular class so this term it'll be moving to the hall, so they've got more room.

Man: Right. I know it's on Tuesdays but what time exactly?

Woman: It was 6.30 last term, but let me just have a look at the details. OK, it'll be 7.30 this time, probably it suits more people.

Man: Well, it's my wife who's really interested and that'll be good for her because she's home from work by 7.15 - that'll give her just enough time to get there. Um, what does she need to bring?

Woman: OK, well paints are provided by the tutor, I know that. Um, the information says she'll need just a jar for water and some pencils for drawing. There are also lots of aprons here, so she needn't worry what she's wearing. And the cost for four classes is £45, including paints, as I said.

Man: OK, now we're both quite keen on the Maori language class.

Woman: There are spaces on the next course, so you could join that.

Man: Oh, good. Which room will that be in?

Woman: When you come in through the entrance of the community centre building, you'll need to go straight up the stairs in front of you, all the way to the top. And it's the small room you'll find there.

Man: I see. All right, and let me just check when it's starting. I heard from someone that the July course has been delayed until August.

Woman: I'm afraid so. And we're halfway through the June course at the moment so there's not much point you taking that.

Man: I guess we'll have to wait, then.

Woman: Well, when you do come, the tutor recommends bringing a small recorder with you just so you can listen again later, and er, the cost for five classes is currently £40.

Man: OK, useful information to know. Um, there's one more class I'm interested in - that's the digital photography class.

Woman: Oh, I've taken that class myself. The tutor's very good. That'll be in room 9 and it's starting in two weeks' time - in the evening - every Wednesday at 6 o'clock.

Man: Um, obviously I need to bring the camera with me. I suppose it'd be useful to have the instructions that go with the camera, too.

Woman: I'd say so. Um, some people bring along a lot of accessories like extra lenses, but there's really no need for this class. It's mainly focusing on composition really, and getting the most out of the basic camera.

Man: That's exactly what I need. And how much does it cost?

Woman: Let's see. For four classes, it's £35, but if you take eight, it works out as £55, so you're making a bit of a saving – £15 that is.

Man: I see.

Man: OK, now just another question for the watercolours class; I've just remembered that my wife asked me to find out about the level - who's it for?

Woman: OK, well you don't have to be very skilled or anything like that. It's designed for beginners, actually. People who might see art as a hobby rather than as a professional opportunity.

Man: That sounds like my wife. And er, who do I talk to if I want to find out some more about the Maori language classes?

Woman: Probably best to talk to the tutor directly. He'll be in the office in about half an hour. His name's Jason Kahui. That's K-A-H-U-I.

Man: Good - I'll give him a call.

Woman: Oh, if you do decide to come to the photography class, don't forget to look at your camera battery and make sure it's charged. I know it sounds obvious but I've seen a few people suddenly find the camera's stopped working right in the middle of class.

Man: Yes, I can imagine it'd be easy to forget that. Oh, that reminds me, in the final week of the photography course, is it right that there's a visit to a show in the local area? I work in the city, you see, so I might have to come home early for that one.

Woman: Yes. They'll decide the date once the class has started. Is there anything else I can

## Part 2

Good morning - it's great to see so many people here. Thank you all very much for coming. Well, as you know, the community gardens at Hadley Park are really not looking as good as they should, quite bad really, and although the local council has a budget to deal with some of the problems, we do need volunteers for other tasks. If you don't mind, I'm going to divide you into two groups. So, everyone on this side of the room is Group A, and the rest of you are Group B. So, Group A, there are a couple of things we'd like you to help with. Um, first of all, don't worry about any litter or empty bottles you see lying about one of the local schools has offered to help out with that as part of their own environmental project. The priority for you will be to give us a hand with the new wooden fencing - it needs constructing along parts of the bicycle track, as there are parts which have now fallen down or broken – as I'm sure you've seen. You've probably also noticed that some of the pathways that come from the bicycle track are quite narrow – and there are plans to make them wider – but the council will be dealing with that later in the year, and they've also promised to produce some informational signs about the plants in the gardens. Hopefully they'll be up in a few weeks' time. The other thing we're doing is getting rid of some of the foreign species that are growing in the gardens and putting back some native plants and trees. So, you'll be doing some digging for us and getting those into the ground.

So, Group A, there's some items you'll need to bring along with you. I was going to say 'raincoats' but the forecast has changed so you can leave those at home. I'd definitely recommend a strong pair of boots, waterproof would be best; it's quite muddy at the moment, and your own gloves would also be advisable. Tools will be available – spades and hammers, that kind of thing. You just need to make sure they go back in the trucks. And, there's no need to worry about food and drink as we'll be supplying sandwiches and coffee – possibly some biscuits, even!

OK, Group B, your turn. Does everyone have a copy of the plan? Great. OK, we'll all be meeting in the car park – that's on the bottom of the plan, see? Now, if you've been assigned to the vegetable beds, to get there, you go out of the car park and go up the footpath until you reach the circle of trees – there they are – in the middle of the plan, and you see that the footpath goes all the way around them. Well, on the left-hand side of that circular footpath, there's a short track which takes you directly to the vegetable beds. You can see a bamboo fence marked just above them. All right? OK, if you're helping out with the bee hives, pay attention. Look again at the circle of trees in the middle of the plan, and the footpath that goes around them. On the right side of that circle – you can see that the footpath goes off in an easterly direction – heading towards the right-hand side of the plan. And then, the path splits into two and you can either go up or down. You want the path that heads down and at the end of this, you see two areas divided by a bamboo fence – and as we're looking at the plan, the bee hives are on the right of the fence – the smaller section, I mean. Now don't worry – all the bees have been removed! You just need to transport the hives back to the car park. OK, for the seating, look at the circular footpath, at the top of it, there's a path that goes from there and takes you up to the seating area, alongside the bicycle track and with a good view of the island, I suppose. OK, if you're volunteering for the adventure playground area, let's start from the car park again and go up the footpath, but then you want the first left turn. Go up there, and then you see there's a short path that goes off to the right – go down there and that's the adventure playground area, above the bamboo fence. That fence does need repairing, I'm afraid. Right, what else? Oh yes, the sand area. We've got that circular footpath in the middle – find the track that goes east, towards the right-hand side of the plan, and where that track divides, you need the little path that goes up towards the bicycle track. The sand area is just above the bamboo fence there. And finally, the pond area. So, it's on the left-hand side of your plan – towards the top – just above the fruit bushes and to the left of the little path. OK, as I said already, hopefully we'll...

## Part 3

Anna: Hi, Robert.

Robert: Hi. Sorry I'm late. I was just printing off some pages about food waste in Britain.

Anna: Do you want to include Britain in the presentation? I thought we were concentrating on the USA?

Robert: Well, it is a global problem, so I thought we ought to provide some statistics that show that.

Anna: Fair enough. What did you find out?

Robert: Well, I was looking at a British study from 2013. It basically concluded that 12 billion pounds' worth of food and drink was thrown away each year - all of it ending up in landfill sites. Over eight million tons - and that wasn't including packaging.

Anna: An incredible amount.

Robert: Yes, and they were only looking at what households threw away, so there's no information about restaurants and the catering industry. But one thing the study did investigate was the amount of milk and soft drinks that were wasted, and I think it was probably quite unique in that respect.

Anna: Interesting. You know, in the other European reports I've read - there's one thing they have in common when they talk about carbon dioxide emissions.

Robert: I know what you are going to say. They never refer to the fuel that farms and factories require to produce the food, and the carbon dioxide that releases?

Anna: Exactly. We could really cut down on carbon emissions if less food was supplied in the first place. To my mind, the reports talk too much about the carbon dioxide produced by the trucks that deliver the fresh goods to the shops and take the waste away. They forget about one of the key causes of carbon dioxide.

Robert: Absolutely. If the reports are actually going to be useful to people, they need to be more comprehensive.

Anna: Who do you mean by 'people'?

Robert: Well, the government, industries ... people making television programmes. Have you seen any documentaries about food waste?

Anna: Not that I remember.

Robert: My point exactly. These days they all seem to be focusing on where your meat, fruit and vegetables are sourced from. We're being encouraged to buy locally, not from overseas. That's probably a good thing but I'd still like to see something about waste.

Anna: Yes, it's the same with magazine articles - it's all about fat and sugar content and the kind of additives and colouring in food - but nothing about how it reaches your table and what happens after it ends up in the bin.

Robert: Well, we've only got 15 minutes for this presentation, so I think we'll have to limit what we say about the consequences of food waste. What do we want to concentrate on?

Anna: Well, I know some of the other presentations are looking at food and farming methods and what they do to the environment, so I think we'll avoid that. And the fact that in some countries, people can't afford the food grown on their own farms – that was covered last term.

Robert: OK. We don't want to repeat stuff.

Anna: What concerns me above all else is that in a recession governments should be encouraging business to find ways to cut costs. Apparently supermarkets in the USA lose about 11% of their fruit to waste. That's throwing money away.

Robert: All right – we'll focus on that problem. It should get the others' attention, anyway. Now, how do you want to begin the presentation? Let's not start with statistics, though, because that's what everybody does.

Anna: I agree. How about we give the other students a set of questions to answer – about what they suspect they waste every day?

Robert: I'm fine with that. Probably a better option than showing pictures of landfill sites. It'll be more personalised, that way.

Anna: All right, now let's start...

Robert: OK, shall we now have a look at the projects that different researchers and organisations are working on?

Anna: For me, the project I really liked was the one at Tufts University – you know, where they've invented tiny edible patches to stick on fresh foods that show you what level of bacteria is present, and so whether you can still eat it.

Robert: It's a great idea as it tells you if you need to hurry up and eat the food before it goes off. The other good thing about the patches is that apparently they'll be cheap to manufacture.

Anna: Good. Then the other thing I thought was great was the Massachusetts Institute of Technology project.

Robert: I hadn't seen that.

Anna: Well, they've developed these sensors that can detect tiny amounts of ethylene. Ethylene is the natural plant hormone in fruit that makes them turn ripe, apparently. The researchers think that they can attach the sensors to cardboard boxes – and then supermarkets can scan the sensors with a portable device to see how ripe the fruit inside is. That's got to be a quicker way to check for ripeness than taking each box off the shelf and opening it.

Robert: Definitely. And I thought that Lean Path was worth mentioning, too. Their waste tracking technology means that caterers can see how much food is being wasted and why. That'll increase profits for them eventually.

Anna: Yes. And did you read about Zero PerCent? They've produced this smartphone application that allows restaurants to send donation alerts to food charities. The charities can then pick up the unwanted food and distribute it to people in need.

Robert: In the long run, that'll definitely benefit poorer families in the neighbourhood. No kid should go to school hungry.

Anna: I agree. And I read that quite a few local governments in the USA are thinking about introducing compulsory composting in their states – so you can't put any food waste into your rubbish bins, just the compost bin.

Robert: Well, I guess that means a bit more work for people. I mean, they have to separate the organic and inorganic waste themselves before they take it out to the compost bin, and you know how lazy some people are! But I guess if we all start composting, we'd be doing something positive about the problem of food waste ourselves, rather than relying on the government to sort it out. Having said that, not everyone has a garden so ...

## Part 4

Well, good morning everyone. As you know, we've been looking at different kinds of art and craft that were practised by the Maori people of New Zealand - at least before the Europeans began to arrive in the 18th century. So, the focus of this lecture is kite making; how the kites were made, their appearance and the purposes they served.

Well, let's start with the way they were made. As with other Maori artistic traditions, kite-making involved certain rituals. So, firstly, only priests were allowed to fly and handle the largest, most sacred kites. There were rules, too, for the size and scale of the kites that the priests had to follow, and during the preparation of both small and large kites, food was strictly forbidden.

In terms of appearance, kites were frequently designed in the image of a native bird, or a Maori god, and sometimes, perhaps less often, a well-known hero. You can imagine that when Maori first arrived in the new country, in New Zealand, it may have taken some time to find suitable materials for their kites – but through trial and error no doubt, they found plants and trees that provided bark and even roots that they could use to make the frames and wings of their kites. And after the frame had been constructed, the kite then had to be decorated. For this the priests used long grasses, and these – when the kite was in the air – would stream along behind it. They also used a variety of feathers to add, um, colour to their creations. Well, all this meant it was easy to see a kite in the sky but you could also hear Maori kites. They could be quite noisy indeed, and this was because some priests liked to hang a long row of shells from the kite. You can imagine how they'd rattle and clatter in the wind – how they might completely capture your attention.

As I said before, the most common image was probably a bird, and that's the same for other kite-making cultures, but the kites were designed in particular shapes – so there were kites that were triangular, rectangular and also shaped like a diamond. And some of them were so large, it would actually require several men to operate them. Um, some of the kites were also covered in patterns, and to make these patterns, the Maori used different pigments of red and black, and these were either made from a charcoal base or from red-brown clay which had been combined with oil obtained from a local species of shark.

Now, before I forget, if you have a chance, do visit the Auckland Museum because they have the last surviving ‘birdman’ kite on display. This is the kind of kite that has a wooden mask at the top of the frame – it’s a mask of a human head – and you can clearly see it has a tattoo and also a set of teeth. Quite impressive – and a good example of Maori craftsmanship and symbolism.

Right, turning to the purpose and function of the kites; they certainly had multiple uses. Primarily, the flying of kites was a way of communicating with the gods and when the kites rose into the air, the Maori used them to deliver messages – perhaps requesting a good harvest, good fortune in war, a successful hunting expedition. So, these kites were incredibly valuable to a community – treasured objects that one generation would pass to the next. People would also fly kites for other reasons, for example, to attract the attention of a neighbouring village. This was done when a meeting was required between Maori elders – a convenient method, indeed. And finally, when it comes to war, there are traditional stories that describe how when a Maori warrior found himself surrounded by his enemies, a kite could actually provide the possibility of escape – the kites were powerful enough to take a man up into the air; and for this reason, they could also be used to lower him into enemy fortifications so that an attack could begin from the inside.

Well, I'm happy to say there seems to be a revival and growing interest in kite-making, and ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **7.30/7:30** | It was 6.30 last term, but let me just have a look at the details. OK, it'll be 7.30 this time, probably it suits more people |
| 2 | **pencils** | Um, the information says she'll need just a jar for water and some pencils for drawing |
| 3 | **top** | When you come in through the entrance of the community centre building, you'll need to go straight up the stairs in front of you, all the way to the top. And it's the small room you'll find there |
| 4 | **August** | I heard from someone that the July course has been delayed until August.Woman: I'm afraid so |
| 5 | **instructions** | Man: Um, obviously I need to bring the camera with me. I suppose it'd be useful to have the instructions that go with the camera, too. Woman: I'd say so |
| 6 | **55** | For four classes, it's £35, but if you take eight, it works out as £55, so you're making a bit of a saving – £15 that is |
| 7 | **beginners** | It's designed for beginners, actually |
| 8 | **Kahui** | His name's Jason Kahui. That's K-A-H-U-I |
| 9 | **battery** | Oh, if you do decide to come to the photography class, don't forget to look at your camera battery and make sure it's charged |
| 10 | **show** | Oh, that reminds me, in the final week of the photography course, is it right that there's a visit to a show in the local area |
| 11 | **B / E** | The priority for you will be to give us a hand with the new wooden fencing – it needs constructing along parts of the bicycle track, as there are parts which have now fallen down or broken – as I'm sure you've seen The other thing we're doing is getting rid of some of the foreign species that are growing in the gardens and putting back some native plants and trees. So, you'll be doing some digging for us and getting those into the ground |
| 12 | **B / E** | The priority for you will be to give us a hand with the new wooden fencing – it needs constructing along parts of the bicycle track, as there are parts which have now fallen down or broken – as I'm sure you've seen The other thing we're doing is getting rid of some of the foreign species that are growing in the gardens and putting back some native plants and trees. So, you'll be doing some digging for us and getting those into the ground |
| 13 | **B / C** | I'd definitely recommend a strong pair of boots, waterproof would be best; it's quite muddy at the moment, and your own gloves would also be advisable |
| 14 | **B / C** | I'd definitely recommend a strong pair of boots, waterproof would be best; it's quite muddy at the moment, and your own gloves would also be advisable |
| 15 | **G** | Now, if you've been assigned to the vegetable beds, to get there, you go out of the car park and go up the footpath until you reach the circle of trees – there they are – in the middle of the plan, and you see that the footpath goes all the way around them. Well, on the left-hand side of that circular footpath, there's a short track which takes you directly to the vegetable beds. You can see a bamboo fence marked just above them |
| 16 | **I** | Look again at the circle of trees in the middle of the plan, and the footpath that goes around them. On the right side of that circle – you can see that the footpath goes off in an easterly direction – heading towards the right-hand side of the plan. And then, the path splits into two and you can either go up or down. You want the path that heads down and at the end of this, you see two areas divided by a bamboo fence – and as we're looking at the plan, the bee hives are on the right of the fence – the smaller section, I mean |
| 17 | **B** | OK, for the seating, look at the circular footpath, at the top of it, there's a path that goes from there and takes you up to the seating area, alongside the bicycle track and with a good view of the island, I suppose |
| 18 | **E** | OK, if you're volunteering for the adventure playground area, let's start from the car park again and go up the footpath, but then you want the first left turn. Go up there, and then you see there's a short path that goes off to the right – go down there and that's the adventure playground area, above the bamboo fence |
| 19 | **C** | Oh yes, the sand area. We've got that circular footpath in the middle – find the track that goes east, towards the right-hand side of the plan, and where that track divides, you need the little path that goes up towards the bicycle track. The sand area is just above the bamboo fence there |
| 20 | **A** | And finally, the pond area. So, it's on the left-hand side of your plan – towards the top – just above the fruit bushes and to the left of the little path |
| 21 | **C** | Well, I was looking at a British study from 2013. It basically concluded that 12 billion pounds' worth of food and drink was thrown away each year – all of it ending up in landfill sites But one thing the study did investigate was the amount of milk and soft drinks that were wasted, and I think it was probably quite unique in that respect |
| 22 | **A** | Robert: I know what you are going to say. They never refer to the fuel that farms and factories require to produce the food, and the carbon dioxide that releases? Anna: Exactly. We could really cut down on carbon emissions if less food was supplied in the first place. To my mind, the reports talk too much about the carbon dioxide produced by the trucks that deliver the fresh goods to the shops and take the waste away. They forget about one of the key causes of carbon dioxide. Robert: Absolutely |

| # | Answer | Explanation |
|---|---|---|
| 23 | B | My point exactly. These days they all seem to be focusing on where your meat, fruit and vegetables are sourced from. We're being encouraged to buy locally, not from overseas |
| 24 | C | What concerns me above all else is that in a recession governments should be encouraging business to find ways to cut costs. Apparently supermarkets in the USA lose about 11% of their fruit to waste. That's throwing money away |
| 25 | A | Anna: I agree. How about we give the other students a set of questions to answer – about what they suspect they waste every day? Robert: I'm fine with that. Probably a better option than showing pictures of landfill sites. It'll be more personalised, that way |
| 26 | G | The other good thing about the patches is that apparently they'll be cheap to manufacture |
| 27 | A | That's got to be a quicker way to check for ripeness than taking each box off the shelf and opening it |
| 28 | D | Their waste tracking technology means that caterers can see how much food is being wasted and why. That'll increase profits for them eventually |
| 29 | C | Anna: Yes. And did you read about Zero PerCent? They've produced this smartphone application that allows restaurants to send donation alerts to food charities. The charities can then pick up the unwanted food and distribute it to people in need. Robert: In the long run, that'll definitely benefit poorer families in the neighbourhood. No kid should go to school hungry |
| 30 | E | But I guess if we all start composting, we'd be doing something positive about the problem of food waste ourselves, rather than relying on the government to sort it out |
| 31 | **food** | There were rules, too, for the size and scale of the kites that the priests had to follow, and during the preparation of both small and large kites, food was strictly forbidden |
| 32 | **hero** | In terms of appearance, kites were frequently designed in the image of a native bird, or a Maori god, and sometimes, perhaps less often, a well-known hero |
| 33 | **feathers** | For this the priests used long grasses, and these – when the kite was in the air – would stream along behind it. They also used a variety of feathers to add, um, colour to their creations |
| 34 | **shells** | They could be quite noisy indeed, and this was because some priests liked to hang a long row of shells from the kite |
| 35 | **diamond** | As I said before, the most common image was probably a bird, and that's the same for other kite-making cultures, but the kites were designed in particular shapes – so there were kites that were triangular, rectangular and also shaped like a diamond |
| 36 | **shark** | Um, some of the kites were also covered in patterns, and to make these patterns, the Maori used different pigments of red and black, and these were either made from a charcoal base or from red-brown clay which had been combined with oil obtained from a local species of shark |
| 37 | **teeth** | This is the kind of kite that has a wooden mask at the top of the frame – it's a mask of a human head – and you can clearly see it has a tattoo and also a set of teeth |
| 38 | **messages** | Primarily, the flying of kites was a way of communicating with the gods and when the kites rose into the air, the Maori used them to deliver messages – perhaps requesting a good harvest, good fortune in war, a successful hunting expedition |
| 39 | **meeting** | People would also fly kites for other reasons, for example, to attract the attention of a neighbouring village. This was done when a meeting was required between Maori elders – a convenient method, indeed |
| 40 | **escape** | And finally, when it comes to war, there are traditional stories that describe how when a Maori warrior found himself surrounded by his enemies, a kite could actually provide the possibility of escape – the kites were powerful enough to take a man up into the air |

# Test 105

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the form below.

Write ONE WORD AND/OR A NUMBER for each answer.

### City Transport Lost Property Enquiry

**Example**

**Main item lost:** suitcase

**Description of main item:** black with thin [1] _____ stripes

**Other items:** a set of [2] _____ keys

some documents

a [3] _____ in a box

a blue [4] _____

**Journey details**

**Date and time:** 2.00–2.30 pm on [5] _____

**Basic route:** caller travelled from the [6] _____ to Highbury

**Mode of travel:** caller thinks she left the suitcase in a [7] _____

**Personal details**

**Name:** Lisa [8] _____

**Address:** 15A [9] _____ Rd, Highbury

**Phone number:** [10] _____

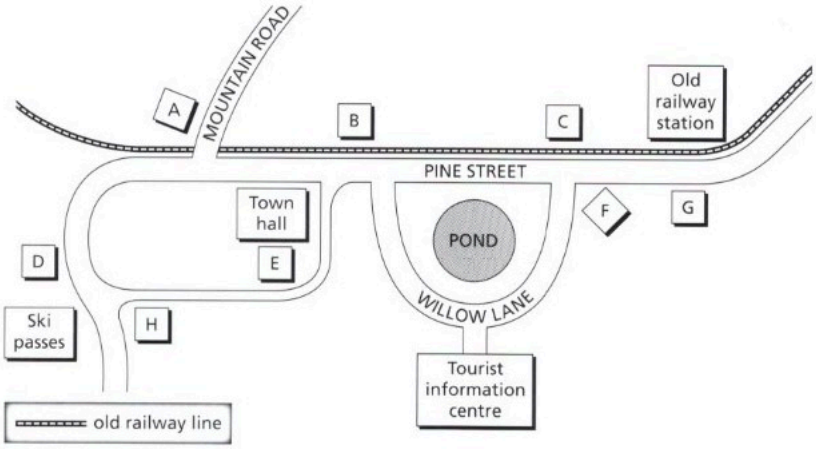
## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-15

Label the map below.

Write the correct letter, A–H, next to Questions 11–15.




11 *supermarket* .....

12 *climbing supplies store* .....

13 *museum* .....

14 *bike hire* .....

15 *café* .....

| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| 11 supermarket | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 12 climbing supplies store | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 13 museum | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 14 bike hire | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 15 café | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## Questions 16-20

What comment does the speaker make about each of the following tracks?

Write the correct letter, A, B or C, next to Questions 16–20.

A. It is possible to get lost here.

B. It only offers basic accommodation.

C. It requires physical strength.

16 North Point _____

17 Silver River _____

18 Valley Crossing _____

**19** Stonebridge _____

**20** Henderson Ridge _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-25

Choose the correct letter, A, B or C.

**21** Why has James chosen to do a case study on the company Furniture Rossi?

- **A** It has enjoyed global success.
- **B** It is still in a developmental phase.
- **C** It is an example of a foreign company being rebranded for Australia.

**22** According to James, why did Luca Rossi start a furniture company?

- **A** Furniture-making was already a family occupation.
- **B** Rossi saw a need for hand-crafted furniture.
- **C** The work Rossi had done previously was unrewarding.

**23** What gave Furniture Rossi a competitive advantage over other furniture companies?

- **A** its staff
- **B** its lower prices
- **C** its locally sourced products

**24** What does the tutor recommend James does when writing the second draft of his case study?

- **A** provide more detailed references
- **B** check for written accuracy
- **C** add his own views

**25** What do the tutor and James agree was wrong with James' last presentation?

- **A** It was too short.
- **B** It focused too much on statistics.
- **C** There was not enough interaction with the audience.

## Questions 26-30

Complete the flow-chart below.

Choose FIVE answers from the list below and write the correct letter, A–G, next to Questions 26–30.

A. website | B. locations | C. designs

D. TV advertising campaigns | E. quality | F. values

G. software programs

### History of Furniture Rossi

The product **26** _____ led to a wider customer base.

↓

Greater customer demand meant other **27** _____ were needed.

↓

Better **28** _____ increased overall profitability.

↓

Changes to the **29** _____ were brought on by customer complaints.

↓

Furniture Rossi wants to make people more aware of its **30** _____.

## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-36

Complete the notes below.

Write ONE WORD ONLY for each answer.

### Rock art

**Why rock art is important to researchers**

It provides evidence about

- evolution
- 31 _____

**Global similarities in rock art**

- humans often had large 32 _____
- animals were common, but a 33 _____ was always drawn from the side or from above.
- unlikely that contact through 34 _____ resulted in similar artistic styles

**Why our ancestors produced rock art**

Research suggests rock art was produced

- firstly for reasons of 35 _____
- later for social, spiritual and 36 _____ reasons.

## Questions 37-40

Answer the questions below.

Write ONE WORD ONLY for each answer.

37 What TWO images drawn by Aboriginal people show their contact with Europeans? (1 of 2) _____

38 What TWO images drawn by Aboriginal people show their contact with Europeans? (2 of 2) _____

39 Which human activities does the lecturer say are the main threats to Aboriginal rock art? (1 of 2) _____

40 Which human activities does the lecturer say are the main threats to Aboriginal rock art? (2 of 2) _____

# Transcripts

## Part 1

Staff member: Hello. City Transport Lost Property. How can I help you?

Woman: Oh, hello. Yes, I'm, er, calling about a suitcase I lost yesterday. I don't suppose I'll get it back but I thought I'd try.

Staff member: Well, some people do hand lost items in so you might be lucky. Let's put the details into the computer.

Woman: OK.

Staff member: Right, so, let's start with a description of the suitcase.

Woman: OK, well, it's small, and it's the type you can pull along on wheels.

Staff member: How about the colour?

Woman: Yes – it's black but not exactly plain black - it has some narrow stripes down it, sort of grey. Actually – no, they're white now I think about it.

Staff member: OK, I'll just add that information. Now were there any items inside it?

Woman: Yes. I had a big bunch of keys in there. Luckily my assistant manager has an identical set so she's going out this morning to get some copies made.

Staff member: So, they're for your office?

Woman: That's right. My house keys were in my pocket, thank goodness.

Staff member: Anything else?

Woman: Um, there were a lot of documents, but they're saved on my laptop anyway, so, er, they don't matter so much. But the thing I'm really worried about - I mean, I haven't even taken it out of the box yet – is a camera I just bought. That's really why I'm calling. I can't believe I've lost it already.

Staff member: I see. Well, let's hope we can find it for you. Was there anything else?

Woman: I don't think so.

Staff member: Any credit cards?

Woman: They were in my handbag. And I had my passport inside my jacket pocket.

Staff member: Money, clothing, any personal items?

Woman: Oh, let me think. I had an umbrella. It was black, no blue, but obviously that isn't as important as the other things.

Staff member: No, but it all helps us identify your property and get it back to you. Anyway, I just need to ask you for some basic details about your journey. So it was yesterday, was it?

Woman: That's right. In the afternoon - around 2 pm, maybe 2.30.

Staff member: OK. So that'd be May the 13th.

Woman: Yes. I was heading to Highbury. That's where I live.

Staff member: All right, and you mentioned a passport, I think. So you were coming from the airport, I presume.

Woman: Yes - and I was looking forward to getting home so much – and what with being tired and everything – I think that's why I just forgot about the case.

Staff member: And how were you travelling when you lost your property? I mean, what kind of transport were you using?

Woman: I thought about getting the train, but that would have meant a bus journey as well, and I couldn't be bothered so I decided to take a taxi eventually. That's where I must have left it.

Staff member: Well, that's good news in a way. It's more likely that a driver would have found it and handed it in.

Woman: I hope so.

Staff member: Well, I need your personal details now. Can I have your full name, please?

Woman: Yes. It's Lisa Docherty. I'll spell that for you. It's D-O-C-H-E-R-T-Y.

Staff member: Thank you. And next, if I could have your address - the best address to send you the property if we manage to locate it?

Woman: Sure. It's number 15A River Road - and that's Highbury, as I said.

Staff member: Thank you. Just a moment. There's just one final thing - that's your phone number.

Woman: I guess my mobile would be best. Er, hang on, I can never remember my own number. OK, I've got it. It's 07979605437.

Staff member: Very well. I think that's everything we need at this end. I'll have a look at the data on ...

## Part 2

Welcome to everyone here. I hope you enjoy your stay in our village and enjoy the local scenery. I'll tell you a bit about the forest and mountain tracks in a minute, but first, I'll just give you an idea of where everything is in the village. So, we're here in the tourist information centre, and when you come out of the centre, you're on Willow Lane, just opposite the pond. If you want to get to the supermarket for your supplies of food and water, go right, that's the quickest way, and then turn right at the top of Willow Lane, and it's the second building you come to, opposite the old railway station. If you're planning on doing some serious climbing and you need some equipment, we do have an excellent climbing supplies store just five minutes' walk away. Turn left once you're outside the tourist information centre, take Willow Lane all the way up to Pine Street – you want to go left along here – then keep walking and go past Mountain Road on your right, until you come to the next turning on the left – head down there, and you'll come to the climbing supplies store. If you get to the small building that sells ski passes, you'll know you've gone too far. You also need to head to Pine Street for the museum - it's small but well worth a visit if you're interested in the history of the village and the old gold mining industry. So, when you reach Pine Street from here, you'll see the old railway line on the other side of the road – turn left into Pine Street, and keep going until you come to Mountain Road, and just up here, the museum will be on your left, just behind the railway line. Don't worry about crossing over the tracks. The trains stopped running through here in 1985. If you're planning on following one of the easier forest walks, you might like to hire a bicycle. To get to the hire shop, again you need to head to Pine Street. On the left-hand side of Pine Street, you'll see the Town Hall, go down the little road that you come to just before it, and you'll find the bike hire shop just behind the hall. They have a good range of bikes so I'm sure you'll find something that suits your needs. Last but not least, if you're hungry after a long day's trek I can recommend our local café. Again, when you leave the tourist information centre, turn right and follow Willow Lane until it joins Pine Street – and right opposite – on the far side of the railway tracks – is the café.

OK, let me tell you a little bit about the different tracks we have here. All of them start at the end of Mountain Road and you'll find a parking lot there where you can leave your vehicles. Let's start with North Point track. It's a gentle route through lowland forest - good for biking and probably the one for you if you have small children. There's a wooden hut where you can stay at the end of the track but be aware that it's really just an overnight shelter, and you'll need to take your own sleeping bags and cooking equipment. Another option is the Silver River track. As the name suggests, you'd be following the river for most of the way, and you get to see some of our beautiful native birds, but the track also goes through a densely forested area. Unfortunately, the signposting isn't very good in places and you do need good map-reading skills to avoid becoming disoriented, which happens to visitors a little too frequently, I'm afraid. Valley Crossing will take you through some stunning scenery but there are several points along the way where you'll need the level of fitness required to get over some pretty big rocks. Stonebridge is one of the shorter tracks, but very steep as it takes you up to the waterfall, and you do need to be in good condition to manage it. Lastly, the Henderson Ridge track will take you all the way to the summit of the mountain. Do bear in mind, though, that at this time of year the weather is very changeable and if the cloud suddenly descends, it's all too easy to wander off the track. It's best to check with us for a weather report on the morning you think you want to go. On the way to the summit, there's a hotel which provides comfortable rooms and quality meals, so it's worth climbing all ...

## Part 3

Tutor: Well James, I've had a look over your case study and for a first draft, it looks promising.

James: I have to be honest, when you told us we had to write about a furniture company, it didn't sound like the kind of thing that would interest me, but since then, I've changed my mind.

Tutor: Why's that?

James: Well, as you know, Furniture Rossi is an Australian company, still comparatively small compared to some of the high street stores, but it's got plans to expand into foreign markets. So I chose it for that reason. It's going through a transition - it's a family-run business aiming to build a global brand.

Tutor: All right, and you've made that clear in your writing. One thing, though, that I think you've overlooked is why Luca Rossi started a furniture company here in Australia in the first place.

James: Well, he'd just got an arts degree, hadn't he? And people were trying to talk him into an academic profession but he wanted a practical job - something he thought would be more satisfying in the long run. His grandfather had been a craftsman. He'd made furniture in Italy and he'd passed this skill on to Luca's father, and well, Luca thought he'd like to continue the tradition.

Tutor: Yes, that was the motivation behind his decision. And what was it, do you think, that gave Furniture Rossi a competitive edge over other furniture companies?

James: I wouldn't think it was price. It's always been at the higher end of the market, but according to my research, it was to do with the attitude of the employees - they were really focused on giving good customer service.

Tutor: Yes, Luca Rossi insisted on that. Their promotional campaigns also emphasised the fact that the wood only came from Australian forests, but that was the case with their rivals, too, so it wouldn't have made them stand out. OK, we'll have a careful look at the content of your case study in a minute, but I just want to make a general comment first, before you start writing your second draft.

James: OK.

Tutor: Yes, what I'd like to see more of is your opinion, a bit more critical thinking, rather than the bare facts. But it's good to see you've been careful with your referencing, this time.

James: Thanks. And I read and re-read my work so I'm pretty sure there aren't any errors with the language.

Tutor: Yes, it's fine. Oh, but there's one other thing I could probably mention at this point.

James: Yes?

Tutor: Well, at the end of term, you'll also be giving a presentation - also on Furniture Rossi.

James: Yes, I haven't given it much thought yet.

Tutor: Understandably. But, while you're writing the case study, I'd recommend you think about what kind of information would be suitable to use in your presentation. Remember - the last time you gave a presentation on a company, you spent a considerable part of the time providing the audience with financial data, but they probably needed to hear more about company strategy.

James: Yes, I did concentrate rather too much on the figures. I'll make sure there's a balance this time.

Tutor: Good.

Tutor: OK, so let's just think about the content of your case study - the history of Furniture Rossi. I see here in paragraph four you're talking about how Luca Rossi raised the capital for his new business venture - and then you're talking about the customer base growing much wider - but what was it that prompted this growth?

James: Well, that was to do with the quality of the furniture products that the company was selling. People loved that it was all hand-made and would last.

Tutor: And because demand from customers kept growing?

James: Well, then Rossi needed to take on more craftsmen so they could make sure the orders were ready on time, and then, he also had to set up two new warehouses to make distribution quicker.

Tutor: Yes. And from there, the company really grew. But think what happened next. They started looking at ways to increase their profits and called in a consultant. And what he saw immediately was that the infrastructure was completely outdated - they were paying three full-time admin staff just for data-entry. So he recommended they upgrade their software programs and that, in turn, cut operational costs and just speeded everything up.

James: I'm surprised they didn't get on to that earlier, but I suppose Luca Rossi was more interested in the design aspect, rather than the finance side of things.

Tutor: Yes, I imagine that's why he eventually turned the day-to-day running of the company over to his son. And in fact, it was the son, Marco, who persuaded his father to move on from traditional television advertising and go online instead.

James: I guess that's the best way to reach people.

Tutor: It can be, but initially, customers actually complained.

James: Why?

Tutor: Well, some users found it hard to navigate their way around the website - so they were getting frustrated and giving up. So then the company called in a professional to improve it.

James: I see. He must have done a good job. They've had a continuous three-year rise in revenue so things must be going well.

Tutor: Indeed. And what of the future?

James: Well, I probably need to talk about this a bit more in the concluding paragraphs, don't I? Consumers are already aware of the quality of the furniture, that's for sure, but I think the company is aiming to publicise their values – the fact that they have respect for beauty, durability and functionality, and the environment. A lot of companies are already ...

## Part 4

Hello everyone and welcome. As part of this series of lectures on the development of early humans, today we are looking at rock art: the paintings and drawings produced by prehistoric peoples as they spread across the continents. If you've been lucky enough to look at a piece of rock art close up, you'll know it's an experience that makes you wonder about the passage of time and our own history. But rock art also has a practical value for researchers and let's start by considering why that is. Firstly it provides vital information about the way that people evolved - information not always easily obtainable from excavated artefacts alone. Secondly, rock art tells us about migration: where people came from and where, perhaps, they went next. Rock art is found all over the world and this in itself is not surprising. But what is rather amazing, you might think, is how similar some images are, whether you're looking at a rock face in South Africa or standing inside a cave in Spain. Let me give you an example. When our ancestors drew humans, they would often draw them as stick figures, but if they drew a face, then the eyes were almost always very prominent - very open and wide. And of course, animals are very common in rock art, but one animal which is very interesting to researchers is the lizard, because whenever you see a prehistoric painting of one it's depicted either in profile or looking down on it from above. And these drawings are produced by people of totally different cultural backgrounds. Amazing. But how can this be the case that similar artistic styles exist in such distant locations? In the past archaeologists believed that trade must have brought people together, and that it gave them the opportunity to observe each other's culture, including art styles, but this didn't prove to be the case.

Recently researchers have come up with a new theory. They believe that the brains of our ancestors evolved to notice certain images before others and this was important - actually essential because in an environment full of constant danger, it was necessary for survival. So the need to quickly recognise things that could be helpful or harmful could have had a great influence on rock art and explain why some images are more common across cultures than others. Later on, there would have been other reasons why communities produced art - certainly for spiritual and social purposes and no doubt for political ones, too, as different tribes looked for allies and struggled against their enemies.

Well, as I said before, you can find rock art all over the world, but I'd like to focus now on the rock art of the Aboriginal people of Australia. The images that survive in this part of the world span at least 20,000 years. In fact, the Aborigines were still practising this art form in the late 18th century, when the Europeans began to arrive, and certain images point to the contact between them. For example, the Aborigines began to draw ships which they would have seen along the coast – it's hard for us to imagine what they must have thought when these first began to appear. Another image that is evidence of European arrival is that of horses; an animal that would have been very alien to the Australian landscape. Um, it isn't actually known how many sites there are across Australia where rock art can be found - but unfortunately we do know that much of the art is being lost to us. Erosion, of course, is one of the key reasons for its destruction, but human activity is also increasingly responsible. Since the 1960s, industry alone has destroyed around an estimated 10,000

pieces of art. At this rate, in 50 years, half of all Australian rock art could have disappeared for good. Vandalism is sadly another factor. And although most people, I believe, would wish to preserve this art, I'm afraid that tourism is another reason why the art is disappearing. In some cases, the art is damaged when ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **white** | Actually – no, they're white now I think about it |
| 2 | **office** | Woman: Yes. I had a big bunch of keys in there. Luckily my assistant manager has an identical set so she's going out this morning to get some copies made. Staff member: So, they're for your office? Woman: That's right |
| 3 | **camera** | But the thing I'm really worried about – I mean, I haven't even taken it out of the box yet – is a camera I just bought |
| 4 | **umbrella** | I had an umbrella. It was black, no blue, but obviously that isn't as important as the other things |
| 5 | **13th May/13 May/May 13/May 13th** | Staff member: OK. So that'd be May the 13th. Woman: Yes |
| 6 | **airport** | Staff member: All right, and you mentioned a passport, I think. So you were coming from the airport, I presume. Woman: Yes |
| 7 | **taxi** | I thought about getting the train, but that would have meant a bus journey as well, and I couldn't be bothered so I decided to take a taxi eventually. That's where I must have left it |
| 8 | **Docherty** | Woman: Yes. It's Lisa Docherty. I'll spell that for you. It's D-O-C-H-E-R-T-Y |
| 9 | **River** | Woman: Sure. It's number 15A River Road – and that's Highbury, as I said |
| 10 | **07979605437** | I guess my mobile would be best. Er, hang on, I can never remember my own number. OK, I've got it. It's 07979605437 |
| 11 | **G** | If you want to get to the supermarket for your supplies of food and water, go right, that's the quickest way, and then turn right at the top of Willow Lane, and it's the second building you come to, opposite the old railway station |
| 12 | **D** | Turn left once you're outside the tourist information centre, take Willow Lane all the way up to Pine Street – you want to go left along here – then keep walking and go past Mountain Road on your right, until you come to the next turning on the left – head down there, and you'll come to the climbing supplies store |
| 13 | **A** | So, when you reach Pine Street from here, you'll see the old railway line on the other side of the road – turn left into Pine Street, and keep going until you come to Mountain Road, and just up here, the museum will be on your left, just behind the railway line |
| 14 | **E** | To get to the hire shop, again you need to head to Pine Street. On the left-hand side of Pine Street, you'll see the Town Hall, go down the little road that you come to just before it, and you'll find the bike hire shop just behind the hall |
| 15 | **C** | Again, when you leave the tourist information centre, turn right and follow Willow Lane until it joins Pine Street – and right opposite – on the far side of the railway tracks – is the café |
| 16 | **B** | There's a wooden hut where you can stay at the end of the track but be aware that it's really just an overnight shelter, and you'll need to take your own sleeping bags and cooking equipment |
| 17 | **A** | Unfortunately, the signposting isn't very good in places and you do need good map-reading skills to avoid becoming disoriented, which happens to visitors a little too frequently, I'm afraid |
| 18 | **C** | Valley Crossing will take you through some stunning scenery but there are several points along the way where you'll need the level of fitness required to get over some pretty big rocks |
| 19 | **C** | Stonebridge is one of the shorter tracks, but very steep as it takes you up to the waterfall, and you do need to be in good condition to manage it |
| 20 | **A** | Lastly, the Henderson Ridge track will take you all the way to the summit of the mountain. Do bear in mind, though, that at this time of year the weather is very changeable and if the cloud suddenly descends, it's all too easy to wander off the track |
| 21 | **B** | Well, as you know, Furniture Rossi is an Australian company, still comparatively small compared to some of the high street stores, but it's got plans to expand into foreign markets. So I chose it for that reason. It's going through a transition – it's a family-run business aiming to build a global brand |
| 22 | **A** | His grandfather had been a craftsman. He'd made furniture in Italy and he'd passed this skill on to Luca's father, and well, Luca thought he'd like to continue the tradition |
| 23 | **A** | James: I wouldn't think it was price. It's always been at the higher end of the market, but according to my research, it was to do with the attitude of the employees – they were really focused on giving good customer service. Tutor: Yes, Luca Rossi insisted on that |
| 24 | **C** | Yes, what I'd like to see more of is your opinion, a bit more critical thinking, rather than the bare facts |
| 25 | **B** | Remember – the last time you gave a presentation on a company, you spent a considerable part of the time providing the audience with financial data, but they probably needed to hear more about company strategy. James: Yes, I did concentrate rather too much on the figures. I'll make sure there's a balance this time |

| # | Answer | Explanation |
|---|---|---|
| **26** | **E** | Tutor: OK, so let's just think about the content of your case study – the history of Furniture Rossi. I see here in paragraph four you're talking about how Luca Rossi raised the capital for his new business venture – and then you're talking about the customer base growing much wider – but what was it that prompted this growth? James: Well, that was to do with the quality of the furniture products that the company was selling |
| **27** | **B** | Well, then Rossi needed to take on more craftsmen so they could make sure the orders were ready on time, and then, he also had to set up two new warehouses to make distribution quicker |
| **28** | **G** | They started looking at ways to increase their profits and called in a consultant. And what he saw immediately was that the infrastructure was completely outdated — they were paying three full-time admin staff just for data-entry. So he recommended they upgrade their software programs and that, in turn, cut operational costs and just speeded everything up |
| **29** | **A** | Tutor: It can be, but initially, customers actually complained. James: Why? Tutor: Well, some users found it hard to navigate their way around the website – so they were getting frustrated and giving up. So then the company called in a professional to improve it |
| **30** | **F** | Consumers are already aware of the quality of the furniture, that's for sure, but I think the company is aiming to publicise their values – the fact that they have respect for beauty, durability and functionality, and the environment |
| **31** | **migration** | Firstly it provides vital information about the way that people evolved – information not always easily obtainable from excavated artefacts alone. Secondly, rock art tells us about migration: where people came from and where, perhaps, they went next |
| **32** | **eyes** | When our ancestors drew humans, they would often draw them as stick figures, but if they drew a face, then the eyes were almost always very prominent – very open and wide |
| **33** | **lizard** | And of course, animals are very common in rock art, but one animal which is very interesting to researchers is the lizard, because whenever you see a prehistoric painting of one it's depicted either in profile or looking down on it from above |
| **34** | **trade** | In the past archaeologists believed that trade must have brought people together, and that it gave them the opportunity to observe each other's culture, including art styles, but this didn't prove to be the case |
| **35** | **survival** | They believe that the brains of our ancestors evolved to notice certain images before others and this was important – actually essential because in an environment full of constant danger, it was necessary for survival. So the need to quickly recognise things that could be helpful or harmful could have had a great influence on rock art and explain why some images are more common across cultures than others |
| **36** | **political** | Later on, there would have been other reasons why communities produced art – certainly for spiritual and social purposes and no doubt for political ones, too, as different tribes looked for allies and struggled against their enemies |
| **37** | **ships** | For example, the Aborigines began to draw ships which they would have seen along the coast – it's hard for us to imagine what they must have thought when these first began to appear |
| **38** | **horses** | Another image that is evidence of European arrival is that of horses; an animal that would have been very alien to the Australian landscape |
| **39** | **industry** | human activity is also increasingly responsible. Since the 1960s, industry alone has destroyed around an estimated 10,000 pieces of art |
| **40** | **tourism** | And although most people, I believe, would wish to preserve this art, I'm afraid that tourism is another reason why the art is disappearing |

# Test 106

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

ACCOMMODATION FORM: RENTAL PROPERTIES

Example

Name: Jane Ryder

Contact phone number: (0044) **1** _____

Email address: richard@ **2** _____ .co.uk

Occupation: a local **3** _____

Type of accommodation: a 2-bedroom apartment wanted (must have its own **4** _____ .)

no **5** _____ required (family bringing theirs)

a **6** _____ in the kitchen is preferable

Preferred location: near a **7** _____

Maximum rent: £ **8** _____ per month

Other requests: the accommodation has to be **9** _____ in the daytime

How did you first hear about us? through a **10** _____

## PART 2 — QUESTIONS

Part 2 audio

## Questions 11-15

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- The police officer suggests neighbours give each other their **11** _____.
- Neighbours should discuss what to do if there's any kind of **12** _____.
- It's a good idea to leave on the **13** _____.
- Think carefully about where you put any **14** _____.
- It's a good idea to buy good-quality **15** _____.

## Questions 16-20

Which crime prevention measure is proposed for each area affected by crime?

Choose FIVE answers from the box and write the correct letter, A–G.

A. install more lighting

B. have more police officers on patrol

C. remove surrounding vegetation

D. contact local police

E. fix damage quickly

F. change road design

G. use security cameras

**16** skate park _____

**17** local primary schools _____

**18** Abbotsford Street _____

**19** shops on Victoria Street _____

**20** supermarket car park _____

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

Choose the correct letter, A, B or C.

**21** Mike suggests they begin their presentation by

- **A** ○ explaining what kind of harm is caused by fossil fuels.
- **B** ○ pointing out that biofuels were in use before fossil fuels.
- **C** ○ ensuring students know the difference between fossil fuels and biofuels.

**22** Karina doesn't want to discuss the production of ethanol because

- **A** ○ other students will already be familiar with the process.
- **B** ○ there will not be time to cover more important information.
- **C** ○ they may not provide an accurate description.

**23** Which source of biofuel do the students agree is least environmentally friendly?

- **A** ○ sugar cane
- **B** ○ corn
- **C** ○ canola

**24** What is the main problem facing the development of the biofuel industry in the USA?

- **A** ○ inadequate infrastructure for transporting ethanol
- **B** ○ not enough farmers growing biofuel crops
- **C** ○ little government support of biofuel development

**25** Karina doubts that sugar cane production in Brazil will

- **A** ○ lead to the loss of wildlife habitats.
- **B** ○ create a large number of jobs in the biofuel sector.
- **C** ○ continue to provide enough energy for the country's needs.

**26** Karina and Mike conclude that in order to increase the use of biofuels

- **A** ○ the price of fossil fuels must go up.
- **B** ○ more machinery must be adapted to use them.
- **C** ○ production methods must be more energy-efficient.

## Questions 27-30

Answer the questions below.

Write NO MORE THAN TWO WORDS for each answer.

- What TWO biofuel-related problems do Mike and Karina decide to focus on in the last section of their presentation?
  - **27** _____
- **28** _____

- Which two sources of biofuel do Mike and Karina say are being tried out?
  - **29** _____
- - **30** _____

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-34

Complete the summary below.

Write ONE WORD ONLY for each answer.

The 'weak-tie' theory: how friends-of-friends influence us

In 1973, Mark Granovetter claimed that the influence of 'weak-ties' can affect the behaviour of populations in the fields of information science, politics and **31** _____. Although friends-of-friends may be unlike us, they have similar enough **32** _____ to have a beneficial effect on our lives. An example of this influence is when we hear about **33** _____ because information about them is provided by weak-ties. Since Granovetter proposed his theory, other studies have shown that weak-tie networks also benefit our **34** _____.

### Questions 35-36

Choose TWO letters, A–E.

**35** **36** Which does the speaker believe are TWO real benefits of online social networking?

- **A** ☐ people can gain higher self-esteem
- **B** ☐ people can access useful medical information
- **C** ☐ people can form relationships more quickly
- **D** ☐ people can improve academic performance
- **E** ☐ people can be reliably informed about current affairs

### Questions 37-38

Choose TWO letters, A–E.

**37** **38** Which TWO problems related to online social networking will increase, according to the speaker?

- **A** ☐ criminal activity
- **B** ☐ poorer grades at school
- **C** ☐ a decline in physical fitness
- **D** ☐ less work done by employees
- **E** ☐ loss of career prospects

### Questions 39-40

Choose TWO letters, A-E.

**39** **40** Which TWO claims are made by Robin Dunbar about social networking sites?

- **A** ☐ They are not helpful for developing certain social skills.
- **B** ☐ They cannot fully reveal a person's real character.
- **C** ☐ They are not a good starting point for building new relationships.
- **D** ☐ They do not encourage people to widen their social circle.
- **E** ☐ They will not retain their popularity with the young generation.

# Transcripts

## Part 1

Agent: Fairfield Rentals. Andrew Williams. How can I help you?

Woman: Oh hello. I'm calling from the UK - um, my family are moving to Canada early next year, and we're hoping to find somewhere to rent in Fairfield for the first six months while we settle in.

Agent: Right, I see. Well, let's get your details.

Woman: Yes, my name's Jane Ryder.

Agent: OK, Jane. And can I have a phone number - the best number to get you on?

Woman: Well, that'd probably be our home number so 0044 for the UK, and then it's 208 613 2978.

Agent: Alright. And an email address, please, so we can send you out all the information and forms.

Woman: I think it's best if I give you my husband's email – he's sitting in front of a computer all day so he can print stuff off and get it back to you sooner than I could. It's richard@visiontech.co.uk. I'll just spell the company name for you. That's V-I-S-I-O-N-T-E-C-H.

Agent: Great. And we have a question here about occupation.

Woman: Richard's an IT specialist for an advertising company. They're transferring him to their Fairfield branch.

Agent: Actually, just your job for now, thanks.

Woman: Me? I'm a doctor at the hospital in our town.

Agent: OK, I'll put that down. Now, what kind of accommodation are you looking for? House, apartment?

Woman: An apartment, probably, as long as it has two bedrooms. There'll be me, my husband and our ten-year- old son.

Agent: And so with an apartment, you're less likely to get a garden.

Woman: That's OK.

Agent: But what about a garage - is that something you'll want the apartment to have?

Woman: Yes, that's definitely important.

Agent: OK, just a moment, I'll just make a note of that.

Woman: But - er before we go on - I should probably say now that what we don't need is any furniture - because we'll be shipping all that over, and I don't really want to pay for storage while we're waiting to buy a house.

Agent: Not a problem. I'll make a note of that.

Woman: Actually, though, just thinking about the kitchen, what can I expect from a rental property? I mean, what kind of equipment is provided?

Agent: Well, the normal thing is that you get a stove - I think that's a cooker in British English.

Woman: OK, good to know, but how about a fridge? We'll be selling ours before we come, so if possible, we'd like the apartment to have one for when we arrive.

Agent: I can certainly add that to the form. If there's any other whiteware that you need - like a dishwasher for example, there are plenty of stores here that'll arrange delivery on the same day as purchase.

Woman: Thanks. Hopefully we won't need to buy too many things.

Agent: Now, how about location? Have you done any research into the Fairfield area?

Woman: Not that much so far.

Agent: Well, you mentioned you have a boy - I imagine you'd like to be fairly close to a school.

Woman: Good idea. That would help. What's public transport like in Fairfield? Is it easy to get around?

Agent: The bus service is pretty comprehensive - there are plenty of local routes, services into the city and out of town.

Woman: OK, and for a two-bedroom apartment - what sort of rent should we expect to pay?

Agent: Well, looking at the properties we have at the moment, prices start from around £730 per month, and depending on the area can go up to £1,200.

Woman: That's too much. Something halfway would be better.

Agent: So, would your limit be, say, £950?

Woman: I'd say so, yes.

Agent: Can I ask if you smoke or if you have any pets?

Woman: No to both questions. But I do have one more request, please.

Agent: Yes?

Woman: Well, I've also been offered a job - at Victoria General Hospital - and I suspect I'll be working nights occasionally - so what I really need from any apartment is for it to be quiet - so I can catch up on sleep if necessary during the day.

Agent: Congratulations on the job offer. I'll add your request to the form. Well, what I'll do is compile a list of suitable properties for you and send them via email. Um, can I just ask - how did you hear about us? Obviously not from our commercials if you're living in the UK.

Woman: Actually, it was a friend of ours. He spent a few months in Fairfield a couple of years ago and he pointed us in the direction of your website.

Agent: Well, it's good to be recommended. So, what I'll do is ...

## Part 2

Well, good afternoon. I'm Constable James McDonald, and as you may know, I'm the community police officer for the local area. That means that as part of my job - I try to get out in the community as much as possible - talk to the people that live in this neighbourhood - people like yourselves - and make sure there's an effective level of communication between the public and the police - hence the reason for this meeting. There have been several burglaries in the area in the last few weeks and I'd like to talk about ways you can keep your home and property safe.

So, I'd suggest that a good way to start is by talking to your neighbours and exchanging contact details with them. This'll allow you to get in touch immediately if there's anything suspicious happening next door. Then, make sure you have a good discussion about the best course of action to take in case of emergency - make sure everyone is clear about what to do and who to call. If you plan ahead, this'll prevent uncertainty and even panic should anything happen later. Another thing that I would advise you to do is always leave your radio playing - even when you go out. And if you keep your curtains closed, burglars are less likely to try and break in because they can't be sure whether someone's home or not. Now, none of us want to be in the situation where we can't get into our own home, but do take time to think where the best and safest place is to leave your spare keys. Putting them under the door mat or anywhere near the front door is just asking for trouble. You'd be surprised how many people actually do this - and it makes life really easy for burglars. All these things will help keep your community safe and will cost you nothing. However, if you are going to spend some money, what I'd recommend more than anything else is that you invest in some well-made window locks for your house. This will give you peace of mind.

[pause]

OK, moving on. Unfortunately, there's been an increase in the number of minor crimes and anti-social behaviour in the general area and I want to talk about some specific prevention measures that are being proposed. First of all, the skate park. As you probably know, it's well used by younger people in our community but unfortunately we're getting more and more reports of broken glass - making it especially dangerous for younger children. One possible solution here is to get rid of some of the trees and bushes around the park - making it more visible to passersby and vehicles. If the vandals know they're being watched, this might act as a deterrent. As you will have heard, a couple of local primary schools have also been vandalised recently - despite the presence of security guards. The schools don't have the funds for video surveillance so we need people in the neighbourhood to call their nearest police station and report any suspicious activity immediately. Please don't hesitate to do this. I expect most of you are familiar with the problems facing Abbotsford Street. It seems that no amount of warning signs or speed cameras will slow speeding drivers down. I'm happy to say, however, that the council have agreed to begin work over the next few months to put in a new roundabout. What else? Oh, yes. The newsagent and the gift shop on Victoria Street were both broken into last week, and although no money was taken, the properties have suffered some serious damage. Access was gained to these shops through the small alleyway at the back of the properties - it's dark and as you can imagine, no one saw the thief or thieves in action. So, we've been advising shop owners along there about what kind of video recording equipment they can have put in - we'll then be able to get evidence of any criminal activity on film. The supermarket car park is also on our list of problem areas. We've talked to the supermarket managers and council authorities and we've advised them to get graffiti cleaned off immediately and get the smashed lights replaced. If you don't deal with this sort of thing at once, there's a strong possibility that the activity will increase and spread, and then it becomes ...

## Part 3

Karina: Hi, Mike. How's it going?

Mike: Actually, I was up last night with an assignment so - yeah, I'm tired, but I guess we'd better sort this presentation out.

Karina: Well, we've done enough background reading, but I think we need to organise exactly what we're going to say about biofuels during the presentation, and the order.

Mike: I thought we could start by asking our audience what car engines were first designed to run on fossil fuels or biofuels.

Karina: Nice idea.

Mike: Yes, when most people think about cars and fuel, they think about all the carbon dioxide that's produced, but they don't realise that that wasn't always the case.

Karina: You're probably right. The earliest car engines ran on fuel made from corn and peanut oil, didn't they?

Mike: Yes. The manufacturers used the corn and peanut oil and turned them into a kind of very pure alcohol.

Karina: You mean ethanol?

Mike: Yes. In fact, most biofuels are still based on ethanol. Actually, I've got some notes here about the process of turning plant-matter into ethanol - the chemical reactions and the fermentation stages and ...

Karina: It's interesting - the other students would appreciate it, but different biofuels use different processes and if we give a general description, there's a risk we'll get it wrong, and then the tutor might mark us down. I'd rather we focus on the environmental issues.

Mike: Fair enough. So, um the main plants that are used for biofuel production now are sugar cane, corn

Karina: And canola. Of all of them, canola is probably the least harmful because machines that use it don't produce as much carbon monoxide.

Mike: Sugar cane seems to be controversial. It doesn't require as much fertilizer as corn does to grow, but when they burn the sugar cane fields, that releases loads of greenhouse gases.

Karina: Yes, but some critics have suggested that the production of corn ethanol uses up more fossil fuel energy than the biofuel energy it eventually produces. For that reason, I'd say it was more harmful to the environment.

Mike: I see what you mean. You're probably right. It's interesting how everyone saw the biofuel industry as the answer to our energy problems, but in some ways, biofuels have created new problems.

Karina: Well, in the USA, I wouldn't say that farmers are having problems - the biofuel industry for them has turned out to be really profitable.

Mike: I think, though, that even in the USA, ethanol is still only used as an additive to gasoline, or petrol. The problem is that it still has to be transported by trucks or rail because they haven't built any pipelines to move it. Once they do, it'll be cheaper and the industry might move forward.

Karina: That'll have to happen one day. At least the government are in favour of biofuel development.

Mike: Yes. But Brazil's probably in the lead as far as biofuels are concerned - they've got to the point where they don't need to import any oil now.

Karina: Which is great, and the industry in Brazil employs a huge number of people, but is it sustainable? I mean, as the population grows, and there are more vehicles on the roads and there's more machinery, surely they can't depend so much on sugar cane? At some point, there has to be a limit on how much land can be used for sugar cane production - certainly if you want to preserve natural habitats and native wildlife.

Mike: I think that whatever problems Brazil's facing now the same will be true for any country - you have to weigh up the pros and cons.

Karina: Well, we probably won't see an increase in biofuel use - I mean, they won't replace fossil fuels until we can find ways to produce them cheaply and quickly and with less cost to the environment.

Mike: ... making sure they require minimal energy to produce.

Karina: Exactly. And in a way that means they have to cost less than fossil fuels - certainly when you're filling up your car.

Mike: Yes, and whatever other kind of engines use fossil fuels at the moment.

[pause]

Karina: Alright, so in the last section of the presentation, what problems are we focusing on?

Mike: Well, we've already had a look at different types of pollution in the first section, so we can leave that out, but the biggest issue related to biofuels is that land is now being used to grow biofuels crops - and that's contributing to global hunger.

Karina: Indeed. It doesn't seem right we're using corn to run cars when people can't afford to buy it to eat. Yes, let's talk about that. The other thing is that in some countries, the way that biofuel crops are grown and harvested still produces a great deal of pollution – really damaging to the atmosphere.

Mike: OK, that's definitely an issue we should look at.

Karina: Let's not finish on a negative note, though. Why don't we talk about the potential new sources of biofuel so rather than corn and sugar cane what other plants could be used?

Mike: Good. Some companies are exploring the possibility of using wood, and seeing how that can be used to make ethanol.

Karina: Yes, and algae is another possibility. You can grow it in any water and it absorbs pollutants, too.

Mike: I read that. And grasses. They're another plant that researchers are investigating as a biofuel.

Karina: And these kind of plants aren't used as food, which is why ...

## Part 4

Good morning. Today we're thinking about the way that technology is influencing our social structures and the way we interact with one another. Humans, as we know, have always lived in groups; without this arrangement, our species would have died out long ago. But now, the way we see and define our group is changing.

I'd like to start by mentioning the research of American sociologist Mark Granovetter in 1973. It was Granovetter who first coined the term 'weak-ties', which he used to refer to people's loose acquaintances - in other words, friends-of-friends. His research showed that weak-ties had a significant effect on the behaviour and choices of populations – and this influence was something highly important in the fields of information science and politics, and as you can imagine, marketing also. So, these friends-of-friends, people we might spend time with at social or work gatherings, might not be like us but they can still have a positive influence because we share the same sort of interests. That's enough to make a connection - and this connection can turn out to be more beneficial than we might suspect. An example of this, an example of how the connection can influence us, is when our weak-ties get in touch and pass on details about jobs they think might be suitable for us. Well, since Granovetter first came up with this theory, his work has been cited in over 19,000 papers.

Some of these studies have looked at how weak-tie networks are useful to us in other ways, and one thing that seems to improve as a result of weak-tie influence is our health.

[pause]

Today, our number of weak-tie acquaintances has exploded due to the Internet - to the phenomenon of online social networking. This is still a relatively new way of communication - something that has a huge amount of potential - but also, as with any invention, it brings with it a new set of problems. Let's start with the benefits. Without question, online social networking allows us to pass on the latest news to be up-to-date with local and global events and for many, this information comes from sources more trustworthy than local media. So, this is one clear point in favour of online social networking. I know that it's also being used by students as a means of increasing their chances of success - in the way that lecture notes can be shared and ideas discussed. I think, personally speaking, that we need some further research before we can definitively say whether it helps or not. There's also been a great increase in the number of networking sites devoted to sharing advice on health issues but there are as yet no studies to prove the reliability of that advice. Now, what we do have clear evidence for is that people are developing friendships and professional networks in a way that wasn't possible before - the process is faster. I'm not talking about quality here, but simply that they exist. And it's debatable whether the number of online friends that you have increases your level of self-confidence - that's perhaps an area of research some of you might be interested in following up.

Turning to the problems, there are any number of articles connecting online activity to falling levels of physical fitness but it's too easy to blame the Internet for our social problems. The poor grades of school children are also frequently linked to the time spent on social networking sites, but it would be naive to believe there are no other contributing factors. One real concern, however, is the increase in the amount of fraud. Where for example, people are using the personal data of others, which they've put online, for criminal purposes. This kind of activity seems likely to continue. And then, certainly for employers, online social networking sites have provided a great time-wasting opportunity – reducing productivity like never before, and I doubt they can put a stop to this habit, no matter what restrictions are in place.

We'll come back to these issues in a minute, but I'd like to say something about the theories of Robin Dunbar an anthropologist at Oxford University. Dunbar has found that the human brain has evolved in a way that means we can only give real attention to a particular number of people. 150, apparently. So, for example, if the number of friends on your online network is greater than that, according to Dunbar, this would imply the relationships are only superficial. Dunbar is not against online relationships, but he maintains that face-to-face interaction is essential for the initial creation of true friendship and connections. He's concerned that for young people if their only experience of forming relationships is online - this doesn't allow them to form the ability or acquire the strategies for maintaining relationships, for example, in situations where negotiation or diplomacy is required, or where it's essential for ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **208 613 2978** | Well, that'd probably be our home number so 0044 for the UK, and then it's 208 613 2978 |
| 2 | **visiontech** | It's richard@visiontech.co.uk. I'll just spell the company name for you. That's V-I-S-I-O-N-T-E-C-H |
| 3 | **doctor** | Me? I'm a doctor at the hospital in our town |
| 4 | **garage** | Agent: But what about a garage – is that something you'll want the apartment to have? Woman: Yes, that's definitely important |
| 5 | **furniture** | But – er before we go on – I should probably say now that what we don't need is any furniture – because we'll be shipping all that over, and I don't really want to pay for storage while we're waiting to buy a house |
| 6 | **fridge** | OK, good to know, but how about a fridge? We'll be selling ours before we come, so if possible, we'd like the apartment to have one for when we arrive |
| 7 | **school** | Agent: Well, you mentioned you have a boy – I imagine you'd like to be fairly close to a school. Woman: Good idea. That would help |
| 8 | **950** | Agent: Well, looking at the properties we have at the moment, prices start from around £730 per month, and depending on the area can go up to £1,200. Woman: That's too much. Something halfway would be better. Agent: So, would your limit be, say, £950? Woman: I'd say so, yes |
| 9 | **quiet** | Well, I've also been offered a job – at Victoria General Hospital – and I suspect I'll be working nights occasionally – so what I really need from any apartment is for it to be quiet – so I can catch up on sleep if necessary during the day |
| 10 | **friend** | Actually, it was a friend of ours. He spent a few months in Fairfield a couple of years ago and he pointed us in the direction of your website |
| 11 | **contact details** | So, I'd suggest that a good way to start is by talking to your neighbours and exchanging contact details with them |
| 12 | **(an) emergency** | Then, make sure you have a good discussion about the best course of action to take in case of emergency – make sure everyone is clear about what to do and who to call |
| 13 | **radio** | Another thing that I would advise you to do is always leave your radio playing – even when you go out |
| 14 | **(spare/extra) keys** | Now, none of us want to be in the situation where we can't get into our own home, but do take time to think where the best and safest place is to leave your spare keys |
| 15 | **(window) locks** | However, if you are going to spend some money, what I'd recommend more than anything else is that you invest in some well-made window locks for your house |
| 16 | **C** | One possible solution here is to get rid of some of the trees and bushes around the park – making it more visible to passersby and vehicles |
| 17 | **D** | The schools don't have the funds for video surveillance so we need people in the neighbourhood to call their nearest police station and report any suspicious activity immediately |
| 18 | **F** | I expect most of you are familiar with the problems facing Abbotsford Street. It seems that no amount of warning signs or speed cameras will slow speeding drivers down. I'm happy to say, however, that the council have agreed to begin work over the next few months to put in a new roundabout |
| 19 | **G** | The newsagent and the gift shop on Victoria Street were both broken into last week, and although no money was taken, the properties have suffered some serious damage. Access was gained to these shops through the small alleyway at the back of the properties – it's dark and as you can imagine, no one saw the thief or thieves in action. So, we've been advising shop owners along there about what kind of video recording equipment they can have put in – we'll then be able to get evidence of any criminal activity on film |
| 20 | **E** | The supermarket car park is also on our list of problem areas. We've talked to the supermarket managers and council authorities and we've advised them to get graffiti cleaned off immediately and get the smashed lights replaced |
| 21 | **B** | I thought we could start by asking our audience what car engines were first designed to run on fossil fuels or biofuels |
| 22 | **C** | It's interesting – the other students would appreciate it, but different biofuels use different processes and if we give a general description, there's a risk we'll get it wrong, and then the tutor might mark us down |
| 23 | **B** | Karina: Yes, but some critics have suggested that the production of corn ethanol uses up more fossil fuel energy than the biofuel energy it eventually produces. For that reason, I'd say it was more harmful to the environment. Mike: I see what you mean. You're probably right |
| 24 | **A** | The problem is that it still has to be transported by trucks or rail because they haven't built any pipelines to move it |
| 25 | **C** | Which is great, and the industry in Brazil employs a huge number of people, but is it sustainable? I mean, as the population grows, and there are more vehicles on the roads and there's more machinery, surely they can't depend so much on sugar cane |

| # | Answer | Explanation |
|---|---|---|
| **26** | **C** | Well, we probably won't see an increase in biofuel use – I mean, they won't replace fossil fuels until we can find ways to produce them cheaply and quickly and with less cost to the environment. Mike making sure they require minimal energy to produce. Karina: Exactly |
| **27** | **(global) hunger** | Well, we've already had a look at different types of pollution in the first section, so we can leave that out, but the biggest issue related to biofuels is that land is now being used to grow biofuels crops – and that's contributing to global hunger |
| **28** | **pollution** | The other thing is that in some countries, the way that biofuel crops are grown and harvested still produces a great deal of pollution – really damaging to the atmosphere |
| **29** | **wood** | Some companies are exploring the possibility of using wood, and seeing how that can be used to make ethanol |
| **30** | **grass(es)** | Mike: I read that. And grasses. They're another plant that researchers are investigating as a biofuel |
| **31** | **marketing** | His research showed that weak-ties had a significant effect on the behaviour and choices of populations – and this influence was something highly important in the fields of information science and politics, and as you can imagine, marketing also |
| **32** | **interests** | So, these friends-of-friends, people we might spend time with at social or work gatherings, might not be like us but they can still have a positive influence because we share the same sort of interests |
| **33** | **jobs** | An example of this, an example of how the connection can influence us, is when our weak-ties get in touch and pass on details about jobs they think might be suitable for us |
| **34** | **health** | Some of these studies have looked at how weak-tie networks are useful to us in other ways, and one thing that seems to improve as a result of weak-tie influence is our health |
| **35** | **C / E** | Without question, online social networking allows us to pass on the latest news to be up-to-date with local and global events and for many, this information comes from sources more trustworthy than local media Now, what we do have clear evidence for is that people are developing friendships and professional networks in a way that wasn't possible before – the process is faster |
| **36** | **C / E** | Without question, online social networking allows us to pass on the latest news to be up-to-date with local and global events and for many, this information comes from sources more trustworthy than local media Now, what we do have clear evidence for is that people are developing friendships and professional networks in a way that wasn't possible before – the process is faster |
| **37** | **A / D** | One real concern, however, is the increase in the amount of fraud. Where for example, people are using the personal data of others, which they've put online, for criminal purposes. This kind of activity seems likely to continue And then, certainly for employers, online social networking sites have provided a great time-wasting opportunity – reducing productivity like never before, and I doubt they can put a stop to this habit, no matter what restrictions are in place |
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| **39** | **A / C** | Dunbar is not against online relationships, but he maintains that face-to-face interaction is essential for the initial creation of true friendship and connections. He's concerned that for young people if their only experience of forming relationships is online – this doesn't allow them to form the ability or acquire the strategies for maintaining relationships, for example, in situations where negotiation or diplomacy is required, or where it's essential for |
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# Test 107

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-6

Complete the table below.

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

| **Name** | **Price per person (dormitory rooms)** | **Comments and reviews** |
|---|---|---|
| *Example*<br>Top End Backpackers | $19 | • parking available<br>• staff are [1] _____<br>• nice pool<br>• air-conditioning is too [2] _____ |
| Gum Tree Lodge | $ [3] _____ | • good quiet location<br>• pool and gardens<br>• [4] _____ in the dormitories |
| Kangaroo Lodge | $22 | • downtown location<br>• reception at the lodge is always open<br>• no lockers in the rooms<br>• the [5] _____ are very clean<br>• seems to be a [6] _____ every night |

### Questions 7-10

Complete the notes below.

Write ONE WORD ONLY for each answer.

**Kangaroo Lodge**

Address: on [7] _____ Lane

**General information about hostel accommodation**

- sheets are provided
- can hire a [8] _____
- [9] _____ is included
- a shared [10] _____ is available

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-16

Choose the correct letter, A, B or C.

**11** The land where the Sculpture Park is located was previously

- **A** ○ completely covered by forest.
- **B** ○ the site of a private house.
- **C** ○ occupied by a factory.

**12** What is unusual about the Anglia Sculpture Park?

- **A** ○ Artists have made sculptures especially for it.
- **B** ○ Some of its sculptures were donated by the artists.
- **C** ○ It only shows contemporary sculptures.

**13** What is the theme of Joe Tremain's 'burnt' sculptures?

- **A** ○ the contrast between nature and urban life
- **B** ○ the effect of man on the environment
- **C** ○ the violence of nature

**14** The path by the Lower Lake

- **A** ○ is rather wet in some places.
- **B** ○ has recently been repaired.
- **C** ○ is difficult to walk on.

**15** What does the speaker say about the Visitor Centre?

- **A** ○ It is being enlarged at present.
- **B** ○ It has received an international award.
- **C** ○ It was designed by a Canadian architect.

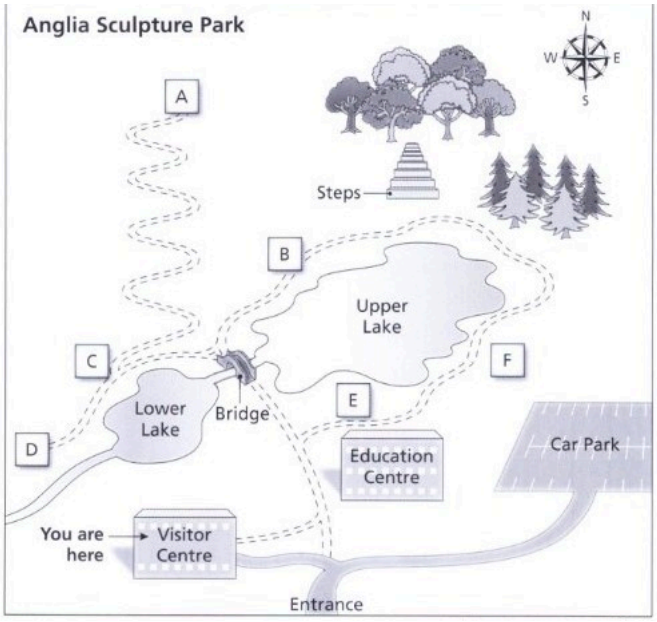
**16** Today, visitors can buy snacks and sandwiches

- **A** ○ at the kiosk.
- **B** ○ in the Terrace Room.
- **C** ○ at the Lower Lake Café.

### Questions 17-20

Label the map below.

Write the correct letter, A-F, next to Questions 17-20.




| | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| **17** Joe Tremain sculptures | ○ | ○ | ○ | ○ | ○ | ○ |
| **18** Giorgio Catalucci bird sculptures | ○ | ○ | ○ | ○ | ○ | ○ |
| **19** Garden Gallery | ○ | ○ | ○ | ○ | ○ | ○ |
| **20** Long House | ○ | ○ | ○ | ○ | ○ | ○ |

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-26

Choose the correct letter, A, B or C.

**21** Why did Leo choose instant coffee as the topic for his marketing report?

- **A** ◯ He found plenty of material on the topic.
- **B** ◯ He had some practical experience in the area.
- **C** ◯ He had an idea of a brand he wanted to target.

**22** Leo discovered that in Australia, recent technological developments

- **A** ◯ are producing less healthy types of instant coffee.
- **B** ◯ are reducing the demand for instant coffee.
- **C** ◯ are improving the quality of instant coffee.

**23** What do the speakers agree about Leo's table of coffee products?

- **A** ◯ It needs more explanation in the text.
- **B** ◯ It is factually inaccurate in some places.
- **C** ◯ It would be best to put this in the appendix.

**24** What do they decide about the description of Shaffers coffee as a market follower?

- **A** ◯ Leo needs to define his terms.
- **B** ◯ Leo needs to provide more evidence.
- **C** ◯ Leo needs to put it in a different section.

**25** What does Anna say about originality in someone's first marketing report?

- **A** ◯ Clear analysis of data can be considered original.
- **B** ◯ Graphs and diagrams should be original, not copied.
- **C** ◯ Reports should contain some original data collected by the student.

**26** What difference between his school assignments and this report has surprised Leo?

- **A** ◯ not knowing the criteria for getting a good mark
- **B** ◯ being required to produce work without assistance
- **C** ◯ having to do a great deal of research

## Questions 27-30

Complete the notes below.

Write ONE WORD ONLY for each answer.

**Notes on specific sections of marketing report**

**Executive summary**

- Give a brief overview including the **27** _____

**Problems**

- Link each problem to a **28** _____ which explains it

**Implementation**

- Practical solutions to problems
- Include details such as participants, **29** _____ and sequence
- Section is often poorly done because of lack of **30** _____

**Conclusion**

- Don't use new material here

## PART 4 — QUESTIONS

Part 4 audio

# Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

**History of Fireworks in Europe**

**13th–16th centuries**

- Fireworks were introduced from China.
- Their use was mainly to do with:
  - war
  - **31** _____ (in plays and festivals)

**17th century**

- Various features of **32** _____ were shown in fireworks displays.
- Scientists were interested in using ideas from fireworks displays:
  - to make human **33** _____ possible
  - to show the formation of **34** _____
- **London:**
  - Scientists were distrustful at first
  - Later, they investigated **35** _____ uses of fireworks (e.g. for sailors)
- **St Petersburg:**
  - Fireworks were seen as a method of **36** _____ for people
- **Paris:**
  - Displays emphasised the power of the **37** _____
  - Scientists aimed to provide **38** _____

**18th century**

- Italian fireworks specialists became influential.
- Servandoni's fireworks display followed the same pattern as an **39** _____
- The appeal of fireworks extended to the middle classes.
- Some displays demonstrated new scientific discoveries such as **40** _____

# Transcripts

## Part 1

Julie: Hi Nick. It's Julie. Have you managed to find any information about accommodation in Darwin?

Nick: Hi. I was just going to call you. I've found some on the Internet. There are quite a few hostels for backpackers there. The first possibility I found was a hostel called Top End Backpackers.

Julie: OK.

Nick: It's pretty cheap, you can get a bed in a dormitory for nineteen dollars per person. Private rooms cost a bit more, but we'll be OK in dormitories, won't we?

Julie: Sure.

Nick: So that hostel has parking, though that doesn't really matter to us as we'll be using public transport.

Julie: Yeah. Are there any reviews on the website from people who've been there?

Nick: Well, yes. They aren't all that good though. Some people said they didn't like the staff, they had an unfriendly attitude.

Julie: Mmm. That's quite unusual in a hostel, usually all the staff are really welcoming.

Nick: That's what I thought. People said they liked the pool, and the fact that the rooms had air-conditioning, but the problem with that was that it was very noisy, so they were kept awake. But it was too hot if they turned it off, so they had to put up with it.

Julie: Someone told me there's another hostel called Gum Tree something.

Nick: Gum Tree Lodge. It costs a bit more, forty-five dollars a person.

Julie: What?

Nick: Oh, no, that's for private rooms, it's twenty-three fifty for the dorms.

Julie: That's more like it.

Nick: It looks to be in quite a good location, a bit out of town and quiet but with good transport, and quite near a beach.

Julie: Has it got a pool?

Nick: Yes, and its own gardens. The reviews for that one are mostly OK except for one person who said they couldn't sleep because there were insects flying around in the dormitories.

Julie: Not for me then. And I'd rather be somewhere central really.

Nick: Right. There's a place called Kangaroo Lodge. They've got dorms at twenty-two dollars. And it's downtown, near all the restaurants and clubs and everything, so that should suit you. And it doesn't close at night.

Julie: So there's always someone on reception. That sounds good.

Nick: The only criticism I saw was that the rooms were a bit messy and untidy because people just left their clothes and stuff all over the beds and the floor.

Julie: Don't hostels usually have lockers in the bedrooms where you can leave your stuff?

Nick: Yeah, they do usually, but apparently they don't here. Still, hostels are never particularly tidy places, so that doesn't bother me. And the same person said that the standard of cleanliness was pretty good, and especially the bathrooms, they were excellent as far as that went.

Julie: Right. Yeah, I reckon Kangaroo Lodge sounds the best.

Nick: Me too. Quite a lot of people reviewing it said it was really fun there, like every night everyone staying there got together and ended up having a party. So it sounds like it's got a really good atmosphere.

Julie: OK, let's go for that one.

[pause]

Julie: Did you get the address of Kangaroo Lodge?

Nick: Yes ... it's on Shadforth Lane.

Julie: Can you spell that?

Nick: S-H-A-D-F-O-R-T-H. It's near the transit centre where the intercity buses and the airport buses drop you off.

Julie: Cool. I'm really looking forward to this. I've never stayed in a hostel before. Do they provide bed linen – sheets and things?

Nick: Yeah. And you can usually either bring your own towel, or hire one there, but they don't usually provide those for free.

Julie: OK. And what happens about meals?

Nick: Well, you don't have to pay extra for breakfast. It varies a lot in different places but generally it's OK. And there's usually a café where you can buy a snack or a hot meal for lunch. But actually if you're really travelling on the cheap, usually for every five or six rooms there's a kitchen where you can knock up a snack, and that saves a lot of money.

Julie: Great. Right, well shall I go ahead and book that ...

## Part 2

Hello everyone and welcome to the Anglia Sculpture Park. Right, well, the idea behind the sculpture park is that it's a place where works of art such as large sculptures and carvings can be displayed out of doors in a natural setting.

As you'll have noticed when you drove here, most of the land around the park is farmland. The park itself belonged to a family called the De Quincies, who had made a lot of money from manufacturing farm machinery, and who also owned substantial stretches of forest land to the north of the park. They built a house in the centre of the park, not far from where we're standing now, but this burnt down in 1980 and the De Quincies then sold the land.

The Anglia Sculpture Park isn't the only one in the country; several of the London parks sometimes display contemporary sculptures, and there are a couple of other permanent sculpture parks in England. But we're unique in that some of our sculptures were actually created for the sites they occupy here, and we also show sculptures by a wider range of artists than anywhere else in the country.

For example, at present we have an exhibition by Joe Tremain, of what he calls 'burnt' sculptures. These are wood and stone sculptures that he's carved and marked with fire to illustrate the ferocity and intensity of the forces that have shaped our planet over millions of years. They look really dramatic in this rural setting.

To see some of the sculptures, you'll need to follow the path alongside the Lower Lake. We had to renovate this after the lake overflowed its banks a couple of months ago and flooded the area. The water level's back to normal now and you shouldn't have any trouble, the path's very level underfoot.

You should be back at the Visitor Centre at about four o'clock. If you have time it's worth taking a look at the Centre itself. It's not possible to go upstairs at present as builders are working there adding another floor, but the rest's well worth seeing. The architect was Guy King. He was actually born in this part of England but he recently designed a museum in Canada that won a prize for innovation in public buildings.

If you want to get something to eat when you get back, like a snack or a sandwich, the Terrace Room is currently closed, but you can go to the kiosk and buy something, then sit on one of the chairs overlooking the Lower Lake and enjoy the view as you're eating.

[pause]

Now, let me just tell you a bit about what you can see in the Sculpture Park. If you look at your map, you'll see the Visitor Centre, where we are now, at the bottom, just by the entrance. Since we only have an hour, you might not be able to get right around the park, but you can choose to visit some of the highlights.

You might like to take a look at the Joe Tremain sculptures which are displayed on this side of the Upper Lake, just behind the Education Centre and near the bridge. They're really impressive, but please remember not to let your children climb on them.

One of our most popular exhibitions is the Giorgio Catalucci bird sculptures – they're just across the bridge on the north side of Lower Lake. I love the way they're scattered around in the long grass beside the lake, looking as if they're just about to take to their wings.

You could also go to the Garden Gallery. It's on this side of the Upper Lake – from the Visitor Centre you go to the Education Centre, then keep on along the path, and you'll see it on your right. There's an exhibition of animal carvings there which is well worth a look.

We also have the Long House – that's quite a walk. From here, you go to the bridge and then turn left on the other side. Soon you'll see a winding pathway going up towards the northern boundary of the park – go up there and you'll find it at the top. They have some abstract metal sculptures that are well worth seeing if you have time.

OK well now if you're ...

## Part 3

Leo: Anna, I wanted to ask you about my marketing report. I'm not sure about it ...

Anna: That's OK, Leo. So what do you have to do?

Leo: Choose a product or service then compare two organisations that produce it. I'm doing instant coffee.

Anna: But haven't you got a weekend job in a clothing store? Why didn't you choose clothing?

Leo: That was my first thought, because I thought it'd give me some practical examples, but when I searched for men's clothing on the Internet there were hardly any articles. So then I looked for coffee and I found there were tons.

Anna: Yeah, there are so many brands on the market now. OK, so how much have you actually written?

Leo: I've done part one, on economic and technological factors. I found some good data on technological changes, how in Australia fewer people are buying instant coffee because of cheap coffee percolators that they can use to make real coffee at home.

Anna: But there's also a movement away from drinking coffee ...

Leo: ... switching to things like herbal teas instead because they think it's healthier? But that's not really to do with technology, it's more cultural. Anyway, for part two I'm comparing two instant coffee companies, CoffeeNow and Shaffers, and I've made this table of products.

Anna: Right. Let's see ... so you've got the brand names, and prices and selling size, and descriptions. OK, the table looks good, you'll get marks for research there. Where will it go?

Leo: In the section on the marketing mix, under 'Product'.

Anna: Not in the appendix?

Leo: No.

Anna: OK, but it's too factual on its own, you need to add some comment in that section about the implications of the figures.

Leo: Right, I'll do that. Now I want to say that I think that Shaffers is more of a follower than a leader in the coffee industry. Now, I'm putting that in the section on market share. Does that seem OK?

Anna: Let's see ... so you've begun by explaining what market share is, that's important, but you've got to be careful how you give that opinion.

Leo: Do you think it should go in another section?

Anna: Well, it's fine where it is but you've got to back it up with some data or they'll say your report lacks weight.

Leo: OK. One thing I'm worried about is finding anything original to say.

Anna: Well, since this is your first marketing report, you're not expected to go out and do interviews and things to collect your own data, you're just using published data. So the analysis you do might not throw up anything that people didn't know before. But the focus is more on how you handle the data – I mean, you might take something like a graph of sales directly from a website, but what makes your work original is the perspective you provide by your interpretation of it.

Leo: Oh. You know, it's all so different from business studies assignments at school. It's really surprised me.

Anna: What, how much research you have to do?

Leo: I expected that. It's more ... I knew exactly what I had to do to get a good grade at school – and I knew I'd be expected to go more deeply into things here, but I haven't got information on how the lecturer is going to grade my work – what he's looking for.

[pause]

Anna: Well, one thing you have to remember is that in a marketing report you've got to have what they call an executive summary at the beginning. I forgot that and I got marked down.

Leo: Yeah, I've drafted it. I've got an overview.

Anna: Have you got something about the background there?

Leo: Yeah.

Anna: Good.

Leo: So I've just made a summary of the main points. I wasn't sure whether or not I should have my aims there.

Anna: No, that's too personal. The executive summary is just, like, what a manager would read to get a general idea of your report if he was in a hurry.

Leo: Right. Then I'm OK for the first main part, all of the macroenvironment stuff, but it's when I get onto the problems section ... I've listed all the problems that CoffeeNow and Shaffers are facing, but then what?

Anna: Well you have to prioritise, so indicate the main problems, and then you analyse each one by connecting it with a theory ... that's where your reading comes in.

Leo: OK.

Anna: Have you done your implementation section yet?

Leo: I've thought about it – so that's where I write about what could be done about the problems.

Anna: Yes, and it's got to be practical so don't forget to specify things like who would be involved, and the cost, and the order that things would be done in.

Leo: Right. Well that shouldn't take long.

Anna: You'd be surprised. Actually that's the bit that tends to get badly done because people run out of time. That and the conclusion ...

Leo: Any hints for that?

Anna: Well, it's got to draw out the main points from your report, so it's got to be quite general. You need to avoid introducing new stuff here, it's got to sum up what you've said earlier.

Leo: OK. Thanks Anna. That's been a big help.

## Part 4

An interesting aspect of fireworks is that their history tells us a lot about the changing roles of scientists and technicians in Europe. Fireworks were introduced from China in the 13th century. Up to the 16th century they were generally used for military purposes, with rockets and fire tubes being thrown at the enemy, but they were also sometimes a feature of plays and festivals where their chief purpose was related to religion.

By the 17th century, the rulers of Europe had started using fireworks as a way of marking royal occasions. Technicians were employed to stage spectacular shows which displayed aspects of nature, with representations of the sun, snow and rain. These shows were designed for the enjoyment of the nobility and to impress ordinary people. But fireworks also aroused the interest of scientists, who started to think of new uses for them. After seeing one firework display where a model of a dragon was propelled along a rope by rockets, scientists thought that in a similar way, humans might be able to achieve flight – a dream of many scientists at the time. Other scientists, such as the chemist Robert Boyle, noticed how in displays one firework might actually light another, and it occurred to him that fireworks might provide an effective way of demonstrating how stars were formed.

Scientists at the time often depended on the royal courts for patronage, but there was considerable variation in the relationships between the courts and scientists in different countries. This was reflected in attitudes towards fireworks and the purposes for which they were used. In London in the middle of the 17th century there was general distrust of fireworks among scientists. However, later in the century scientists and technicians started to look at the practical purposes for which fireworks might be employed, such as using rockets to help sailors establish their position at sea.

It was a different story in Russia, where the St Petersburg Academy of Science played a key role in creating fireworks displays for the court. Here, those in power regarded fireworks as being an important element in the education of the masses, and the displays often included a scientific message. Members of the Academy hoped that this might encourage the Royal Family to keep the Academy open at a time when many in the government were considering closing it.

In Paris, the situation was different again. The Paris Academy of Sciences played no role in staging fireworks displays. Instead the task fell to members of the Royal Academy of Painting and Sculpture. As in Russia, the work of the technicians who created the fireworks was given little attention. Instead, the fireworks and the spectacle they created were all designed to encourage the public to believe in the supreme authority of the king. However, science was also enormously popular among the French nobility, and fashionable society flocked to demonstrations such as Nicolas Lemery's display representing an erupting volcano. The purpose of scientists was basically to offer entertainment to fashionable society, and academicians delighted in amazing audiences with demonstrations of the universal laws of nature.

[pause]

In the course of the 18th century, the circulation of skills and technical exchange led to further developments. Fireworks specialists from Italy began to travel around Europe staging displays for many of the European courts. The architect and stage designer Giovanni Servandoni composed grand displays in Paris, featuring colourfully painted temples and triumphal arches. A fireworks display staged by Servandoni would be structured in the same way as an opera, and was even divided into separate acts. Italian fireworks specialists were also invited to perform in London, St Petersburg and Moscow.

As these specialists circulated around Europe, they sought to exploit the appeal of fireworks for a wider audience, including the growing middle classes. As in the previous century, fireworks provided resources for demonstrating scientific laws and theories, as well as new discoveries, and displays now showed a fascinated public the curious phenomenon of electricity. By the mid-18th century, fireworks were being sold for private consumption.

So the history of fireworks shows us the diverse relationships which existed between scientists, technicians and the rest of society ...

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **unfriendly** | Some people said they didn't like the staff, they had an unfriendly attitude |
| 2 | **noisy** | People said they liked the pool, and the fact that the rooms had air-conditioning, but the problem with that was that it was very noisy, so they were kept awake |
| 3 | **23.50** | Nick: Gum Tree Lodge. It costs a bit more, forty-five dollars a person. Julie: What? Nick: Oh, no, that's for private rooms, it's twenty-three fifty for the dorms |
| 4 | **insects** | The reviews for that one are mostly OK except for one person who said they couldn't sleep because there were insects flying around in the dormitories |
| 5 | **bathrooms** | And the same person said that the standard of cleanliness was pretty good, and especially the bathrooms, they were excellent as far as that went |
| 6 | **party** | Quite a lot of people reviewing it said it was really fun there, like every night everyone staying there got together and ended up having a party |
| 7 | **SHADFORTH** | Nick: Yes it's on Shadforth Lane. Julie: Can you spell that? Nick: S-H-A-D-F-O-R-T-H |
| 8 | **towel** | And you can usually either bring your own towel, or hire one there, but they don't usually provide those for free |
| 9 | **breakfast** | Well, you don't have to pay extra for breakfast. It varies a lot in different places but generally it's OK |
| 10 | **kitchen** | But actually if you're really travelling on the cheap, usually for every five or six rooms there's a kitchen where you can knock up a snack, and that saves a lot of money |
| 11 | **B** | They built a house in the centre of the park, not far from where we're standing now, but this burnt down in 1980 and the De Quincies then sold the land |
| 12 | **A** | But we're unique in that some of our sculptures were actually created for the sites they occupy here, and we also show sculptures by a wider range of artists than anywhere else in the country |
| 13 | **C** | These are wood and stone sculptures that he's carved and marked with fire to illustrate the ferocity and intensity of the forces that have shaped our planet over millions of years |
| 14 | **B** | We had to renovate this after the lake overflowed its banks a couple of months ago and flooded the area |
| 15 | **A** | It's not possible to go upstairs at present as builders are working there adding another floor, but the rest's well worth seeing |
| 16 | **A** | If you want to get something to eat when you get back, like a snack or a sandwich, the Terrace Room is currently closed, but you can go to the kiosk and buy something, then sit on one of the chairs overlooking the Lower Lake and enjoy the view as you're eating |
| 17 | **E** | You might like to take a look at the Joe Tremain sculptures which are displayed on this side of the Upper Lake, just behind the Education Centre and near the bridge |
| 18 | **C** | One of our most popular exhibitions is the Giorgio Catalucci bird sculptures – they're just across the bridge on the north side of Lower Lake |
| 19 | **F** | It's on this side of the Upper Lake – from the Visitor Centre you go to the Education Centre, then keep on along the path, and you'll see it on your right |
| 20 | **A** | We also have the Long House – that's quite a walk. From here, you go to the bridge and then turn left on the other side. Soon you'll see a winding pathway going up towards the northern boundary of the park – go up there and you'll find it at the top |
| 21 | **A** | but when I searched for men's clothing on the Internet there were hardly any articles. So then I looked for coffee and I found there were tons |
| 22 | **B** | I found some good data on technological changes, how in Australia fewer people are buying instant coffee because of cheap coffee percolators that they can use to make real coffee at home |
| 23 | **A** | Anna: OK, but it's too factual on its own, you need to add some comment in that section about the implications of the figures. Leo: Right, I'll do that |
| 24 | **B** | Well, it's fine where it is but you've got to back it up with some data or they'll say your report lacks weight |
| 25 | **A** | But the focus is more on how you handle the data – I mean, you might take something like a graph of sales directly from a website, but what makes your work original is the perspective you provide by your interpretation of it |
| 26 | **A** | I knew exactly what I had to do to get a good grade at school – and I knew I'd be expected to go more deeply into things here, but I haven't got information on how the lecturer is going to grade my work – what he's looking for |
| 27 | **background** | Leo: Yeah, I've drafted it. I've got an overview. Anna: Have you got something about the background there? Leo: Yeah |

| # | Answer | Explanation |
|---|---|---|
| **28** | **theory** | Well you have to prioritise, so indicate the main problems, and then you analyse each one by connecting it with a theory that's where your reading comes in |
| **29** | **cost(s)** | Yes, and it's got to be practical so don't forget to specify things like who would be involved, and the cost, and the order that things would be done in |
| **30** | **time** | Actually that's the bit that tends to get badly done because people run out of time |
| **31** | **religion(s)** | Up to the 16th century they were generally used for military purposes, with rockets and fire tubes being thrown at the enemy, but they were also sometimes a feature of plays and festivals where their chief purpose was related to religion |
| **32** | **nature** | Technicians were employed to stage spectacular shows which displayed aspects of nature, with representations of the sun, snow and rain |
| **33** | **flight** | After seeing one firework display where a model of a dragon was propelled along a rope by rockets, scientists thought that in a similar way, humans might be able to achieve flight – a dream of many scientists at the time |
| **34** | **stars** | Other scientists, such as the chemist Robert Boyle, noticed how in displays one firework might actually light another, and it occurred to him that fireworks might provide an effective way of demonstrating how stars were formed |
| **35** | **practical** | However, later in the century scientists and technicians started to look at the practical purposes for which fireworks might be employed, such as using rockets to help sailors establish their position at sea |
| **36** | **education** | Here, those in power regarded fireworks as being an important element in the education of the masses, and the displays often included a scientific message |
| **37** | **king** | Instead, the fireworks and the spectacle they created were all designed to encourage the public to believe in the supreme authority of the king |
| **38** | **entertainment** | The purpose of scientists was basically to offer entertainment to fashionable society, and academicians delighted in amazing audiences with demonstrations of the universal laws of nature |
| **39** | **opera** | A fireworks display staged by Servandoni would be structured in the same way as an opera, and was even divided into separate acts |
| **40** | **electricity** | As in the previous century, fireworks provided resources for demonstrating scientific laws and theories, as well as new discoveries, and displays now showed a fascinated public the curious phenomenon of electricity |

# Test 108

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Hilary Lodge Retirement Home**

*Example*

The name of the manager is Cathy

**Activities programme involving volunteers**

Monday evenings: computer training

- Training needed in how to produce **1** _____

Tuesday afternoons: singing

- The home has a **2** _____ and someone to play it

Thursday mornings: growing **3** _____

- The home doesn't have many **4** _____ for gardening

Once a month: meeting for volunteers and staff

**Interview**

- Go in on **5** _____, any time
- Interview with assistant called **6** _____
- Address of home: 73 **7** _____ Road

**'Open house' days**

- Agreed to help on **8** _____
- Will show visitors where to **9** _____
- Possibility of talking to a **10** _____ reporter

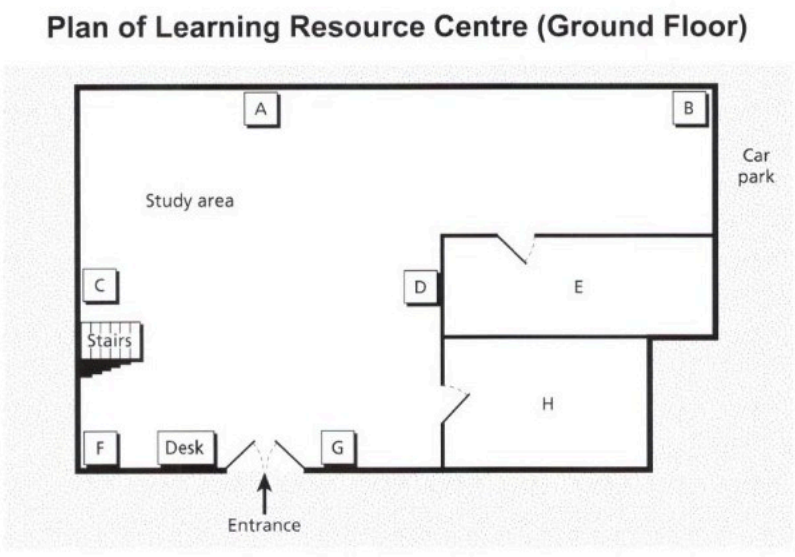
## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Label the plan below.

Write the correct letter, A–H, next to Questions 11–15.




11 Newspapers .....

| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| 11 Newspapers | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 12 Computers | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 13 Photocopier | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 14 Café | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 15 Sports books | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

### Questions 16-20

Complete the table below.

Write ONE WORD ONLY for each answer.

**New staff responsibilities**

| Name | New responsibility |
|---|---|
| Jenny Reed | Buying 16 _____ for the Centre |
| Phil Penshurst | Help with writing 17 _____ for courses |
| Tom Salisbury | Information on topics related to the 18 _____ |
| Saeed Aktar | Finding a 19 _____ |
| Shilpa Desai | Help with 20 _____ |

## PART 3 — QUESTIONS

Part 3 audio

## Questions 21-27

What helped Stewart with each of the following stages in making his training film for museum employees?

Choose SEVEN answers from the box and write the correct letter, A–I, next to Questions 21–27.

A. advice from friends

B. information on a website

C. being allowed extra time

D. meeting a professional film maker

E. good weather conditions

F. getting a better computer

G. support of a manager

H. help from a family member

I. work on a previous assignment

**21** finding a location _____

**22** deciding on equipment _____

**23** writing the script _____

**24** casting _____

**25** filming _____

**26** editing _____

**27** designing the DVD cover _____

## Questions 28-30

Complete the notes below.

Write ONE WORD ONLY for each answer.

**Stewart's work placement: benefits to the Central Museum Association**

- his understanding of the Association's **28** _____
- the reduction in expense
- increased co-operation between **29** _____
- continuous **30** _____ which led to a better product
- ideas for distribution of the film

## PART 4 — QUESTIONS

Part 4 audio

# Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

**New Caledonian crows and the use of tools**

**Examples of animals using tools**

- some chimpanzees use stones to break nuts
- Betty (New Caledonian crow) made a **31** _____ out of wire to move a bucket of food
- Barney (New Caledonian crow) used sticks to find food

**New Zealand and Oxford experiment**

- three stages: crows needed to move a **32** _____ in order to reach a short stick; then use the short stick to reach a long stick; then use the long stick to reach food

**Oxford research**

- crows used sticks to investigate whether there was any **33** _____ from an object
- research was inspired by seeing crows using tools on a piece of cloth to investigate a spider design
- Barney used a stick to investigate a snake made of **34** _____
- Pierre used a stick to investigate a **35** _____
- Corbeau used a stick to investigate a metal toad
- the crows only used sticks for the first contact

**Conclusions of above research**

- ability to plan provides interesting evidence of the birds' cognition
- unclear whether this is evidence of the birds' **36** _____

**Exeter and Oxford research in New Caledonia**

- scientists have attached very small cameras to birds' **37** _____
- food in the form of beetle larvae provides plenty of **38** _____ for the birds
- larvae's specific **39** _____ composition can be identified in birds that feed on them
- scientists will analyse what the birds include in their **40** _____

# Transcripts

## Part 1

Cathy: Hello, Hilary Lodge retirement home, Cathy speaking.

John: Hello, my name's John Shepherd. Could I ask if you're the manager of the home?

Cathy: That's right.

John: Oh, good. Hello, Cathy. A friend of mine is a volunteer at Hilary Lodge, and I'd like to help out, too, if you need more people. I work part-time, so I have quite a lot of free time.

Cathy: We're always glad of more help, John. Shall I tell you about some of the activities that volunteers get involved in?

John: Please.

Cathy: Well, on Monday evenings we organise computer training. We've got six laptops, and five or six residents come to the sessions regularly. They're all now fine at writing and sending emails, but our trainer has just moved away, and we need two or three volunteers who can help the residents create documents. Just simple things, really.

John: I'd certainly be interested in doing that.

Cathy: Great. Then on Tuesday afternoons we have an informal singing class, which most of the residents attend. We've got a keyboard, and someone who plays, but if you'd like to join in the singing, you'd be very welcome.

John: I work on Tuesdays at the moment, though that might change. I'll have to give it a miss for now, I'm afraid.

Cathy: OK. Then on Thursday mornings we generally have a session in our garden. Several of our residents enjoy learning about flowers, where they grow best, how to look after them, and so on. Is that something you're keen on?

John: I'm no expert, but I enjoy gardening, so yes, I'd like to get involved. Do you have your own tools at the home?

Cathy: We've got a few, but not very many.

John: I could bring some in with me when I come.

Cathy: Thank you very much. One very important thing for volunteers is that we hold a monthly meeting where they all get together with the staff. It's a chance to make sure we're working well together, and that everyone knows how the residents are, and what's going on in the home.

John: Uhuh.

Cathy: Now obviously we'd need to get to know you before you become one of our volunteers.

John: Of course.

Cathy: Could you come in for an informal interview – later this week, maybe?

John: I'm busy the next couple of days, but would Saturday be possible?

Cathy: Certainly. Just drop in any time during the day. I won't be working then, so you'll see my assistant, Mairead.

John: Sorry, how do you spell that?

Cathy: It's M-A-I-R-E-A-D. Mairead.

John: OK, got that. It's not a name I'm familiar with.

Cathy: It's an Irish name. She comes from Dublin.

John: Right. And the road that Hilary Lodge is in is called Bridge Road, isn't it?

Cathy: That's right. Number 73.

John: Fine.

Cathy: Oh, one other thing you might be interested in – we're holding a couple of 'open house' days, and still need a few volunteers, if you're available.

John: What are the dates?

Cathy: There's one on April 9th, and another on 14th May. They're both Saturdays, and all-day events.

John: I can certainly manage May 14th. I've got another commitment on April 9th, though.

Cathy: That would be a great help. We're having several guest entertainers - singers, a brass band, and so on - and we're expecting a lot of visitors. So one possibility is to help look after the entertainers, or you could spend an hour or so organising people as they arrive, and then just be part of the team making sure everything's going smoothly.

John: Well, shall I show people where they can park?

Cathy: Lovely. Thank you. One reason for holding the open house days is to get publicity for Hilary Lodge locally. So you may find you have someone from a newspaper wanting to interview you. They'll want to find out from two or three people why they volunteer to help at the home. We're trying to get a TV station to come, too, but they don't seem very interested.

John: I don't mind being interviewed.

Cathy: Good. Well, if you come in for a chat, as we arranged, we'll take it from there. Thank you very much for calling.

John: My pleasure. Goodbye.

Cathy: Bye.

## Part 2

Hello. As some of you know, I'm Elaine Marriott, the head of the college's Learning Resource Centre. We've invited all of you taking evening classes and leisure activities to come and see the changes we've made to the Centre in the last month.

One major change we've made here on the ground floor is to the layout - as you can see from looking around you. I'm sure you'll recognise the desk - that's still in the same place, as it has to be just inside the door. But you'll see that there are now periodicals on the shelves in the corner behind the desk. We've brought them nearer the entrance because so many people like to come in just to read magazines. We now stock a far wider range of periodicals than we used to, so we've decided to separate them from newspapers. This means the newspapers are now just the other side of the stairs, near the study area.

Now, another thing is that we've brought the computers downstairs - people used to complain about having to go upstairs to use them. So they're now at the far side of the building on the right, in the corner overlooking the car park.

We've now got an extra photocopier, so as well as the one upstairs, there's one down here. You can see it right opposite the entrance, by the wall on the far side.

The biggest change, though, and one I'm sure many of you will welcome, is that we now have a café at last - we've been asking for one for years. If you turn right as soon as you get past the desk, you'll see the door ahead of you. It became possible to have a café because the building has been extended, and we've now got a new office and storeroom area.

What else should I tell you about before we walk round? Oh yes, we've had so many requests for books on sport that we've bought a lot more, and they're all together immediately to the right of the entrance.

OK, that's enough on the new layout. We'll walk round in a moment, but before we do, something about the people who are here to help you. Of course all the staff will do their best to answer your questions, but now we're each going to specialise in certain areas. So if you ask a staff member about something, and they don't think they can help you enough, they'll direct you to our specialist.

Jenny Reed is the person to see if there are any films you'd like us to stock, as she's taken over responsibility for purchasing those. I'd better warn you that our budget is limited, so I'm afraid we can't promise to buy everything you ask for!

Phil Penshurst can help you to improve your writing if you need to produce reports for your course. You can book a half-hour session with Phil to start with, then if you want more help, he'll arrange follow-up sessions with you.

I must mention Tom Salisbury. Many people are interested in doing research or just reading about this region - the people, occupations, changes over the years, and so on. Tom is a specialist in this particular field, so if you want any help, he can point you in the right direction - we've got a large collection of relevant documents, from old maps to studies of the wildlife.

We have a new member of staff, Saeed Aktar. I'm sure you'll meet him soon, and will find him very helpful. If you're unemployed and want some advice on the practical aspects of looking for a job, Saeed is the person to talk to. He's also written a very useful book on the subject, which of course we've got on our shelves!

Many of you will know Shilpa Desai, who's been working here for about five years. Shilpa now has the additional responsibility of giving information and advice on anything to do with housing, such as finding out what's available, or whether you're eligible for financial help.

Right, well that's quite enough from me, so let's walk round the library.

## Part 3

Tutor: Right Stewart, well I've read your draft report on your work placement at the Central Museum Association. Sounds as if you had an interesting time. So you ended up making a film for them?

Stewart: Yeah. It was a film to train the employees in different museums in the techniques they should use for labelling ancient objects without damaging them. Some of them are really fragile.

Tutor: OK. So in your report you go through the main stages in making the film. Let's discuss that in a little more detail. You had to find a location - somewhere to shoot the film.

Stewart: That took quite a few days, because I had to look at different museums all over the country, but I'd allowed time for it. And even though it was the middle of winter, there wasn't any snow, so I didn't have any transport problems.

Tutor: Right. Did you have to decide what equipment you'd need for the filming?

Stewart: Yes. I think they were quite surprised at how well I managed that. It was just the luck of the draw actually, I'd done that project with you last year.

Tutor: Oh, on recording technology? So you knew a bit about it from that, right.

Stewart: Yeah. What I found really hard was actually writing the script. I had a deadline for that but the Association had to extend it. I couldn't have done it otherwise.

Tutor: Would it have helped if you'd had some training there?

Stewart: I think you're right, I probably needed that, yeah.

Tutor: Right. Now from your draft report it sounds as if you had one or two problems deciding who was going to actually appear in the video.

Stewart: The casting? Yeah. I'd expected that the people who worked for the Association would be really keen on taking part ...

Tutor: But they weren't?

Stewart: The thing was, they were all so busy. And it did mean some of them had to travel. But Janice King, who I was reporting to for the project, she was great. She arranged for people to have time off and for their work to be covered. So that was a big help for me.

Tutor: Right. And it sounds like the filming itself went well. I gather you found a company who provided an online introduction to the techniques.

Stewart: Yeah. It was really informative, and very user-friendly. I learned a lot from it.

Tutor: And then the editing?

Stewart: For that, the Association put me in touch with someone who works for one of the big movie companies and I went down to the studio and sat with him in front of his computer for a day, learning how to cut and paste, and deal with the soundtrack and so on.

Tutor: So was that all?

Stewart: No, I didn't include this in my draft report but I had to design the cover for the DVD as well... the lettering and everything.

Tutor: Have you done any of that sort of design work before?

Stewart: No, but I did a rough draft and then talked it through with a couple of my mates and they gave me some more ideas, and when I'd finished it, I showed it to the people who worked at the Association and they really liked it.

Tutor: Excellent.

Tutor: Now as well as your own draft report, I've also received some written evaluation from the Association on the work you did during your placement, and how it was of benefit to them. I noticed that you haven't included anything on that in your report yet.

Stewart: How my project benefited the Association, you mean? So do I have to include that?

Tutor: Yes.

Stewart: Well, let's think... I suppose if I hadn't made the film for them, they'd have had to get an outside company to do it. But because I was actually working for the Association, I'd got much more of a feeling for what their aims are. Things like their responsibility for the conservation of the exhibits. I don't think an outside company would have had that understanding, they'd have been more detached.

Tutor: Right. And the Association also said that because of your background, you had a good idea of where to go to get the best deal for the equipment you needed. They said the saving in expense made it worthwhile even though sourcing it took quite a bit of time.

Stewart: Yes, that's true.

Tutor: The Association also said making the film had a very positive effect in getting staff to work together more closely.

Stewart: Oh. I hadn't heard that. That's good. And certainly, people weren't afraid to tell me what they thought about it as I was making it, so I was able to get lots of feedback at every stage. That was useful for me but it also meant the final product worked better for them.

Tutor: Can you think of any other benefits?

Stewart: Well, I don't think they'd really thought out what they'd do with the film once it was made. I made quite a few suggestions for the distribution - other people we could send it to as well as museum staff.

Tutor: Yes, they mentioned that. OK, good, well it sounds like they certainly ...

## Part 4

I'm going to talk today about research into a particular species of bird, the New Caledonian crow, whose natural habitat is small islands in the Pacific Ocean. And it seems that these crows are exceptionally resourceful.

Using sticks or other tools to find food isn't unknown among birds and animals. Some chimpanzees, for example, are known to bang nuts on stones, in order to break the shell and get at the edible kernel inside. One New Caledonian crow, called Betty, bent some straight wire into a hook and used it to lift a small bucket of her favourite food from a vertical pipe. This experiment was the first time she'd been presented with wire, which makes it very impressive. Another crow, called Barney, has demonstrated his skill at using sticks to forage for food.

In one research project, scientists from New Zealand and Oxford set captive New Caledonian crows a three-stage problem: if they wanted to extract food from a hole, the crows first had to pull up a string to get a short stick, then use that short stick to remove a long stick from a toolbox, and finally use the long stick to reach the food. Amazingly, they worked out how to do this successfully.

Further experiments carried out at Oxford suggest that crows can also use sticks as tools to inspect all sorts of objects, possibly to assess whether or not they present a danger. The idea for the experiment came from observing the birds using tools to pick at random objects, such as a picture of a spider that was printed on some cloth. In this research, five pairs of crows - including Barney - underwent tests to see how they would react to a variety of objects, which were carefully chosen so the birds wouldn't be tempted to view them as a possible source of food. As a further precaution, all the crows had been fed beforehand.

On eight occasions, a bird's first contact was by using a tool. In all three trials, Barney began by using a stick for inspection. One involved a rubber snake. First he approached it, but didn't touch it, then retreated to pick up a stick. He then prodded it with the stick. After some more investigation, he discarded the stick and carried on pecking at the snake more confidently - apparently convinced that it wouldn't move.

In other experiments, two different birds, called Pierre and Corbeau, also made a first approach with tools on three separate occasions. Pierre used a short piece of woodchip to touch a light which was flashing, and Corbeau was seen prodding a metal toad with a stick.

Significantly, the crows tended to use the sticks only to make their first contact with the object. Subsequently, they either ignored the object or dropped the tool and pecked at the object - which is very different from using the tool to get access to food.

So what conclusions can be drawn from the research? Evidence is building up from experiments such as these that the birds are able to plan their actions in advance, which is very interesting for understanding their cognition. They don't seem to be responding in a pre-programmed sort of way: it may even be possible that they're able to view a problem and work out what the answer is. However, a major difficulty is assessing whether this tool-using behaviour is a sign of intelligence. To some extent, this is related to the ecological circumstances in which the animal is found.

So scientists want to find out much more about how the crows behave in their native habitat, and a team from Exeter and Oxford universities is carrying out research in New Caledonia. They're looking into whether the birds' way of searching for food gives them any possible evolutionary advantage. The birds are hard to observe, as they live in a region of mountainous forest, so the researchers have attached tiny cameras to the tails of some birds, as one method of investigating their behaviour.

The birds are masters at using sticks to find their food, in particular beetle larvae from the trees. It's possible that the birds can derive so much energy from these grubs that they only need to eat a few each day. This would mean that they wouldn't have to spend most of their waking time searching for food, as most animals do.

The beetle larvae have a distinct chemical make-up, which can be traced through the feathers and blood of birds that eat them. Scientists have collected samples from crows in order to estimate the proportion of larvae in their diet. They should then be able to gauge the extent to which individual birds depend on using sticks to feed themselves.

We've learnt a great deal about the ability of New Caledonian crows to use tools, and some very interesting research is being carried out into them.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **(simple) documents** | Well, on Monday evenings we organise computer training. We've got six laptops, and five or six residents come to the sessions regularly. They're all now fine at writing and sending emails, but our trainer has just moved away, and we need two or three volunteers who can help the residents create documents |
| 2 | **keyboard** | We've got a keyboard, and someone who plays |
| 3 | **flowers** | Then on Thursday mornings we generally have a session in our garden. Several of our residents enjoy learning about flowers, where they grow best, how to look after them, and so on |
| 4 | **tools** | John: I'm no expert, but I enjoy gardening, so yes, I'd like to get involved. Do you have your own tools at the home? Cathy: We've got a few, but not very many |
| 5 | **Saturday** | John: I'm busy the next couple of days, but would Saturday be possible? Cathy: Certainly. Just drop in any time during the day |
| 6 | **Mairead** | Cathy: Certainly. Just drop in any time during the day. I won't be working then, so you'll see my assistant, Mairead |
| 7 | **Bridge** | John: Right. And the road that Hilary Lodge is in is called Bridge Road, isn't it? Cathy: That's right. Number 73 |
| 8 | **14(th) May / May 14(th)** | John: I can certainly manage May 14th. I've got another commitment on April 9th, though |
| 9 | **park** | John: Well, shall I show people where they can park? Cathy: Lovely. Thank you |
| 10 | **newspaper** | So you may find you have someone from a newspaper wanting to interview you |
| 11 | **C** | This means the newspapers are now just the other side of the stairs, near the study area |
| 12 | **B** | So they're now at the far side of the building on the right, in the corner overlooking the car park |
| 13 | **A** | You can see it right opposite the entrance, by the wall on the far side |
| 14 | **H** | If you turn right as soon as you get past the desk, you'll see the door ahead of you |
| 15 | **G** | Oh yes, we've had so many requests for books on sport that we've bought a lot more, and they're all together immediately to the right of the entrance |
| 16 | **films/movies** | Jenny Reed is the person to see if there are any films you'd like us to stock, as she's taken over responsibility for purchasing those |
| 17 | **reports** | Phil Penshurst can help you to improve your writing if you need to produce reports for your course |
| 18 | **region** | Many people are interested in doing research or just reading about this region – the people, occupations, changes over the years, and so on. Tom is a specialist in this particular field, so if you want any help, he can point you in the right direction – we've got a large collection of relevant documents, from old maps to studies of the wildlife |
| 19 | **job** | If you're unemployed and want some advice on the practical aspects of looking for a job, Saeed is the person to talk to |
| 20 | **housing** | Shilpa now has the additional responsibility of giving information and advice on anything to do with housing, such as finding out what's available, or whether you're eligible for financial help |
| 21 | **E** | And even though it was the middle of winter, there wasn't any snow, so I didn't have any transport problems |
| 22 | **I** | Yes. I think they were quite surprised at how well I managed that. It was just the luck of the draw actually, I'd done that project with you last year |
| 23 | **C** | What I found really hard was actually writing the script. I had a deadline for that but the Association had to extend it. I couldn't have done it otherwise |
| 24 | **G** | But Janice King, who I was reporting to for the project, she was great. She arranged for people to have time off and for their work to be covered. So that was a big help for me |
| 25 | **B** | And it sounds like the filming itself went well. I gather you found a company who provided an online introduction to the techniques. Stewart: Yeah. It was really informative, and very user-friendly. I learned a lot from it |
| 26 | **D** | For that, the Association put me in touch with someone who works for one of the big movie companies and I went down to the studio and sat with him in front of his computer for a day, learning how to cut and paste, and deal with the soundtrack and so on |
| 27 | **A** | No, but I did a rough draft and then talked it through with a couple of my mates and they gave me some more ideas, and when I'd finished it, I showed it to the people who worked at the Association and they really liked it |
| 28 | **aims/objectives/goals** | But because I was actually working for the Association, I'd got much more of a feeling for what their aims are |
| 29 | **staff** | The Association also said making the film had a very positive effect in getting staff to work together more closely |

| # | Answer | Explanation |
|---|---|---|
| **30** | **feedback** | And certainly, people weren't afraid to tell me what they thought about it as I was making it, so I was able to get lots of feedback at every stage. That was useful for me but it also meant the final product worked better for them |
| **31** | **hook** | One New Caledonian crow, called Betty, bent some straight wire into a hook and used it to lift a small bucket of her favourite food from a vertical pipe |
| **32** | **string** | In one research project, scientists from New Zealand and Oxford set captive New Caledonian crows a three-stage problem: if they wanted to extract food from a hole, the crows first had to pull up a string to get a short stick, then use that short stick to remove a long stick from a toolbox, and finally use the long stick to reach the food |
| **33** | **danger** | Further experiments carried out at Oxford suggest that crows can also use sticks as tools to inspect all sorts of objects, possibly to assess whether or not they present a danger |
| **34** | **rubber** | One involved a rubber snake. First he approached it, but didn't touch it, then retreated to pick up a stick |
| **35** | **light** | Pierre used a short piece of woodchip to touch a light which was flashing |
| **36** | **intelligence** | However, a major difficulty is assessing whether this tool-using behaviour is a sign of intelligence |
| **37** | **tail(s)** | The birds are hard to observe, as they live in a region of mountainous forest, so the researchers have attached tiny cameras to the tails of some birds, as one method of investigating their behaviour |
| **38** | **energy** | It's possible that the birds can derive so much energy from these grubs that they only need to eat a few each day |
| **39** | **chemical** | The beetle larvae have a distinct chemical make-up, which can be traced through the feathers and blood of birds that eat them |
| **40** | **diet** | Scientists have collected samples from crows in order to estimate the proportion of larvae in their diet |

# Test 109

## PART 1 — QUESTIONS

Part 1 audio

## Questions 1-10

Complete the notes below.

Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.

**Harry's Hire Company**

*Example*

Hire for: birthday party

**Equipment Hire:**

**Day and date of event:** 1 _____ November

**Number attending event:** 2 _____

**Rental:**

5 dozen dinner plates, bowls

5 dozen sets of 3 _____

40 plastic 4 _____

4 dozen each small / medium glasses

six 5 _____

**Costings:**

**Weekend Package:** 5 p.m. Fri – 10 a.m. Mon: $1600 + tax

6 _____ **Package:** 5 p.m. Sat – 10 a.m. Mon: $1350 + tax

7 _____**:** $50 (within 10 km)

**Breakage Insurance:** $60

**Replacement costs:**

plates, bowls – $3.55 per item

small glasses – $ 8 _____ per item

medium glasses – $4.40 per item

**Customer Details:**

**Full name:** 9 _____

**Address:** 28B Sandstone Close, Martinsborough

**Contact number:** 084 10 _____

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-15

Match the creatures to their behaviour.

Write the correct letter, A, B, C or D next to each description.

A. swifts

B. bats

C. cockroaches

D. centipedes

**11** feed on the guardrail beside the path _____

**12** are dangerous to people _____

**13** collect in large groups _____

**14** fly only at night _____

**15** live on the roof of the cave _____

### Questions 16-17

Answer the questions below. Write ONE WORD ONLY for each answer.

**16** What is the guano from the caves used for? _____

**17** What are the birds' nests from the cave used for? _____

### Questions 18-20

Complete the sentences below. Write NO MORE THAN TWO WORDS for each answer.

In the cave, you should:

- carry a **18** _____
- wear a **19** _____ and a hat
- keep to the **20** _____ at all times

## PART 3 — QUESTIONS

Part 3 audio

### Questions 21-23

Choose ONE letter, A, B, or C.

**21** Mary has been called in for a meeting because:

- **A** ○ she has been working too hard
- **B** ○ she has offered to lead an activity
- **C** ○ she is going on a training programme

**22** The most important part of planning a field trip is:

- **A** ○ to organise activities for everyone
- **B** ○ to know about the official rules for field trips
- **C** ○ to think about and plan for problems

**23** Leaders must develop:

- **A** ○ a tailored trip plan
- **B** ○ an adventure activities plan
- **C** ○ a hazard management plan

### Questions 24-25

Complete the sentences below. Write NO MORE THAN TWO WORDS for each answer.

- Mary's plan must consider **24** _____, such as local rain or wind, the land and the party members.
- Mary's plan does not need to consider things such as tropical storms or serious illnesses, which are known as **25** _____ .

### Questions 26-30

Complete the notes below. Write NO MORE THAN TWO WORDS for each answer

FIELD TRIP PLAN:

WEATHER:

- everyone needs warm clothing and a **26** _____

ACTIVITIES

- hiking – first aid kit, map and a **27** _____
- avoid routes where an avalanche, mudslide or **28** _____ is possible

GROUP MEMBERS

- think about the fitness and **29** _____ of the group
- do not allow **30** _____ to be responsible for transport.

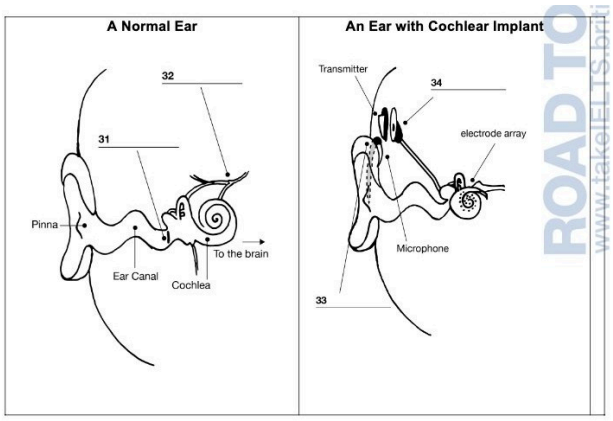
## PART 4 — QUESTIONS

Part 4 audio

## Questions 31-34

Label the diagrams below

Write NO MORE THAN TWO WORDS for each answer.




31 _____

32 _____

33 _____

34 _____

## Questions 35-40

Complete the summary below.

Write NO MORE THAN TWO WORDS for each answer.

**Cochlear Implants – Advantages, Disadvantages and Factors**

Hearing aids 35 _____ normal sounds, so they are good for mild hearing loss but not for severe loss. Cochlear implants help some people a lot, but do not work so well for everyone. The brain gets different 36 _____ from an implant, so users must relearn how to hear. Cochlear implants are not a cure. Users need ongoing training in 37 _____, lip-reading and sign language. The surgery can damage nerves. It may also destroy any 38 _____; in such cases, those users cannot go back to using a hearing aid. The most important factor for selecting users is the 39 _____ of their deafness, and also age and previous speaking ability. Finally, the condition of the nerve cells in the cochlea is a factor, because 40 _____ can damage these cells.

# Transcripts

## Part 1

MAN: Hello, welcome to Harry's Hire Company. How can I help you?

WOMAN: Oh, hi, yes, I've come in to find out about renting stuff for a 21st birthday party.

MAN: Yes, of course ...

The customer says she wants to rent equipment for a birthday party, so birthday party has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 5.

MAN: Hello, welcome to Harry's Hire Company. How can I help you?

WOMAN: Oh, hi, yes, I've come in to find out about renting stuff for a 21st birthday party.

MAN: Yes, of course ... First of all, what date is the party?

WOMAN: It's next Saturday. That was the closest we could get to the actual birthday, which is the 22nd of November. Gosh, it's hard to believe it was 21 years ago, seems like yesterday ...

MAN: So, the 18th of November?

WOMAN: No, sorry, I meant the following Saturday, the 25th.

MAN: OK, we have just about everything here; tableware, marquees ... you name it, we rent it! What size of event are we talking about here?

WOMAN: Yes, that's a good question. We were planning to have about 40 people, but you know how these things grow and it went up to 60 at one stage ... umm ... I think it's back to 55 now. Yes, that's right. It was all getting a bit out of hand.

MAN: Ok, and what kind of catering and entertainment are you having? We can help with entertainment hire, too, you know, if you need microphones or a sound system.

WOMAN: Oh, that's good! We've booked a catering company, and they're providing a meal. It's nothing elaborate, just finger food snacks and then a simple buffet meal, so we'll need all the usual dinner plates and bowls ... I suppose 5 dozen of everything, oh and knives and forks too, 5 dozen sets. We won't need any cooking equipment, because the caterers will do that, and they're providing tea and coffee as well.

MAN: I see, and do you need any tables or chairs.

WOMAN: Well, not tables, because we wouldn't have room for them, but I suppose some extra chairs might come in handy. What type do you have?

MAN: Come over here and I'll show you. We have a couple of different kinds. We do have folding wooden ones, like these, but the most popular ones are just those stackable plastic garden chairs, we rent a lot of those...

WOMAN: Yes, the plastic ones look great. Maybe 40 of those.

MAN: Ok ... I'm making a list here as we speak. Was there anything else? Oh, do you want small or medium glasses? People generally want both sizes.

WOMAN: Yep, better get both kinds. Four dozen of each. Umm ... and what else? The caterers are supplying a punch bowl, so that's OK. Oh, I know, what about six ice buckets, for keeping the drinks cold? We're providing all the drinks, because I have a friend who is helping us with that. Umm ... I suppose this is going to get very expensive.

Before you hear the rest of the conversation, you have some time to look at questions 6 to 10.

Now listen and answer questions 6 to 10.

MAN: Well, let's talk about our packages and rental deals. Firstly... what day do you want to collect the equipment?

WOMAN: Oh, I'm not sure. Does that make a difference to the price?

MAN: Well ... the weekend package deal is to pick up after 5 p.m. on Friday, and drop off before 10 a.m. on Monday. That will be sixteen hundred dollars plus tax. If you want to save a bit of money, you can collect the equipment on the day of the party before 5 p.m., and drop off on the Monday before 10 a.m., and that will be thirteen hundred and fifty dollars plus tax. That's called the same-day package. Your party numbers come between our small and medium price packages, I'm afraid, so in fact you could rent a few extra of everything for the same price.

WOMAN: I see. Well, we're not inviting more guests! I think we have quite enough already ... umm ... are there any other hidden charges with those packages?

MAN: No, not really. But if you want us to drop off and pick up at your house, there is an extra home delivery charge of $50, provided you live within 10 km of here. Oh, and if you want to take out breakage insurance, that's a $60 flat fee. Otherwise, you pay for every item you break, at the replacement cost.

WOMAN: Wow, so how much is that then? I bet that soon adds up.

MAN: Well, yes, it does a bit. Let's see ... tableware is $3.55 a piece, small glasses are $3.50 and medium glasses are $4.40. Oh, and if you break a chair, they're expensive: $15 each, and you'd be surprised what happens when the party gets going!

WOMAN: Yes, insurance sounds like a good idea, and I think I'll take the weekend package deal, thanks, it's much more convenient, isn't it? And not much more expensive.

MAN: OK, so let's take a few details then. Your name?

WOMAN: Oh, it's Susan Millins.

MAN: Um … Is that Miller?

WOMAN: No, it's M-I-L-L-I-N-S

MAN: Right. And your address please?

WOMAN: 28B Sandstone Close, Martinsborough

MAN: And just to confirm the order; the medium-size party weekend package with breakage insurance, and did you want to collect this yourself?

WOMAN: Yes, thank you. I do live within 10 km, but I don't want to pay any extra charges. I'll get my son to help me.

MAN: OK, we'll need an emergency contact number, just in case anything goes wrong. Oh, and credit card details, of course.

WOMAN: Oh, yes, of course, the phone number is 084 – 398 – 7695

MAN: OK, thank you, and now the credit card…..

That is the end of section 1. You now have half a minute to check your answers.

Now turn to Section 2.

## Part 2

Good morning, everyone. Welcome to our visit to one of the most famous caves in Vietnam.

As you know, this cave is famous for its wildlife, and one of the creatures you will observe in here is the small cave cockroach. They live mostly on the bird and bat droppings that are so plentiful in the caves. The guardrails along the trails are covered with these droppings, and this makes a feast for the cockroaches, so be careful where you put your hands. They will not harm you, but it can be a shock if you touch them!

Once you are in one of the main caves, look out for the green centipedes. They will not be on the trail but can often be seen on the wall close by. They feed on other insects and are fascinating to look at because of their colour, and, of course, their many legs. Please, please do not try to pick one up though; these centipedes have a very nasty poisonous bite.

There are also deep red millipedes. These have a fully rounded shape, and they look like a streamlined elongated train with a hundred or so closely packed legs extending right and left.

When you get to the large high caves, you should look right up above you for the swifts and bats. The bats in this cave are mostly a type of dwarf bat, which are common in this part of the world. They will be clustered high up against the walls – maybe a hundred or two hundred together. They look like shadows high on the walls of the cave. They are likely to be very quiet right now, but because there are so many of them together you will have no difficulty identifying them. They sleep all day until they all leave the cave in a massive flock on their nightly hunt for flying insects.

The swifts are the creatures you can see flying around during the day, especially if they have young ones to feed. They can navigate in the darkness here, and will fly outside in ones and twos at dusk to catch small winged insects like mosquitoes. However they tend to return before it is pitch black outside, and they do not hunt at night. The swifts make nests, usually higher up on the ceiling of the cave.

Before you hear the rest of the talk, you have some time to look at questions 16 to 20

Now listen and answer questions 16 to 20.

The paths tend to run around the edges of the large caves. Mostly this is because the centre is a mound of guano – the bird and bat droppings. This is also the source of the strong smell inside the caves. You may not like this smell, but the locals know its economic value. They have harvested the products of these caves for centuries. The guano is very valuable as fertiliser, and so it's collected each year, once the young birds have grown and the swifts have abandoned their nests.

The guano is not the only valuable by-product of the wildlife here. As you travel through the caves, you will notice some bamboo structures. These very flimsy looking sets of poles that go a full hundred metres, right up to the roof, are what the locals climb up to gather the swift's nests. These are even more valuable than the guano, as they are the main ingredient in bird's nest soup.

Before you begin, it's time for some safety instructions. As you probably know, this is a huge limestone cave that goes about one kilometre back into the hills and in places it's a hundred metres in height and three hundred metres wide. There is no need to crawl around in here as you do in other caves, but it is dark inside, of course … that's why I insisted that you bring a working light – please check that it shines brightly, and ensure that you stay together with others who have a good torch. In one of the larger areas of the cave, the roof is pierced so some sunlight will get through. It is best to turn your torches off if you can see well, and save your batteries.

It is a good idea to put your waterproof jacket on now. The walls may be wet but that is not the main reason for the jacket. The bats and birds do excrete, and they are above you, so just in case … and of course, your hat or hood also keeps you safe from animal droppings.

It's not advisable to use the guardrails as handholds. There are lots of droppings on those rails, and don't forget the cockroaches!

You absolutely must follow the marked trails. The guardrails on either side are put there so that you cannot mistake them. We take no responsibility for your safety if you go over or under the rails into other cave areas.

Keep your torches shining on the path whenever you are moving, just to be sure of your footing, and don't try to go too fast. You might trip, and you will certainly miss some of the fascinating wildlife in the cave.

Now it's time to begin the tour …

That is the end of section 2. You now have half a minute to check your answers.

Now turn to section 3.

## Part 3

STUDENT: Hello, Mr Hadstone. Is this the right time for our meeting?

TUTOR: Yes, it is. Thanks for coming in at such a late hour, Mary. I know you've had a busy day studying and will be keen to get home … and thanks for volunteering to run this project. It's going to help you develop and practise skills needed by teachers today. Field trips are getting more and more a part of school life, so as a student of education it'll be wonderful training for you. It's really a great opportunity.

STUDENT: We did loads of field trips at school, so I've got a good idea of what sort of things we could do.

TUTOR: Hmm, I expect so, but we're here to go through the basics of planning one, and the trip leader carries a load of responsibility. Right now, you're focusing on activities, but your main job is to consider the dangers, and come up with ways of countering or avoiding them. There are lots of government regulations you won't have been aware of on your school trips, but they are just a guideline for your own planning….some of those school trips you went on would have been pretty adventurous, right?

STUDENT: Yeah.

TUTOR: OK, and your plan needs to be tailored to the kind of trip you're doing. On a well-planned and successfully led adventure trip, we don't often hear of problems … even though sometimes there's bad weather, for example, that a school party has managed to combat. That's because the leader created a well thought out hazard management plan.

STUDENT: Oh, I thought I'd just be taking my mates out on a trek – now it's all paperwork!

TUTOR: Yes, well, that's why I called you in. We'll work on this together over the next few days – I just wanted to give you a heads-up on what you'll need to think about. There are some aspects that every trip needs to consider. What do you think they might be?

STUDENT: Uh … well …heavy rain, or high winds, I guess, and any dangers in the terrain…

TUTOR: Yes, we call those the significant factors … and another important one is the make-up of your group. But, you don't need to go overboard. There are some kinds of hazard you won't need to think about at all: things like hurricanes, earthquakes, radioactivity, or major diseases such as cancer. The official name for those is unlikely events, because they almost certainly won't happen.

Before you hear the rest of the conversation, you have some time to look at questions 26 to 30.

Now listen and answer questions 26 to 30.

TUTOR: OK, so let's consider the hazards seen as most likely on a field trip into the countryside. Weather causes real problems – overexposure to the sun or the cold – even the wind can have a big impact. And, of course, the weather can change very suddenly and without warning.

STUDENT: Yes, people can get into trouble in the hills if they don't bring extra layers of clothes and a jacket – even if they start walking on a hot day. Oh … and a raincoat, too, of course. Umm …what's next then?

TUTOR: Well, let's think about possible activities and what you might need.

STUDENT: Yes, OK … Well, for hiking of course we need a first aid kit. Oh … and a decent topographic map of the area. And we need to make sure that more than one person can read it. I've run into lots of difficulties in the past with people who can't identify even major features, like rivers. And some people have no idea about contour lines. Ah….and I suppose a compass, too.

TUTOR: You'd need to list those. Then there are things that may be obvious, but must be written down and considered seriously. For example, if there's a possibility of falling more than 2.5 meters, that's considered life threatening, and I'm sure you would be aware of problems near the sea, like tides or high waves – and the trouble you can get into where there's a possibility of an avalanche or a mudslide … or a flash flood, if you're anywhere near rivers.

STUDENT: Yes, well, I was thinking of an adventurous route for this trip … you know, that's always more fun, and it's such a cool feeling when you've achieved something really difficult.

TUTOR: Yes, OK, but then you need to consider who's going to be in your party…. don't go and plan things that are beyond the reach of most people, or you're asking for trouble. You need to take into account the physical strength and experience of the party as a whole. When you make your groups, make sure there's at least one person in each one who's been hiking a few times before.

STUDENT: Wow, there's a lot to write down, isn't there? I'm really keen to get started now.

TUTOR: Well, good, because there's a lot more detail to consider. For now, I'll just mention two more of the common hazards for high school trips, in particular.

STUDENT: Yes?

TUTOR: The Ministry of Education website says – don't use inexperienced volunteers, and don't allow student drivers to bring their own cars, or to drive anyone else's car, for that matter.

STUDENT: Well … now I really have something to think about! Thanks, Mr Hadstone.

That is the end of section 3. You now have half a minute to check your answers.

Now turn to section 4.

## Part 4

The topic for today's lecture is cochlear implants, which are a relatively new form of technology for assisting people who are profoundly deaf.

First, let's revise how normal hearing works. If you look at image 1, you will remember that the ear has three sections. The outer ear, or pinna, picks up sounds, which are then channelled through the ear canal to the eardrum, where they are transformed into mechanical vibrations. These are sent to the cochlea, or inner ear. Inside this snail-shaped tube, there are sensory hearing cells that have a variety of functions. The outer hair cells make soft sounds louder, and reduce the volume of louder sounds. The inner ear cells transfer this information to the auditory nerve, and thence to the brain, which interprets the input as sounds. This sophisticated and sensitive process allows us to process a huge variety of auditory input. For those who are profoundly deaf, the system functions poorly or not at all, and the brain does not receive the input it needs to process and interpret sounds.

Image 2 shows how a cochlear implant works. You can see that the implant has three main parts. The first, external part, behind the ear itself, is the microphone and, at the back of this, you can see its associated speech processor, which is a tiny computer. This analyses and digitises sounds and sends them to the transmitter, which is worn on the head. Those sounds need to be converted into electrical impulses so that they can be sent to the cochlea. If you look carefully at the image, you can see that just under the skin, directly behind the transmitter, is a surgically-implanted receiver. This receives the sounds from the transmitter. It converts these sounds into electrical impulses, which are sent directly to an electrode array that is implanted inside the cochlea itself, thus completely bypassing the ear canal.

As you have seen, a cochlear implant does not operate in the same way as the ear, nor, in fact, as a hearing aid. In cases of mild hearing loss, hearing aids can be very helpful. They simply amplify the normal sound waves as they travel down the ear canal. However, they generally cannot overcome severe hearing difficulties, and this is where cochlear implants come into play. So, what are the pros and cons of using a cochlear implant?

Well, firstly, cochlear implants can deliver significant improvements in hearing for some users, and some people report dramatic improvements in the perception of individual words and sentences over the weeks and months after an implant. However a cochlear implant is not a magic bullet that works equally well for all users. The sound signals that the brain receives from an implant are quite different from normal ones, and this means that the user has to relearn how to hear. Many users report that speech sounds robotic after a cochlear implant, and the degree to which people can adjust to this new kind of hearing varies hugely with each user and situation.

It is important to understand that a cochlear implant is not a cure for deafness, and that the user is still deaf. Especially for a child, an implant is a long-term commitment, involving lengthy and intensive training. The user must learn to reinterpret sounds, and will likely need to augment this with speech therapy, so that people in the community can easily communicate with them. The implants work much better in quiet situations than in noisy ones, so they still need to learn to lip-read and to use sign language. The surgery itself is not without risk, though it has greatly improved since it was first performed, and there is some possibility of damage to facial nerves. Another disadvantage of a cochlear implant, is that the surgery may remove any natural hearing that the deaf person still retains. This takes away the possibility of using a hearing aid should the implant not be effective. For this reason, many users have implant surgery performed on only one ear, the one with the least natural hearing.

So, who is best suited to receiving an implant? Many factors impact on this decision. The most significant one appears to be the duration of the deafness, and, as you would expect, those who have been deaf for a long time generally have lower success rates. The second, related factor is how old the patient was when they became deaf, and maybe more significantly, whether they had learned to speak before they became deaf. Those who become deaf post-lingually generally have better outcomes. Another factor is the health and structure of the cochlea, and how many nerve cells the user retains. This is related to the cause of the hearing loss, and recent research is exploring how the spiral ganglion, or nerve cells are affected by disease. OK, let's now move on to discuss the long-term prognosis for …

That is the end of section 4. You now have half a minute to check your answers.

That is the end of the listening test.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **Saturday 25th / Saturday 25 / Saturday the 25th** | WOMAN: No, sorry, I meant the following Saturday, the 25th |
| 2 | **55 / fifty-five / fifty five** | We were planning to have about 40 people, but you know how these things grow and it went up to 60 at one stage umm I think it's back to 55 now. Yes, that's right |
| 3 | **knives / forks** | so we'll need all the usual dinner plates and bowls I suppose 5 dozen of everything, oh and knives and forks too, 5 dozen sets |
| 4 | **(garden) chairs** | We do have folding wooden ones, like these, but the most popular ones are just those stackable plastic garden chairs, we rent a lot of those WOMAN: Yes, the plastic ones look great. Maybe 40 of those |
| 5 | **ice buckets** | Oh, I know, what about six ice buckets, for keeping the drinks cold |
| 6 | **same-day / same day** | If you want to save a bit of money, you can collect the equipment on the day of the party before 5 p.m., and drop off on the Monday before 10 a.m., and that will be thirteen hundred and fifty dollars plus tax. That's called the same-day package |
| 7 | **home delivery** | But if you want us to drop off and pick up at your house, there is an extra home delivery charge of $50, provided you live within 10 km of here |
| 8 | **3.50** | tableware is $3.55 a piece, small glasses are $3.50 and medium glasses are $4.40 |
| 9 | **Susan Millins** | MAN: OK, so let's take a few details then. Your name? WOMAN: Oh, it's Susan Millins. MAN: Um Is that Miller? WOMAN: No, it's M-I-L-L-I-N-S |
| 10 | **3987695** | WOMAN: Oh, yes, of course, the phone number is 084 – 398 – 7695 |
| 11 | **C** | The guardrails along the trails are covered with these droppings, and this makes a feast for the cockroaches, so be careful where you put your hands |
| 12 | **D** | Please, please do not try to pick one up though; these centipedes have a very nasty poisonous bite |
| 13 | **B** | The bats in this cave are mostly a type of dwarf bat, which are common in this part of the world. They will be clustered high up against the walls – maybe a hundred or two hundred together |
| 14 | **B** | They sleep all day until they all leave the cave in a massive flock on their nightly hunt for flying insects |
| 15 | **A** | The swifts make nests, usually higher up on the ceiling of the cave |
| 16 | **fertiliser / fertilizer** | The guano is very valuable as fertiliser, and so it's collected each year, once the young birds have grown and the swifts have abandoned their nests |
| 17 | **soup** | These are even more valuable than the guano, as they are the main ingredient in bird's nest soup |
| 18 | **(working) light / torch** | that's why I insisted that you bring a working light – please check that it shines brightly, and ensure that you stay together with others who have a good torch |
| 19 | **(waterproof) jacket** | It is a good idea to put your waterproof jacket on now. The walls may be wet but that is not the main reason for the jacket. The bats and birds do excrete, and they are above you, so just in case and of course, your hat or hood also keeps you safe from animal droppings |
| 20 | **(marked) trails / path** | You absolutely must follow the marked trails Keep your torches shining on the path whenever you are moving, just to be sure of your footing, and don't try to go too fast |
| 21 | **B** | and thanks for volunteering to run this project |
| 22 | **C** | Right now, you're focusing on activities, but your main job is to consider the dangers, and come up with ways of countering or avoiding them |
| 23 | **C** | That's because the leader created a well thought out hazard management plan |
| 24 | **(significant) factors** | STUDENT: Uh well heavy rain, or high winds, I guess, and any dangers in the terrain TUTOR: Yes, we call those the significant factors and another important one is the make-up of your group |
| 25 | **(unlikely) events** | There are some kinds of hazard you won't need to think about at all: things like hurricanes, earthquakes, radioactivity, or major diseases such as cancer. The official name for those is unlikely events, because they almost certainly won't happen |
| 26 | **raincoat** | Yes, people can get into trouble in the hills if they don't bring extra layers of clothes and a jacket – even if they start walking on a hot day. Oh and a raincoat, too, of course |
| 27 | **compass** | Ah .and I suppose a compass, too |

| # | Answer | Explanation |
|---|---|---|
| **28** | **flash flood** | and the trouble you can get into where there's a possibility of an avalanche or a mudslide or a flash flood, if you're anywhere near rivers |
| **29** | **experience** | You need to take into account the physical strength and experience of the party as a whole |
| **30** | **student drivers** | The Ministry of Education website says – don't use inexperienced volunteers, and don't allow student drivers to bring their own cars, or to drive anyone else's car, for that matter |
| **31** | **ear drum / eardrum** | The outer ear, or pinna, picks up sounds, which are then channelled through the ear canal to the eardrum, where they are transformed into mechanical vibrations |
| **32** | **auditory nerve** | The inner ear cells transfer this information to the auditory nerve, and thence to the brain, which interprets the input as sounds |
| **33** | **speech processor** | The first, external part, behind the ear itself, is the microphone and, at the back of this, you can see its associated speech processor, which is a tiny computer |
| **34** | **receiver** | If you look carefully at the image, you can see that just under the skin, directly behind the transmitter, is a surgically-implanted receiver |
| **35** | **amplify** | They simply amplify the normal sound waves as they travel down the ear canal |
| **36** | **sound signals** | The sound signals that the brain receives from an implant are quite different from normal ones, and this means that the user has to relearn how to hear |
| **37** | **speech therapy** | The user must learn to reinterpret sounds, and will likely need to augment this with speech therapy, so that people in the community can easily communicate with them |
| **38** | **natural hearing** | Another disadvantage of a cochlear implant, is that the surgery may remove any natural hearing that the deaf person still retains |
| **39** | **duration** | The most significant one appears to be the duration of the deafness, and, as you would expect, those who have been deaf for a long time generally have lower success rates |
| **40** | **disease** | This is related to the cause of the hearing loss, and recent research is exploring how the spiral ganglion, or nerve cells are affected by disease |

# Test 110

## PART 1 — QUESTIONS

Part 1 audio

### Questions 1-6

Complete the table below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**Cell Phone Packages**

| | |
|---|---|
| Type of Plans | • Pre-paid<br>• 24-month contract plans |
| Prepaid Plans | • without 1 _____ |
| SIM cards | • 15 minutes of 2 _____ |
| Minimal Plan | • $12<br>• 40 minutes<br>• without 3 _____ |
| Social Plan | • $40<br>• 200 minutes<br>• 4 _____<br>• 2GB data |
| 5 _____ Plan | • 5 numbers, free talking and texting<br>• $70<br>• 3GB data |
| Changing Plans | • at any time<br>• in person<br>• access the 6 _____ |

### Questions 7-10

Complete the sales form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Sales Form**

| | |
|---|---|
| Plan | Social Plan |
| Phone Number | 047 - 7 _____ |
| Customer Name | 8 _____ |
| Address | 375 Thompson 9 _____ |
| Total Payment | $42.50 |
| Payment Method | 10 _____ |

## PART 2 — QUESTIONS

Part 2 audio

### Questions 11-13

Choose the correct letter, A, B or C.

**11** Which option is NOT part of keeping the kitchen clean?

- **A** ○ hair covers
- **B** ○ hand wash
- **C** ○ touching counter surfaces

**12** The locked door is NOT used to protect against ...

- **A** ○ theft of money
- **B** ○ damage to food
- **C** ○ unwanted visitors

**13** Mayonnaise is measured ...

- **A** ○ to count the number of burgers sold
- **B** ○ to make the burgers taste delicious
- **C** ○ to know how much has been used

### Questions 14-15

Choose TWO letters, A—E

**14** **15** Which TWO of the following make the company efficient?

- **A** ☐ achieving sales targets
- **B** ☐ knowing the busy times and days
- **C** ☐ throwing away burgers after 10 minutes
- **D** ☐ hiring extra staff at key times
- **E** ☐ teaching staff to work in one area

### Questions 16-20

Complete the sentences below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

- There is a **16** _____ on the back of the paper tray covers.
- Exact servings are important for stock checking, for **17** _____ and, most importantly, for providing correct food values.
- Customers in cars account for **18** _____ of the total sales.
- Paid orders are sent to **19** _____, for both cooks and servers.
- The order is finished when the **20** _____ arrives.

## PART 3 — QUESTIONS

Part 3 audio

# Questions 21-30

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**Experiment Planning Form**

**Experimental hypothesis:**

That **21** _____ impacts on crabs at the beach.

**Variables:**

| | |
|---|---|
| Visitor numbers | overall number of visitors |
| Time of day | changes in number of people and **22** _____ |
| **23** _____ | left by visitors to the beach |

**Constants:**

- floating rubbish
- boat pollution

**Available beaches and usage levels:**

| | |
|---|---|
| Main town beach | **24** _____ |
| Beach over the hill | Little use |
| **25** _____ | No use; control |

**Experimental method:**

**Count crab holes:**

- over a set **26** _____
- in a defined area of sand
- the same **27** _____ from the sea

**Equipment: (3 of each):**

- measuring tapes, balls of string, small posts
- **28** _____ to check that we start and stop at the same time
- stop watches for timing
- **29** _____ to see at night

**Observations:**

- Initial time period: one hour / day and night
- Total observation period: 20 hours over a **30** _____

## PART 4 — QUESTIONS

Part 4 audio

### Questions 31-32

Choose TWO letters, A—E

**31** **32** The lecturer states that in the past mythologies offered ...

- **A** ☐ stories to explain the unknown.
- **B** ☐ a substitute for religion.
- **C** ☐ characters with special powers.
- **D** ☐ examples of goodness and virtue.
- **E** ☐ an escape into fantasy.

### Questions 33-34

Choose the correct letter, A, B or C

**33** The Warring States are mentioned as an example of ...

- **A** ○ how myths affect poor people.
- **B** ○ political change in modern China.
- **C** ○ the social power of myths.

**34** Luke Skywalker's story is told to show that ...

- **A** ○ modern myths have new values and ideas.
- **B** ○ myths are still being retold today.
- **C** ○ myths are written mainly for young people.

### Questions 35-40

Match the creation mythologies to their features.

Write the correct letter, A, B, C or D next to each feature.

A. Greek

B. Norse

C. Chinese

D. Māori

E. Australian

**35** An animal brings up life from the sea. _____

**36** The world is formed from the body of a god. _____

**37** The gods fight with each other. _____

**38** The Earth forms as a god becomes bigger. _____

**39** A son separates his parents. _____

**40** People steal from the gods. _____

# Transcripts

## Part 1

WOMAN: Good morning. What can I help you with today?

MAN: Well, I've just moved here, and I need to get a new cell phone number.

WOMAN: OK, we've got both pre-paid plans and 24-month contract plans …

MAN: I'll only be here for a year, so I think a pre-paid plan is better. Can you tell me something about those?

WOMAN: Of course. We've got a number of different plans, but first of all I should just mention that none of them come with handsets. You'll just be buying a SIM card, and you can replace the one in your old phone.

MAN: Yes, that's perfect. So, how much are the SIM cards?

WOMAN: Well the expense isn't really in the card. To use it, you'll need to set up a plan, and that can range from just over 10 dollars a month upwards. The card itself is just 2 dollars, and that gives you about 15 minutes of local calls.

MAN: Ok, I knew I'd need a new plan from you guys, but I don't have much money at the moment. Can you tell me about the cheaper plans?

WOMAN: Yes. Our least expensive is the 'Minimal Plan' … it's only 12 dollars a month.

MAN: That's good …

WOMAN: … but it's for someone who doesn't use their phone very much. You only get 40 minutes a month of talking time.

MAN: Ah … how about internet access with that one?

WOMAN: No, sorry, that's not included.

MAN: No, no, that plan's not for me. I'll definitely need to go online.

WOMAN: For browsing the net, or for things like Facebook and We Chat?

MAN: Mostly social media. It's how I keep in touch with people back home.

WOMAN: Well, we do have what we call a Social Plan. That might really suit you. You get unlimited data on social media websites.

MAN: That sounds great. How much is that one?

WOMAN: That's 40 dollars a month. But you get 200 minutes of talking time, 500 texts and 2 gigabytes of data, which is about 15 hours of watching videos, and thousands of photo uploads.

MAN: Well, I do upload lots of photos for my friends back home, so that's fine. But I'm worried that I'll need more texts than that. Do you have any plans with unlimited texting?

WOMAN: … Well, there is one other plan. On that one, you choose five people, or five phone numbers, and you can talk to or text them as much as you want. That's called the Friends and Family Plan.

MAN: OK, that sounds like the one for me! What's the catch?

WOMAN: Well it's not exactly cheap. That plan costs 70 dollars a month, but it does come with 3 gigabytes and unlimited texts, as well as your 5 designated people.

MAN: That's a bit too pricey for me, but I do like it. Can I choose a cheaper plan now and change after I find a job?

WOMAN: Yes, you can just come in and let us know whenever you like. It's also possible to log into our website and manage your account yourself online.

MAN: OK. I think the social media plan is the best option for the time being.

WOMAN: Great, so we'll set you up today. We'll just fill in this sales form. Here's your new SIM card. I'll just need to record the number for you. Can you read me that number on the top left hand side of the card? It's your new phone number.

MAN: Uh yes…it's 0 – 4 –7 – 8 – double 7 – 9 – 2 – double 3.

WOMAN: Ok, I got it. So remember, that's your new number, so you should write it down as well so you can inform your contacts. Hold onto this package that the SIM comes in. There's information on that about how to contact us, you know, just in case your phone gets lost or something like that.

MAN: Oh yes, that's important.

WOMAN: So, next I'll need your name.

MAN: Sure. It's Steven, that's Steven with a v. And my surname is Conway. That's C – O – N – W – A –Y.

WOMAN: Ok, that's cool, and your address please?

MAN: Well, at the moment I'm living in temporary accommodation. Once I've found work, I'll be moving to a different place. Do you think that matters?

WOMAN: Well, not really for now, but please let us know when you get a permanent address, OK?

MAN: Yes, fine. So I'll just give you my current address for now, then. It's 375 Thompson Avenue.

WOMAN: Is that spelled T-H-O-M-P-S-O-N?

MAN: Yes, that's right. It's in Greenpark.

WOMAN: Ah, yes. OK. So, the total for today is $42.50, that's the SIM card and the first month's plan.

MAN: So just to confirm, I'll be able to get the SIM card today and start using it immediately?

WOMAN: Yep. You've got the SIM card already.

MAN: Oh … yeah, right, sorry! … Now, let me see if I have enough cash. Ten, twenty, thirty … No, it doesn't look like I have enough. I guess I'll have to put it on my credit card. Here you are.

WOMAN: No problem … Just a moment … So, just sign here, please. Now, do you want help putting the SIM card into your phone?

## Part 2

SPEAKER:

Good afternoon, everyone. Can you all hear me? … Good. Let's go through to the kitchen now so you can see the full operation of the restaurant.

First, I want to emphasise the importance of kitchen hygiene. It's crucial for our business reputation. On the wall here we have a dispenser of plastic shower caps. Forget about fashion statements; everyone who goes into the kitchen must wear one, to protect against stray hairs getting into the food. Please take one and put it on now. Alongside it is the sanitiser – again, you all need to use this and scrub your hands thoroughly before we go in. Also, please be aware that this is a working kitchen, so many of the counter surfaces inside could be hot. It's best not to touch anything as you go through, just in case. It's just basic safety and common sense.

You'll notice the number pad on the door here. We have full security in the kitchen. Now that most people pay with a bankcard rather than cash, there's no great concern about robbery; again, it's our reputation that we are protecting here. We restrict access mainly because we need to be certain that our food cannot be contaminated, and that our workers can get on with the job without interference from unauthorised people.

Right, come on in. First, here's the storeroom. Our ordering systems are very efficient. The quantities in each burger must be exact, and this is ensured by the various food dispensers we use. For example, 20 mls of our famous home brand mayonnaise is dispensed in our most popular burger. So, at the end of the day, when I check how many burgers have been sold or binned, I know if the mayonnaise stocks are running low and I can order more.

OK, now on to the operational side of things. Consistency is the key here. Every burger in any of the brand's restaurants should have the same quantities of the same ingredients, so that all our customers are sure of what they're ordering. Our delivery standard is to keep the customer waiting no longer than two minutes for their burger – that's truly fast food! We don't like wastage, so we analyse our sales statistics to predict the demand for each day, and even the times of day when there is most need. However, to make sure that we can meet the production targets, we can't avoid some waste. At busy times sometimes there'll be a stack of six burgers in the warming rack. We know these won't stay at their best for long, so after ten minutes they must go into the bin. Another key area is efficient staffing. We have some full time staff, of course, but part-time staff will do maybe two hours at noon and another two at six and other casual staff are on call at peak times. This really helps us with efficiency of service and the economy of the operation. We train all our staff at all the different stations, but when we're busy, each member of staff works at one particular station; grilling the buns, cooking the meat, adding salad, cheese and sauces, or packaging.

I'm sure you've all seen our famous paper tray covers. They're an important part of our marketing strategy. If you look on the reverse side, you'll see a food analysis of all our products, the grams of fat, the carbohydrates and so on. You may be asking yourself, how can we be sure these are accurate? Well, quantities are a key issue here. With the ice cream, for example, we train our staff to serve exactly 150 grams of ice cream into a cone, and 200 grams into the plastic cups. This allows us to oversee our stocks for reordering, and also gives reliability. The key aspect for us, though, is that we are being accurate about nutritional information. This is so important that head office sends us secret customers. They will take an order back to a table and weigh and measure the ingredients!

OK, now on to sales. On our left you can see the two women wearing headphones. They communicate with each other, with the public, and with the food preparation team. The drive-through that they're servicing is a very important part of our business; in fact, it generates one third of our revenue. The other two thirds comes from restaurant visitors, and about 20 per cent of that comes from our themed children's parties.

Now we'll look at another aspect of our service – just cluster around this till. The till is the point of sale and, as you see, our products are pictured on the keyboard as well as named. The till operator just taps in the client's order by choosing the correct picture. As soon as the order is confirmed by cash or card payment, it appears on two screens; one above the cooking areas and one behind the servers. This dual system means that the staff at the cooking stations get good notice of any build-up in demand, and the servers have an onscreen reminder of the earlier orders they've taken. They can also use this to prepare any drinks or ice-creams that customers have ordered. When the hot food is delivered, the order is complete, so they delete the entry on that screen. That keeps everything instantly up-to-date. Now…

## Part 3

MADDIE: OK, John. We're studying the crabs on the local beaches, right?

JOHN: Yep.

MADDIE: And we've got this form to fill in. So, our idea is that we find out if there's any impact from people using the beach …

JOHN: … and the rubbish they leave.

MADDIE: And there's other rubbish too, like from passing boats.

JOHN: Oh, right … so our experimental hypothesis is that people's use of the beach impacts on the crabs living in the sand.

MADDIE: To include everything we probably need to write down human activity.

JOHN: Fair enough, I agree. OK, so what are we including as our variables? Of course, the first one has to be the overall number of visitors to the beach, right?

MADDIE: Yeah, on the form I'll call that … visitor numbers.

JOHN: OK … and then another one is time of day…

MADDIE: …yeah, I think Mr Benn said we need to look at the beach when it's busy in the daytime, when people are running around, those four-wheel bikes are charging up and down, so the noise levels are really high…

JOHN: Yeah….and again at night when it's quiet.

MADDIE: OK fine….and I was wondering…

JOHN: What?

MADDIE: What if some of the rubbish and food that people leave around is actually tasty for the crabs?

JOHN: Good thinking. So, another variable is whether people actually feed the crabs, without meaning to. How can we phrase that? Um … people feeding the crabs?

MADDIE: No, that won't do, they're not doing it on purpose … How about … umm … food left on the beach?

JOHN: Yes OK, but can we make that shorter? How about … edible rubbish?

MADDIE: Yes, good … So, we need to have several beaches, don't we? …

You know, at least one that's hard for people to get to, that has almost no rubbish, and others with more visitors.

JOHN: Yes, that's right … though of course there'll still be floating stuff from the sea on all the beaches, and pollution from passing boats, won't there?

MADDIE: True … I guess we have to take those as constants.

JOHN: Well, we have three beaches to work with — the first one is the busy beach right in the town alongside the promenade. That'll be perfect for the high use one.

MADDIE: Right.

JOHN: Then, there's the little bay round the corner that you can only reach on foot by going over the hill, so I guess not so many people visit that one.

MADDIE: No, but some do. It's quite popular in summer for picnics.

JOHN: Yeah, so it gets a little use, but not that much.

MADDIE: And do we have one where no one goes, as a control?

JOHN: Well, Mr Benn has asked a farmer to let us go across his land to another one the public never gets to.

MADDIE: Oh, right, I remember. It's called Sandy Point, isn't it?

JOHN: Yeah, that's right.

MADDIE: OK. So, what's our experimental method? How are we going to judge if the crabs are affected or not? And how can we measure three beaches with two observers?

JOHN: Don't worry about that; my younger brother will help us out. He's really keen. So, we'll need to count the crabs – or at least their holes in the sand – during a particular time period, count how many we see.

MADDIE: Yeah OK, so we need to be precise about the time, uh, and surely we need to choose a specific part of the beach to measure?

JOHN: Yeah that's right. So we need things to measure the time and the area with, right … what else do we need to think about?

MADDIE: Well, to compare the beaches properly we'll need to visit them all first, won't we? … To see the lay of the land. Because we also need to set the identical distance from the actual water's edge, for each beach … and of course that will change as the tide goes in and out. Let's see … we'll need measuring tapes and string and little posts to mark the area – shall we say two square metres, three or maybe four metres from the water's edge? That should give us some leeway with the tide coming in.

JOHN: And to do it properly, we'll each have to be in position at the same time, so we'll all need mobile phones to synchronise the observation periods, and stop watches to time the observation precisely.

MADDIE: So …. one more question … how are we going to see them at night? And will we need to count holes again, in the dark? Oh, that's 2 questions, sorry!

JOHN: Yes, well, we will need to count again each time … the holes come and go, apparently, as the crabs are quite mobile – they steal each others' homes too, so if a larger intruder comes along, the previous owner digs himself another hole. As for the night vision problem, the department's got goggles for that – so, what else?

MADDIE: Well, we need to think about timing, don't we? Do we sit for an hour … or two hours …at a time?

JOHN: Let's say an hour for starters. Remember we have to do this again after dusk – I've read that most crabs are nocturnal anyway.

MADDIE: Yeah, so how many times do we need to repeat all this? For two weeks, d'you reckon? Or longer?

JOHN: Well, that's 28 hours' total observation time; that'll make it harder for doing the stats, won't it?

MADDIE: Yeah, that's true. So how about we go for a fortnight, adding up to 20 hours in total. That'll allow for any bad weather.

JOHN: Yeah … sounds fine to me …

## Part 4

Today's lecture is about some of the common themes in world mythologies. Why do all cultures invent mythologies, and what do they have in common? Well firstly, these stories provide explanations for the questions we all ask: How was the universe created? Where does the sun come from? What are the stars? A mythology is not the same as a religious doctrine, but nevertheless, most mythologies describe the creation of the world, and how it was populated with people and animals. Mythological heroes are usually god-like characters with superhuman abilities and qualities, though they are not always benevolent. Some of them are jealous, proud and deceitful, just like the humans who invent them. Although they are fantastical, the stories are accepted as a psychological reality by the cultures that create them.

However, mythology has more than psychological meaning. Here's one example. In the period of ancient Chinese history known as the Warring States, China was changing, but the traditional mythologies reinforced the old political order. The Emperor's chief minister noticed that some scholars were undermining the Emperor by travelling through the country telling the old legends to the common people. Their stories were exerting a powerful influence on the community. The Emperor forbade the telling of myths and commissioned the writing of new stories that supported his political ideas.

Do not dismiss mythology as being old-fashioned and irrelevant to modern society. For example, George Lucas's Star Wars saga is a powerful retelling of an ancient mythological theme. When Luke Skywalker's story begins, he is an exiled and orphaned member of royalty, who is then called to an adventure where he meets the powerful wizard Ben Kenobi. During his quest he overcomes many dangers, slays the evil character Darth Vader, and rescues his beautiful sister princess Leia. So, you can see that we're still busily creating new myths in the form of movies, comic books and science fiction stories. This retelling of ancient legends speaks to us all at any age, as do the old stories that we have inherited from our own cultures.

Stories from widely different cultures bear a strong resemblance to each other, and one of the best examples of this is the striking similarity of creation myths from around the world. In some of these stories, such as those from some American Indian tribes and Aboriginal Australians, there is a creature, for example, a crab or a giant tortoise. This creature dives into the ocean and retrieves a small piece of earth from which everything else is created. Water and earth are the two most common elements in all the creation myths.

However, in many creation myths, the world starts in a state of chaos, or a void, where there is no delineation of earth and sky. In Norse mythology, for example, a supernatural human being emerges from this void and mountains, rivers and earth are formed from his flesh and blood. This god-like creature is called Ymir. This creation of natural features from the bodies of the gods is a common thread in other creation mythologies, such as those of Mesopotamia. It frequently takes place after a god has died or been killed, and this introduces another common mythological theme: family rivalry.

The Greek culture is a good example of a creation myth that features a family of quarrelsome and aggressive gods, all battling for power and a role in the creation of the earth. Gaia the earth gives birth to Uranus, the sky, and these two create a family of children, including monsters, who imprison, torture and sometimes even kill and eat their own offspring. Creation myths do not provide examples of the cardinal virtues, but they do address universal themes of jealousy, war and lust for power.

Another common element is the image of a cosmic egg. One of the Chinese myths represents chaos as a hen's egg, from which a creature called Pangu hatches. The parts of the egg separated; the heavy parts formed the earth, while the light parts formed the sky. For eighteen thousand years, the distance between earth and sky increased by 3 metres a day, while Pangu grew at the same rate, his body filling the space between the two. Another mythology which features the earth and the sky separating comes from the Maori culture in New Zealand. In this story, the sky father Rangi, and the earth mother Papa, lie touching each other. They have many children, all boys, and these children plot together to separate their parents, so that they can live in the light. After many failed attempts at separation, Tane, the god of the forest, lies on his back and pushes his parents apart with his legs.

And where do humans feature in these stories? Most often, they are formed after the creation of other natural features. For example, in the Chinese myth, humans were created from the fleas on Pangu's body. Once they had arrived on the scene, the humans often tried to elevate themselves to god-like status by taking knowledge from the gods. In Greek mythology, the humans tried to secretly take the knowledge of how to make fire.

## Answer Key

| # | Answer | Explanation |
|---|---|---|
| 1 | **handsets** | We've got a number of different plans, but first of all I should just mention that none of them come with handsets. You'll just be buying a SIM card, and you can replace the one in your old phone |
| 2 | **local calls** | The card itself is just 2 dollars, and that gives you about 15 minutes of local calls |
| 3 | **internet access** | MAN: Ah how about internet access with that one? WOMAN: No, sorry, that's not included |
| 4 | **500 texts** | That's 40 dollars a month. But you get 200 minutes of talking time, 500 texts and 2 gigabytes of data, which is about 15 hours of watching videos, and thousands of photo uploads |
| 5 | **Friends And Family** | On that one, you choose five people, or five phone numbers, and you can talk to or text them as much as you want. That's called the Friends and Family Plan That plan costs 70 dollars a month, but it does come with 3 gigabytes and unlimited texts, as well as your 5 designated people |
| 6 | **website** | It's also possible to log into our website and manage your account yourself online |
| 7 | **8779233** | MAN: Uh yes it's 0 – 4 –7 – 8 – double 7 – 9 – 2 – double 3 |
| 8 | **Steven Conway** | MAN: Sure. It's Steven, that's Steven with a v. And my surname is Conway. That's C – O – N – W – A –Y |
| 9 | **Avenue** | It's 375 Thompson Avenue |
| 10 | **credit card** | No, it doesn't look like I have enough. I guess I'll have to put it on my credit card. Here you are |
| 11 | **C** | First, I want to emphasise the importance of kitchen hygiene. It's crucial for our business reputation. On the wall here we have a dispenser of plastic shower caps. Forget about fashion statements; everyone who goes into the kitchen must wear one, to protect against stray hairs getting into the food. Please take one and put it on now. Alongside it is the sanitiser – again, you all need to use this and scrub your hands thoroughly before we go in. Also, please be aware that this is a working kitchen, so many of the counter surfaces inside could be hot. It's best not to touch anything as you go through, just in case. It's just basic safety and common sense |
| 12 | **A** | Now that most people pay with a bankcard rather than cash, there's no great concern about robbery; again, it's our reputation that we are protecting here. We restrict access mainly because we need to be certain that our food cannot be contaminated, and that our workers can get on with the job without interference from unauthorised people |
| 13 | **C** | For example, 20 mls of our famous home brand mayonnaise is dispensed in our most popular burger. So, at the end of the day, when I check how many burgers have been sold or binned, I know if the mayonnaise stocks are running low and I can order more |
| 14 | **B / D** | We don't like wastage, so we analyse our sales statistics to predict the demand for each day, and even the times of day when there is most need We have some full time staff, of course, but part-time staff will do maybe two hours at noon and another two at six and other casual staff are on call at peak times. This really helps us with efficiency of service and the economy of the operation |
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| 16 | **food analysis** | If you look on the reverse side, you'll see a food analysis of all our products, the grams of fat, the carbohydrates and so on |
| 17 | **reliability** | This allows us to oversee our stocks for reordering, and also gives reliability. The key aspect for us, though, is that we are being accurate about nutritional information |
| 18 | **a third / one third** | The drive-through that they're servicing is a very important part of our business; in fact, it generates one third of our revenue |
| 19 | **two screens / 2 screens** | As soon as the order is confirmed by cash or card payment, it appears on two screens; one above the cooking areas and one behind the servers |
| 20 | **hot food** | When the hot food is delivered, the order is complete, so they delete the entry on that screen |
| 21 | **human activity** | MADDIE: To include everything we probably need to write down human activity. JOHN: Fair enough, I agree |
| 22 | **noise levels** | MADDIE yeah, I think Mr Benn said we need to look at the beach when it's busy in the daytime, when people are running around, those four-wheel bikes are charging up and down, so the noise levels are really high |
| 23 | **edible rubbish** | MADDIE: No, that won't do, they're not doing it on purpose How about umm food left on the beach? JOHN: Yes OK, but can we make that shorter? How about edible rubbish? MADDIE: Yes, good |
| 24 | **high use / high-use** | the first one is the busy beach right in the town alongside the promenade. That'll be perfect for the high use one |
| 25 | **Sandy Point** | MADDIE: Oh, right, I remember. It's called Sandy Point, isn't it? JOHN: Yeah, that's right |

| # | Answer | Explanation |
|---|---|---|
| **26** | **time period** | So, we'll need to count the crabs – or at least their holes in the sand – during a particular time period, count how many we see |
| **27** | **distance** | Because we also need to set the identical distance from the actual water's edge, for each beach |
| **28** | **mobile phones** | And to do it properly, we'll each have to be in position at the same time, so we'll all need mobile phones to synchronise the observation periods, and stop watches to time the observation precisely |
| **29** | **goggles** | As for the night vision problem, the department's got goggles for that – so, what else |
| **30** | **fortnight** | MADDIE: Yeah, that's true. So how about we go for a fortnight, adding up to 20 hours in total. That'll allow for any bad weather |
| **31** | **A / C** | Well firstly, these stories provide explanations for the questions we all ask: How was the universe created? Where does the sun come from? What are the stars? A mythology is not the same as a religious doctrine, but nevertheless, most mythologies describe the creation of the world, and how it was populated with people and animals. Mythological heroes are usually god-like characters with superhuman abilities and qualities |
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| **33** | **C** | The Emperor's chief minister noticed that some scholars were undermining the Emperor by travelling through the country telling the old legends to the common people. Their stories were exerting a powerful influence on the community |
| **34** | **B** | Do not dismiss mythology as being old-fashioned and irrelevant to modern society. For example, George Lucas's Star Wars saga is a powerful retelling of an ancient mythological theme. When Luke Skywalker's story begins, he is an exiled and orphaned member of royalty, who is then called to an adventure where he meets the powerful wizard Ben Kenobi. During his quest he overcomes many dangers, slays the evil character Darth Vader, and rescues his beautiful sister princess Leia. So, you can see that we're still busily creating new myths in the form of movies, comic books and science fiction stories |
| **35** | **E** | In some of these stories, such as those from some American Indian tribes and Aboriginal Australians, there is a creature, for example, a crab or a giant tortoise. This creature dives into the ocean and retrieves a small piece of earth from which everything else is created |
| **36** | **B** | In Norse mythology, for example, a supernatural human being emerges from this void and mountains, rivers and earth are formed from his flesh and blood |
| **37** | **A** | The Greek culture is a good example of a creation myth that features a family of quarrelsome and aggressive gods, all battling for power and a role in the creation of the earth |
| **38** | **C** | One of the Chinese myths represents chaos as a hen's egg, from which a creature called Pangu hatches. The parts of the egg separated; the heavy parts formed the earth, while the light parts formed the sky. For eighteen thousand years, the distance between earth and sky increased by 3 metres a day, while Pangu grew at the same rate, his body filling the space between the two |
| **39** | **D** | Another mythology which features the earth and the sky separating comes from the Maori culture in New Zealand. In this story, the sky father Rangi, and the earth mother Papa, lie touching each other. They have many children, all boys, and these children plot together to separate their parents, so that they can live in the light. After many failed attempts at separation, Tane, the god of the forest, lies on his back and pushes his parents apart with his legs |
| **40** | **A** | In Greek mythology, the humans tried to secretly take the knowledge of how to make fire |