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TEST 1

Questions 1-10

Complete the form below.

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

	Health club customer research
Example	Answer
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.

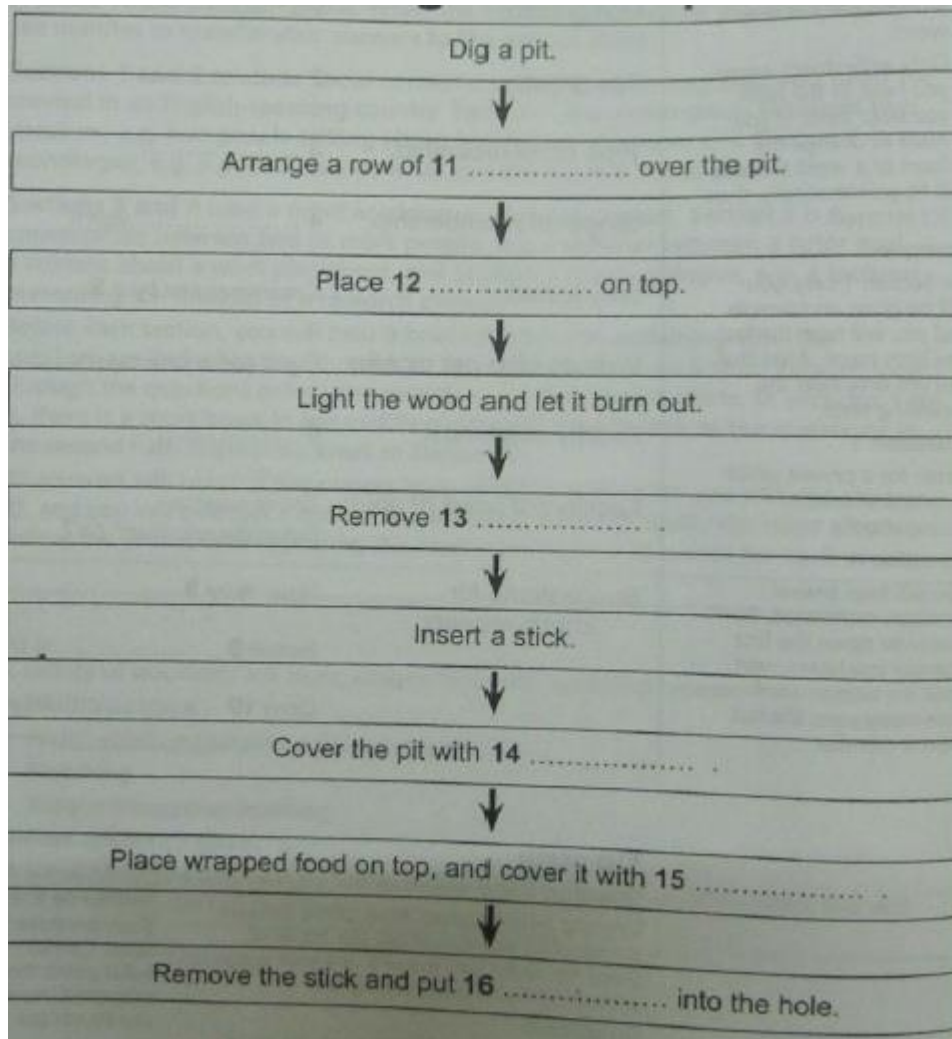
Questions 11-16

Complete the flow chart below.

Choose SIX answers from the box and write the correct letter, A-G, next to questions 11-16.

A air B ash C earth D grass E sticks F stones G water

Making a steam pit



Questions 17-18

Choose TWO letters, A-E.

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?

- 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.

Questions 21-30

Questions 21-25

Choose the correct letter, A, B or C.

Research project on attitudes towards study

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, next to questions 26-30.

Difficulties
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

Research techniques

26 Observing lessons

27 Interviewing teachers

28 Interviewing pupils

29 Using questionnaires

30 Taking photographs

Questions 31-40

Questions 31-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

Saving the juniper plant

Background

31 Juniper was one of the first plants to colonise Britain after the last.....

32 Its smoke is virtually , so juniper wood was used as fuel in illegal activities.

33 Oils from the plant were used to prevent spreading.

34 Nowadays, its berries are widely used to food and drink.

Ecology

35 Juniper plants also support several species of insects and

Problems

36 In current juniper populations. ratios of the are poor.

37 Many of the bushes in each group are of the same age soof whole populations is rapid.

Solutions

38 Plantlife is trialling novel techniques across..... areas of England.

39 One measure is to introduce for seedlings.

40 A further step is to plant from healthy bushes.

TEST 2

Questions 1-10

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.....
	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.....

Questions 11-20

Questions 11-15

Choose the correct answer, A, B or C.

Tamerton Centre

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.

Objects

16 Electrical equipment

17 Mobile phone

18 Sun cream

19 Aerosol deodorant

20 Towel

Rules

A You **MUST** take this

B You **CAN** take this, if you wish

C You must **NOT** take this

Questions 21-30

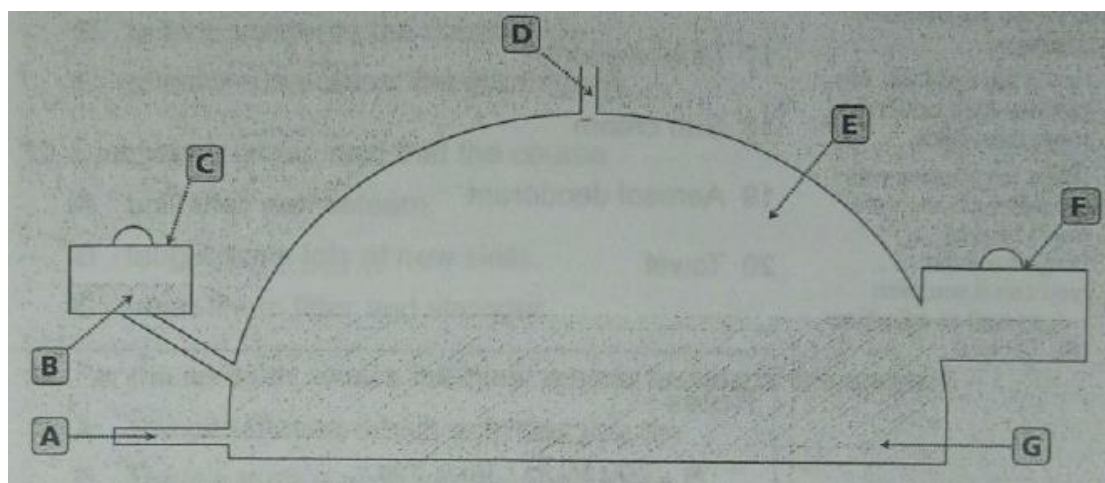
Questions 21-25

Label the diagram below.

Write the correct letter, A-G, next to questions 21-25 below.

Biogas Plant

(Year 6 Lesson)



21 Waste container

- 22 Slurry
- 23 Water inlet
- 24 Gas
- 25 Overflow tank

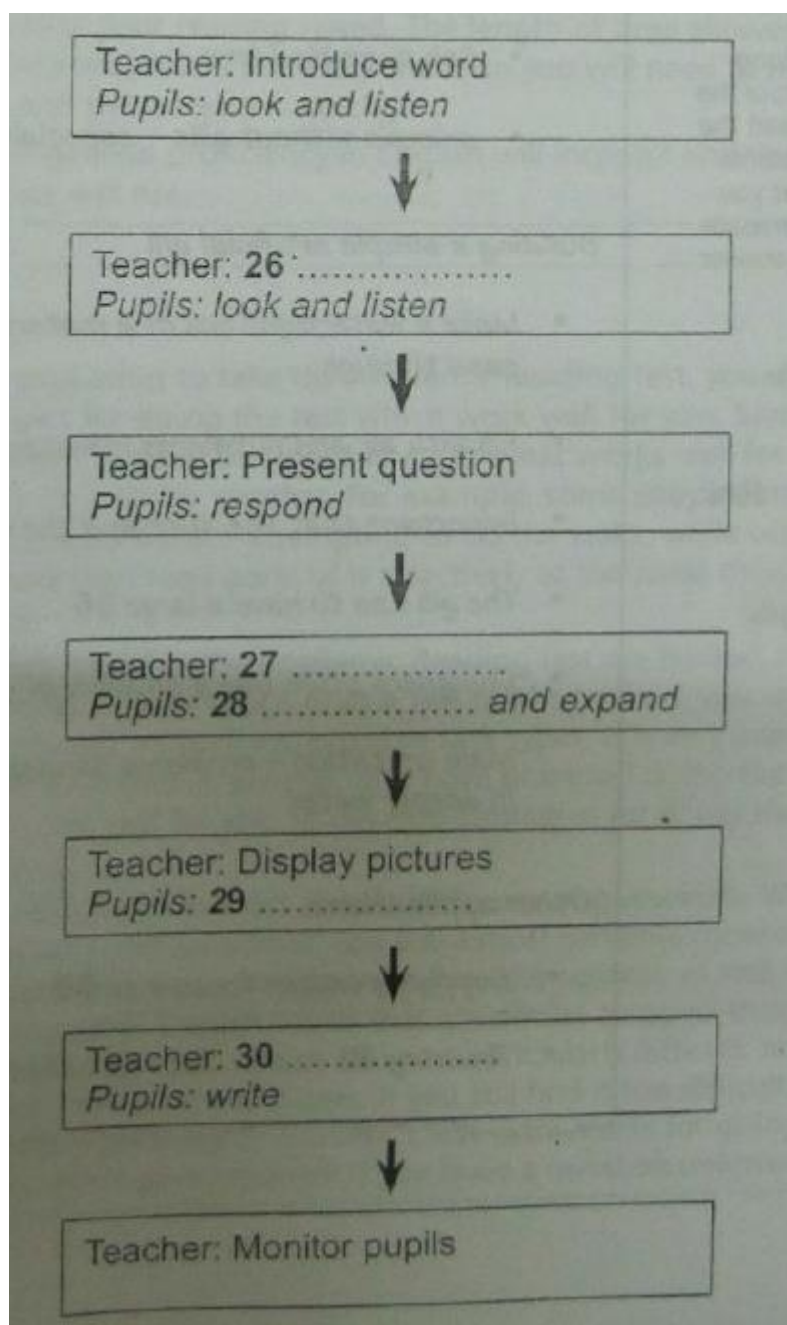
Questions 26-30

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



Questions 31-40

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 application

● Supplying oxygen for use on 39

● Powering 40 cells for driving machinery underwater

TEST 3

Listening module (approx 30 minutes + 10 minutes transfer time)

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 5 £.....

(Note: 6.....not due for 5 months)

Condition: good (recently serviced)

Will need a new 7soon

Minor problem with a 8

Viewing

Agreed to view the car on 9a.m.

Address:

238, 10Road.

Questions 11-20

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.

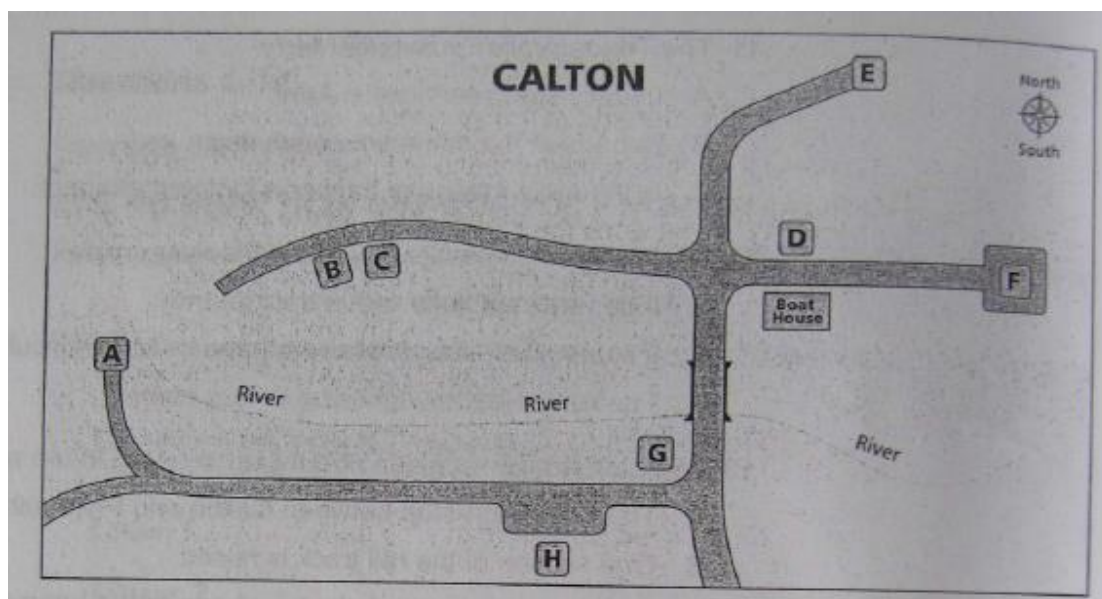
B is valid for weekend travel only.

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.



- 15 Bus stop
- 16 Car park
- 17 Museum
- 18 Mill
- 19 Potter's studio
- 20 Caf  

Questions 21-30

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 25-30

Questions 25-26

Choose TWO letters, A-E.

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.

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.

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.

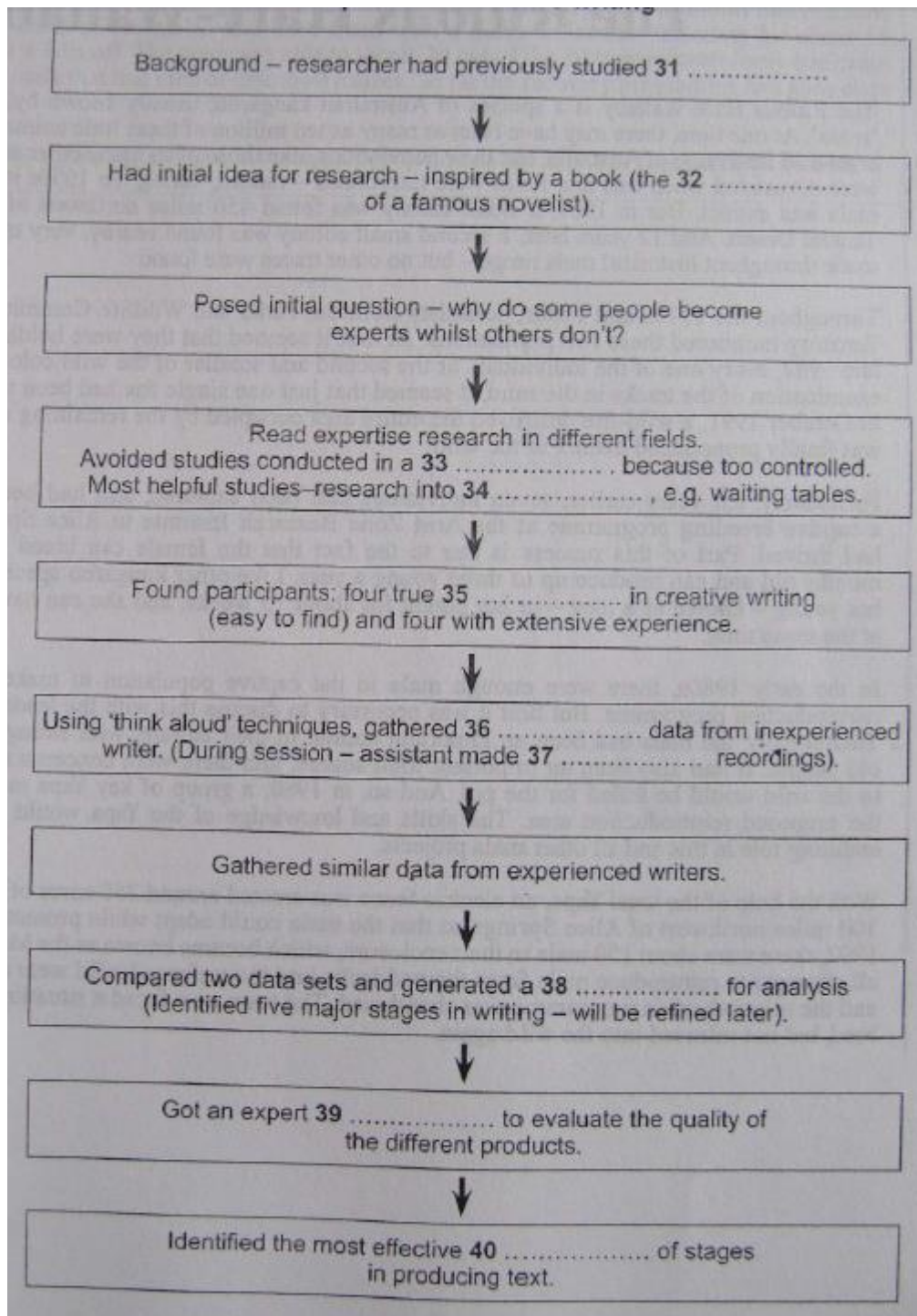
Questions 31-40

Questions 31-40

Complete the flow chart below.

Write NO MORE THAN TWO WORDS for each answer.

Expertise in creative writing



TEST 4

Listening module (approx 30 minutes + 10 minutes transfer time)

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 tree plants
● Meet the heating engineer on 10.....

Questions 11-20

Questions 11-16

Choose the correct answer, A, B or C.

Adbourne Film Festival

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 17-20

Questions 17-18

Choose TWO letters, A-E.

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.

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.

Questions 21-30

Questions 21-24

Choose the correct letter, A, B or C.

Research on web-based crosswords

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.

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.

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.

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.

Questions 31-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

Job satisfaction study

- 31 Workers involved in the study were employed at a
- 32 Despite some apparent differences between groups of workers, the survey results were statistically
- 33 The speaker analysed the study's to identify any problems with it.
- 34 The various sub-groups were in size.
- 35 Workers in the part-time group were mainly

- 36 The of workers who agreed to take part in the study was disappointing.
- 37 Researchers were unable to the circumstances in which workers filled out the questionnaire.
- 38 In future, the overall size of the should be increased.
- 39 In future studies, workers should be prevented from having discussions with
- 40 Workers should be reassured that their responses to questions are

TEST 5

Listening module (approx 30 minutes + 10 minutes transfer time)

Questions 1-10

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: 2 www.com

Questions 3-10

Complete the table below

NO MORE THAN ONE WORD for each answer.

Name	Positive points	Negative points
Peake's Plumbing	<ul style="list-style-type: none"> ● Pleasant and friendly ● Give 3 information ● Good quality work 	<ul style="list-style-type: none"> ● Always 4.....
John Damerol Plumbing Services	<ul style="list-style-type: none"> ● 5.....than other companies ● Reliable 	<ul style="list-style-type: none"> ● Not very polite ● Tends to be 6.....
Simonson Plasterers	<ul style="list-style-type: none"> ● Able to do lots of different 7..... 	<ul style="list-style-type: none"> ● More 8.....than other companies
H.L. Plastering	<ul style="list-style-type: none"> ● Reliable. ● Also able to do 9..... 	<ul style="list-style-type: none"> ● Prefers not to use long 10.....

Questions 11-20

Questions 11-15

Choose the correct answer, A, B or C.

Museum work placement

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, next to questions 16-20

Where in the museum are the following places?

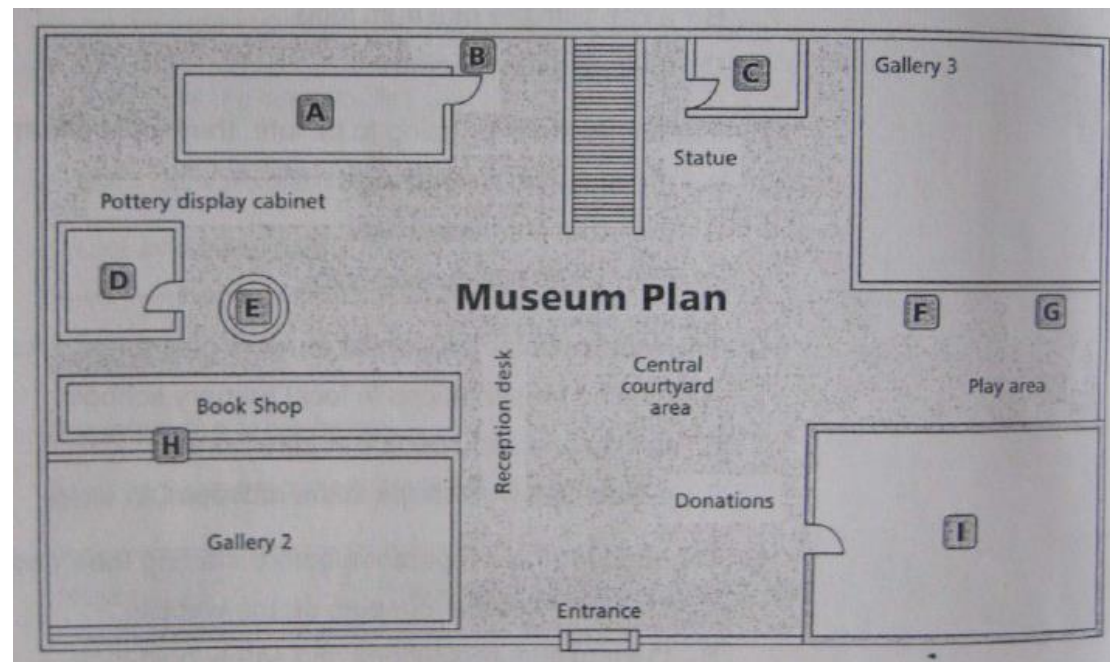
16 Sign-in office

17 Gallery 1

18 Key box

19 Kitchen area

20 Staff noticeboard



Questions 21-30

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, next to

questions 21-26.

Tutor's opinion
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.

Company projects

21 Customer database
22 Online sales catalogue
23 Payroll
24 Stock inventory.
25 Internal security
26 Customer services

Questions 27-30

Questions 27-28

Choose TWO letters, A-E.

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.

Which TWO problems does Sam identify concerning the lecturers?

- A Punctuality.
- B Organisation.
- C Accessibility.
- D Helpfulness.
- E Teaching materials.

Questions 31-40

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
Habits

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 distance.

Owls seem to dislike flying over large areas of 40.....

TEST 6

Listening module (approx 30 minutes + 10 minutes transfer time)

Questions 1-10

Complete the table below.

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

HOLIDAY RENTALS Dates: Example 10 th -22 nd July				
Name of Property	Location	Features	Disadvantage(s)	Booking details
1..... ..	● rural ● surrounded by 2.....	● apartment ● two bedrooms ● open plan	Distance from 3.....	www.4.....com
Kingfisher	● rural ● next to the 5..... ● nice views	● house ● three bedrooms ● 6.....room ● living room ● kitchen	expensive?	Phone the owner(01752669218)
Sunnybanks	● in a village ● next to the 7.....	● house ● has private 8.....	No 9.....	Contact the 10.....

Questions 11-20

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.

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.

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.

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.

Questions 21-30

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, next to questions 27-30.

Opinions
 A helpful illustrations
 B easy to understand
 C up-to-date
 D comprehensive
 E specialised
 F useful case studies

Books

- 27 The Science of Materials
 28 Materials Engineering
 29 Engineering Basics
 30 Evolution of Materials

Questions 31-40

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 tasting

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

TEST 7

Listening module (approx 30 minutes + 10 minutes transfer time)

Questions 1-10

Questions 1-10

Complete the notes below.

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

Notes for holiday

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)

Questions 11-20

Questions 11-16

Choose the correct answer, A, B or C.

Camber's Theme Park

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 avoid 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, next to the questions 17-20.

Special conditions for visitors

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

Rides

17 River Adventure

18 Jungle Jim Rollercoaster

19 Swoop Slide

20 Zip Go-carts

Questions 21-30

Questions 21-22

Choose TWO letters, A-E.

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.

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.

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, next to the number.

Action

- 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.

Preparation tasks

- 27 Preparing the powerpoint
- 28 Using direct quotations
- 29 Creating a handout
- 30 Drawing up a bibliography

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

Answer

Test1

S1

1 (an) accountant 2 over 50 3 family (membership) 4 9/nine 5 doctor 6 (swimming) pool 7 pay (extra) 8 social events 9 air conditioning 10 (the) restaurant

S2

11 E 12 F 13 B 14 D 15 C 16 G 17/18 B/E 19/20 A/D

S3

21 C 22 A 23 B 24 A 25 B 26 E 27 G 28 A 29 D 30 B

S4

31 ice age 32 invisible 33 infection(s) 34 flavour 35 fungus/fungi 36 sexes 37 extinction 38 lowland 39 shelter(s) 40 cuttings

Test2

S1

1 Lamerton 2 42 West Lane 3 06.11/ 11th June 4 cook 5 equipment 6 food-handling 7 First Aid 8 (college) tutor 9 0208 685114 10 colour/color blindness

S2

11 A 12 A 13 B 14 A 15 C 16 C 17 A 18 B 19 C 20 B

S3

21 C 22 G 23 A 24 E 25 F 26 D 27 G 28 C 29 A 30 E

S4

31 heavy 32 surgery 33 beetles 34 gas 35 moving 36 surface area 37 tubes 38 pressure 39 submarines/ a submarine 40 fuel

Test3

S1

1 grey/gray 2 62000 3 teacher 4 shopping 5 1100 6 tax 7 tyre/tire 8 headlight 9 Thursday 10 London

S2

11 A 12 A 13 B 14 C 15 H 16 F 17 E 18 A 19 B 20 D

S3

21 C 22 C 23 A 24 B 25/26 B/E 27/28 C/D 29/30 B/D

S4

31 English literature 32 autobiography 33 lab(oratory) 34 practical skills 35 novices/beginners 36 experimental 37 video 38 framework 39 editor 40 sequence/order

Test4

S1

1 hairdresser 2 tablets 3 sunglasses 4 lock 5 adaptor/adapter 6 taxi 7 Jefferey 8

0777594128 9 church 10 04.30/ 30th April

S2

11 C 12 A 13 A 14 C 15 B 16 C 17/18 D/E 19/20 C/E

S3

21 C 22 B 23 C 24 A 25/26 C/E 27/28 D/E 29/30 C/E

S4

31 call centre 32 inconclusive 33 methodology/methods 34 unequal 35 female/women
36 response 37 control 38 sample/group 39 their/other colleagues 40 confidential

Test5

S1

1 weekend(s) 2 plasdeco 3 clear 4 late/unreliable 5 cheaper 6 messy 7 designs 8
expensive 9 painting 10 ladder(s)

S2

11 B 12 C 13 A 14 B 15 C 16 C 17 I 18 H 19 D 20 G

S3

21 D 22 B 23 A 24 H 25 F 26 E 27/28 B/E 29/30 A/C

S4

31 common 32 woodland/woods/forest(s) 33 tail 34 grey/gray 35 humans/people 36
memory 37 hearing 38 birds 39 year 40 water

Test6

S1

1 Moonfleet 2 fields 3 shops 4 summerhouses 5 river 6 dining 7 sea 8 garden 9
parking 10 agent

S2

11 A 12 B 13 C 14 B 15/16 B/D 17/18 A/C 19/20 B/E

S3

21 A 22 B 23 A 24 C 25 B 26 B 27 B 28 A 29 D 30 C

S4

31 (very) thin 32 court documents 33 high-quality 34 buried 35 thickness 36
bleached/whitened 37 dialect 38 baseline 39 evolution 40 trade routes

Test7

S1

1 teaminal 2 Pantera 3 east 4 07765 328411 5 hotel (restaurant) 6 raincoat 7 (walking)
shoes 8 Mountain Lives 9 chocolate(s) 10 (a) calendar

S2

11 C 12 B 13 A 14 A 15 C 16 B 17 F 18 B 19 D 20 E

S3

21/22 A/D 23/24 B/E 25/26 B/C 27 C 28 B 29 D 30 F

S4

31 rainfall 32 air/plane 33 freezing 34 unsuccessful 35 cheap/inexpensive 36 grass 37
solar 38 site/location/place 39 walls 40 women

Listening Transcript

Test 1, Section 1

Narrator: *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 1–5**. 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.*

Man: Oh, excuse me, I wonder if you'd have the time to take part in some market research?
Woman: Umm ... What's it about?
Man: About this club and your experiences and opinions about being a member. It'll take less than five minutes.
Woman: Oh ... OK then ... as long as it's quick.
Man: Can I start by taking your name?
Woman: It's Selina Thompson.
Man: Is that T-H-O-M-P-S-O-N?
Woman: Yes.
Man: 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 1–5**.*

Man: Oh, excuse me, I wonder if you'd have the time to take part in some market research?
Woman: Umm ... What's it about?
Man: About this club and your experiences and opinions about being a member. It'll take less than five minutes.
Woman: Oh ... OK then ... as long as it's quick.
Man: Can I start by taking your name?
Woman: It's Selina Thompson.
Man: Is that T-H-O-M-P-S-O-N?
Woman: Yes.
Man: Great, thanks ... And what do you do for a living?
Woman: Well, I'm an accountant but I'm between jobs at the moment.
Man: 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 thirty, thirty-one to fifty and above.
Woman: Over fifty ... I think we can safely say.
Man: Great, thanks. And which type of membership do you have?
Woman: Sorry, I'm not sure what you mean? Do you mean how long ... ?
Man: No, is it a single person membership ... ?
Woman: Oh right ... no, it's a family membership.
Man: Thanks and how long have you been a member?
Woman: Oh ... let me see ... I was certainly here five years ago ... and it was probably two to three years more than that ...
Man: Shall I put down eight?
Woman: I remember now ... it's nine ... definitely ... sorry.
Man: No problem ... I've got that. And the last question in this first part is, what brought you to the club?
Woman: Sorry ... ?
Man: How did you find out about the club? Did you see any ads?

Woman: 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.

Man: So you were recommended by a friend?

Woman: 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.

Man: Great ... thanks.

Narrator: *Before you hear the rest of the conversation, you have some time to look at **Questions 6–10**. Now listen and answer **Questions 6–10**.*

Man: Now for the second part of the form I want to ask a bit more about your experience of the club.

Woman: Sure.

Man: How often would you say you use the club ... ?

Woman: It varies enormously depending on how busy I am.

Man: Of course ... but on average ... per month?

Woman: I'd say it averages out at twice a week.

Man: OK, so eight on average.

Woman: Yeah. And four of those are aqua-aerobics classes.

Man: That leads me to the next question ... would you say the swimming pool is the facility you make most use of?

Woman: Fair to say that ... yeah.

Man: Right, thanks ... And are there any facilities you don't use?

Woman: One area I realise I've never used is the tennis courts ... and there's one simple reason for that ...

Man: You don't play tennis?

Woman: Actually, I'm not bad at it ... it's that I'm not happy having to pay extra ... for that privilege.

Man: 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?

Woman: Only about health and fitness?

Man: Anything at all ...

Woman: 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.

Man: Yes, sure.

Woman: 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 ... you know ...

Man: air conditioning.

Woman: That's exactly what I mean. The rooms are really light and well designed but they do need proper installations.

Man: Sure ... well I've made a note of that ...

Woman: Good.

Man: ... so is there anything else you'd like to suggest ... about quality of service, for example?

Woman: 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.

Man: So ... the club should ...

Woman: ... open it later on those days.

Man: OK ... well thank you very much, that's all the questions ...

Narrator: *That is the end of Section 1. You now have half a minute to check your answers. Now turn to Section 2.*

Test 1, Section 2

Narrator: *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 11–16**. Now listen, and answer **Questions 11–16**.*

Trainer: Good morning everyone, and welcome to our outdoor survival programme. 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 twenty five centimetres deep, and thirty centimetres 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 centre 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 pat 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 17–20**. Now listen and answer **Questions 17–20**.*

Trainer: So ... simple but effective. The other method you're going to practise 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. Now turn to Section 3.*

Test 1, Section 3

Narrator: *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 21–25**. Now listen and answer **Questions 21–25**.*

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 eleven-twelve 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: OK. So what were your research questions or issues?

Phoebe: Well I wanted to look at the ways students responded to different teachers particularly focussing 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: OK ... We'll talk about the actual research methods in a moment, but before that, can you briefly summarise 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: Yeah ... 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 realise 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 – analysing 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: OK.

Narrator: *Now you have some time to look at **Questions 26–30**. Now listen and answer **Questions 26–30**.*

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 gruelling work started!

Tony: Yeah, it's very time consuming, isn't it? Making sense of...analysing ... 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: OK.

Phoebe: And the other thing I did was stills 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. Now turn to Section 4.*

Test 1, Section 4

Narrator: 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 31–40**. Now listen and answer **Questions 31–40**.

Student: For my presentation, I'm going to summarise 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 emphasise 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 flavour 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.

...

So, why is the juniper plant declining at such a rapid rate? Well a survey conducted in the north and west of Britain in two thousand and four to five 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.

That is the end of the Listening Test. You now have ten minutes to transfer your answers to the separate answer sheet.

Test 2, Section 1

Narrator: *You will hear a woman calling an animal park to enquire about a job. First, you have some time to look at **Questions 1–5**. 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.*

Man: Pinder's Animal Park. Hello?

Woman: Oh, hello, I'm ringing to ask whether you have any jobs available...

Man: Ah, what sort of work are you looking for? Is that permanent, or part time or ...

Woman: Actually I'm just looking for temporary work. I'm a student.

Man: Oh right. 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 1–5**.*

Man: Oh right. 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 OK?

Woman: Fine, thank you.

Man: So, starting with your name ...

Woman: It's Jane Lamerton

Man: Is that L-A-double M-E-R-T-O-N?

Woman: There's only one M in it.

Man: Oh, right. And your address?

Woman: It's forty-two West Lane.

Man: Right ... And is that in Exeter?

Woman: Yes.

Man: OK. And can you give me your mobile phone number?

Woman: oh double seven nine two, four three oh nine two one.

Man: Right. Now, the next thing is, when are you available to start work?

Woman: I finish college on the eighth of June, that's in three weeks' time, but I can't start work till the eleventh because I've got a hospital appointment on the tenth of June.

Man: 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.

Woman: 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.

Man: Right. So that's your first choice. Have you done that kind of job before?

Woman: No. But I've helped my aunt sometimes – she runs a café in Exeter.

Man: Mmm. Would you say you've got any relevant skills then?

Woman: 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 6–10**. Now listen and answer **Questions 6–10**.*

Man: OK ... 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?

Woman: 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.

Man: Fine. OK. 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.

Woman: Oh yes, I'm sure it is.

Man: Well that's about it, really. Just one last thing – can you give me the name of someone who would give you a reference? Like a previous employer or ...

Woman: Oh yes, you can put Dr Ruth Price...

Man: OK ... Is that one of your college lecturers?

Woman: 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.

Man: Fine. We'd probably contact her by phone – do you happen to know her number?

Woman: I've got it on my phone – yes – it's oh two oh eight, six eight five, double one four. That's a landline.

Man: 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?

Woman: Just one thing – I suffer from a particular type of colour blindness, and sometimes employers have to make special arrangements for that.

Man: OK. 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 are offered a job.

Woman: OK. Thanks very much. Bye.

Man: Bye.

Narrator: *That is the end of Section 1. You now have half a minute to check your answers. Now turn to Section 2.*

Test 2, Section 2

Narrator: *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 Centre. First you have some time to look at **Questions 11–15**. Now listen and answer **Questions 11–15**.*

Leader: Hello everyone. I've been asked to talk to you this afternoon about next month's trip to Tamerton Study Centre 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 emphasise a few key points.

First of all, it's worth reminding you why Tamerton was set up in the first place ... in the late nineteen sixties. 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 ... organised activities and talks, etc. go on until nine p.m. and lights go out at eleven p.m. 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 yours.

Bed-time at eleven p.m. is strictly enforced ... and there's a good reason for this. You're all under eighteen and we organisers 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 16–20**. Now listen and answer **Questions 16–20**.*

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 bigger 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 Centre, 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 hairdryers. The answer is, there are plenty of these electrical appliances available

in the Centre 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 Centre ... 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, sun cream 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 Centre 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 having been asking about whether they need to take towels. Well, the Centre 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 ...

Narrator: *That is the end of Section 2. You now have half a minute to check your answers. Now turn to Section 3.*

Test 2, Section 3

Narrator: *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 21–25**. Now listen and answer **Questions 21–25**.*

- 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 six 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 three 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 26–30**. Now listen and answer **Questions 26–30**.*
- 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 put them on the board, and then I'll read them out loud. And I'll get the pupils to copy them out in their note books. 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 ...
- Narrator:** *That is the end of Section 3. You now have half a minute to check your answers.
Now turn to Section 4.*

Test 2, Section 4

Narrator: *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 31–40**. Now listen, and answer **Questions 31–40**.*

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 fishes 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, whilst swimming?

In the nineteen sixties 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 handled 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.

...

Presenter: 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 would 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 maximise 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 nut-shell, 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 forty 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 that ... Research is being done into how these problems might be overcome ... but that's another story which has to be the 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 ...

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 ten minutes to transfer your answers to the separate answer sheet.

Test 3, Section 1

Narrator: *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 1–4**. 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.*

Man: Hello, Brian Parks speaking.

Woman: Oh hello, I'm calling about the advert in the paper ...

Man: For the car?

Woman: Er, yes, the Mini you've got advertised for sale.

Man: Oh yes?

Woman: I just wanted to find out a bit more information.

Man: 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.

Man: Fine ...

Woman: Great, thanks. So it's a Mini ...

Man: Yep.

Woman: ... and how old is it?

Man: Just coming up to thirteen years old.

Narrator: *The man says the car is just coming up to thirteen years old, so '13 has been written in the space.*

*You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer **Questions 1–4**.*

Man: Hello, Brian Parks speaking.

Woman: Oh hello, I'm calling about the advert in the paper ...

Man: For the car?

Woman: Er, yes, the Mini you've got advertised for sale.

Man: Oh yes?

Woman: I just wanted to find out a bit more information.

Man: 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.

Man: Fine ...

Woman: Great, thanks. So it's a Mini ...

Man: Yep.

Woman: ... and how old is it?

Man: Just coming up to thirteen years old.

Woman: And I seem to remember from the ad that it's grey?

Man: That's it ... doesn't show the dirt!

Woman: Absolutely ... anyway the colour shouldn't be a problem for Jeff, you know, the important thing is the quality ...

Man: Yes, of course.

Woman: And what about mileage ... with it being pretty old it's probably over a hundred thousand?

Man: Actually it's forty thousand less than that ... sixty-two thousand on the clock!

Woman: Great! I remember now ... I'm confusing it with another ad I was looking at.

Man: Right ... pleasant surprise then.

Woman: Yeah. Have you been the only owner ... or was there a previous one ... ?

Man: 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?

Man: 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.

Man: Right.

Narrator: *Before you hear the rest of the conversation, you have some time to look at **Questions 5–10**. Now listen and answer **Questions 5–10**.*

Woman: Now about the price, I see you've got it down as one thousand, two hundred and fifty pounds. I'm not sure Jeff'll be able to come up with that amount.

Man: In the ad I did say one thousand, two hundred and fifty or nearest offer ...

Woman: So would you be prepared to go down to one thousand?

Man: That's really too low, I'm afraid.

Woman: One thousand, one hundred?

Man: I might be able to go to that.

Woman: OK I'll make a note of that. What about tax? Is it due soon?

Man: Got another five months before it's due ...

Woman: Oh, that's a real plus, yes. I'll make a note of that ...

Man: OK.

Woman: Now, you say it's in good condition.

Man: For its age, I'd say yes, definitely. It's just been serviced and there were no major problems.

Woman: Major ... ?

Man: I'd be able to show you the service report. The only thing is you'd have to get a new tyre in the near future ... though it's still OK, you know, it's certainly absolutely safe, at the moment.

Woman: OK, fair enough. Yes, I understand.

Man: 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.

Man: 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?

Man: ... tomorrow ... Wednesday? I'm afraid that's not possible. I'm out pretty much all day.

Woman: Well, Thursday then?

Man: That'd be fine, yeah.

Woman: In the morning?

Man: Yes, that'd suit me perfectly.

Woman: Great.

Man: Now, you'll need my address.

Woman: Oh yes, of course! What is it?

Man: It's number two hundred and thirty-eight,

Woman: Two-three-eight ...

Man: London Road.

Woman: Oh that's easy enough!

Man: Yes, very straightforward.

Woman: So I'll pass on these notes to Jeff and he'll see you in a couple ...

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

Now turn to Section 2.

Test 3, Section 2

Narrator: *You will hear part of a podcast for visitors to the popular holiday region called the Treloar Valley. First you have some time to look at **Questions 11–14**. Now listen, and answer **Questions 11–14**.*

Speaker: The valley and estuary of the River Treloar 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.

The Treloar Valley Passenger Ferry runs between villages along the river estuary, and provides a link with the train station at Berry, which is about ten 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. 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 dot treloarferry dot co dot uk](http://www.dot-treloarferry.co.uk).

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, steam ships brought early tourists along the same route – Queen Victoria and her family enjoyed such a trip in eighteen fifty six. 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 upriver 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 zero one seven, five two eight, two three one zero four.

Trains run several times a day throughout the year between Calton and Plymouth, with various stops in-between. They are 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 twentieth century, and towers one hundred and twenty 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 Enquiries by phone or online.

The bus service in the Treloar Valley now connects all train stations and villages in the area. Specially for holiday makers, 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 five pounds fifty a day, Senior Citizens can travel for four pounds fifty, and a family ticket for up to five people costs just twelve pounds. Tickets can be bought on the bus.

Narrator: *Now you have some time to look at **Questions 15–20**. Now listen and answer **Questions 15–20**.*

Speaker: At the centre of the Treloar 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 lay-by on the left hand side. 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. If you're interested in local history, there's a museum in Calton with farming, fishing and household implements from the late nineteenth 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 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. If you're interested in arts and crafts, there's a potter's 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 in need of refreshments, there's a café opposite the old boat house, 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.*

Now turn to Section 3.

Test 3, Section 3

Narrator: *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 21–24**. Now listen, and answer **Questions 21–24**.*

Joanne: Hi Howard ... I haven't seen you for a while.

Howard: Hi Joanne. Yeah, they're keeping us really busy on the postgraduate programme. 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 programme, 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'll 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: Hmm. I remember I had different concerns when I was doing my dissertation.

Joanne: Last year?

Howard: Yeah ... before my first tutorial I did a lot of fairly general reading 'cause 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 programme 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.

Joanne: Hmmmm.

Narrator: *Now you have some time to look at **Questions 25–30**. Now listen and answer **Questions 25–30**.*

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: OK. 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.

Howard: 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 post-grads 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 fifteen instead of the usual ten 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.

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 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 were 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: OK.

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.*

Now turn to Section 4.

Test 3, Section 4

Narrator: *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 31–40**. Now listen, and answer **Questions 31–40**.*

Student: For my short presentation today, I'm going to summarise 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.

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. 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 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 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. 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. 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. 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.

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.

Now my findings are by no means conclusive as 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 ...

Narrator:
answers.

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

That is the end of the Listening Test. You now have ten minutes to transfer your answers to the separate answer sheet.

Test 4, Section 1

Narrator: *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 1–6**. 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. 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 1–6**.*

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. 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: OK ... 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 till 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 sun block don't we? We've only got that factor ten 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: OK ... 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: Shall 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. OK ... Right ... Oh yes, and we need an adaptor for our electrical things. Your hair dryer 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 7–10**. Now listen and answer **Questions 7–10**.*

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: OK. 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 Jefferey.

Tim: Is that spelt with a G?

Laura: Actually it's J-E-double F-E-R-E-Y. Quite an unusual spelling, isn't it?

Tim: Mmm. And his number?

Laura: Oh treble seven, five nine four ... one two eight. It's a mobile.

Tim: OK.

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 mum 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 thirtieth.

Tim: Isn't it the day after we go?

Laura: Yes – we leave on the twenty-ninth. 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.

Tim: OK ... That's it then I think. Unless you can think of anything else?

Laura: Not at the moment. Leave the list there and I'll ...

Narrator: *That is the end of Section 1. You now have half a minute to check your answers. Now turn to Section 2.*

Test 4, Section 2

Narrator: You will hear a talk on local radio about a 'short film' festival in the town of Adbourne. Now you have some time to look at **Questions 11–16**. Now listen and answer **Questions 11–16**.

Interviewer: Today we're pleased to have on the show Fatima Johnson who is the organiser of the Adbourne Film Festival. Welcome, Fatima.

Fatima: Hello.

Interviewer: 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 nineteen ninety six by the then Mayor of Adbourne, Joanne Smith. She wasn't a film maker herself – she'd actually been a very energetic tourism development officer for many years – but Adbourne 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.

Interviewer: 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 theatre and our two cinemas. Several films are shown in one performance and the whole thing lasts about ninety minutes. Tickets are very reasonably priced – under twelves used to get in for fifty pee but now we charge just one pound which is still very good value! One pound fifty for students and two pounds fifty for everyone else. Performances are advertised all round town and also on our website www.adbournefest.com. If you're interested in attending any performances 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.

Interviewer: I understand you also run a film competition?

Fatima: Yes, for under eighteens. We have a different theme every year. Last year for example, the theme was 'Future Planet' and the winner was a ten minute documentary encouraging youngsters to be more aware of environmental issues, focussing 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 look-out for new local talent so if you live in the Adbourne area and are under eighteen, 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 hi-spec movie camera worth over eight hundred 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!

Narrator: Now you have some time to look at **Questions 17–20**. Now listen and answer **Questions 17–20**.

Interviewer: 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.

Interviewer: 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 film makers. We'll keep it at a maximum of ten minutes though ... the length works well for our festival. We also want to use different venues for the film shows ... such as community centres 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 ...

Narrator: *That is the end of Section 2. You now have half a minute to check your answers. Now turn to section 3.*

Test 4, Section 3

- Narrator:** *You will hear two undergraduates doing a research methods course – a girl called Leela and a boy called Jake – having a seminar with their tutor. Now you have some time to look at **Questions 21–24**. Now listen, and answer **Questions 21–24**.*
- Tutor:** So, the task I gave you both was to choose an article about a small-scale research project.
- Leela and Jake:** Yes ...
- Tutor:** You were then required to try to reproduce the research procedures in your own context ... i.e. try it out for yourselves.
- 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.
- Leela:** Well, the article's written by two university lecturers who had started using crosswords to help their students revise terminology for exams ...
- Jake:** And the crosswords were designed and set on computers.
- Leela:** 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?
- Leela and Jake:** Yes.
- Tutor:** So how did you go about reproducing the research?
- Leela:** 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.
- Leela:** And it worked!
- Tutor:** Good. So how did you find out what the students thought about doing the crosswords?
- 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?
- Leela:** Yeah. Then we sent it to the forty students by email and got twenty-eight 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 ...
- Leela and Jake:** Yeah.
- Narrator:** *Now you have some time to look at **Questions 25–30**. Now listen and answer **Questions 25–30**.*
- 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 of revision.

Leela: 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? OK ...

Leela: 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 ...

Leela: ...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.

Leela: 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.

Leela: Well ... it was very time consuming!

Jake: Yeah! And I don't think we managed that aspect very well.

Leela: 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.

Jake: Yeah, that's true. Anyway, I think we designed our questions well so that they gave us manageable data.

Leela: Yeah, it really helped having the original study to guide us, as it were ... and that helped us see what a good research instrument is ...

Jake: ...what a good questionnaire should be like.

Leela: 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.

Leela: 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.*

Test 4, Section 4

Narrator: *You will hear a postgraduate psychology student talking to other students about a job-satisfaction study he has investigated. Before you listen, you have some time to look at **Questions 31–40**. Now listen, and answer **Questions 31–40**.*

Student: Good morning everyone. For my presentation today I'm going to report on an assignment that I did recently. My brief was to analyse 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 centre had been asked to complete a questionnaire about their work.

I'll summarise 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 two hundred twenty-three, which sounds quite a lot, but they had to be divided up into sub-groups. Also the numbers in the different sub-groups were unequal. For example, there were one hundred fifty-four workers in the full-time group, but only sixty-nine in the part-time group. And amongst this part-time group, only ten were male, compared to fifty-nine 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 centre 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.

...

Student: 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 they 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 ten minutes to transfer your answers to the separate answer sheet.

Test 5, Section 1

Narrator: *You will hear a woman, who has just moved into the area, talking to a neighbour about problems she is having in her house. First, you have some time to look at **Questions 1–2**. 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.*

Man: Oh, hi Ruth. How are you?

Woman: I'm sorry to bother you, Alastair, but I've been having some problems.

Man: Oh. Come on in ... What's happened?

Woman: 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.

Man: 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 1–2**.*

Man: Oh, hi Ruth. How are you?

Woman: I'm sorry to bother you, Alastair, but I've been having some problems.

Man: Oh. Come on in ... What's happened?

Woman: 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.

Man: 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.

Woman: 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.

Man: 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.

Woman: Well, yes ... I think I can do that because the temporary fix should hold. And obviously I'll need the ceiling plastered and eventually re-decorated.

Man: Yes, sure.

Woman: So who would you recommend? Is there a directory?

Man: Well, there's quite a good website covering this sort of work. It's www dot plasdeco dot com.

Woman: Is that with a K?

Man: a C, P-L-A-S-D-E-C-O dot com.

Woman: Got it. Well I'll try and have a look at that.

Man: Yes, it gives price and quality comparisons.

Woman: 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.

Man: Well, I know a couple of reasonable plumbers and also some plasterers.

Woman: Great.

Narrator: *Before you hear the rest of the conversation, you have some time to look at **Questions 3–10**.*

Now listen and answer **Questions 3–10**.

- Man:** There's a company called Peake'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.
- Woman:** Right, well that's good to know. Are they reliable?
- Man:** Well, that's a down side – every single time I've used them they arrive late. And friends have said the same thing.
- Woman:** But is the work good quality?
- Man:** Absolutely ... Another one is John Damerol Plumbing Services – he's very good.
- Woman:** How do you spell the surname?
- Man:** D-A-M-E-R-O-L.
- Woman:** Right ... got that. And does he do high quality work?
- Man:** 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.
- Woman:** I sense there's a 'but' ... is he unreliable?
- Man:** 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.
- Woman:** Hmmm ... OK.
- Man:** So it's up to you ... they're both good workers and they won't cheat you.
- Woman:** Right. And you said you knew some plasterers?
- Man:** Yes a company called Simonson Plasterers did our living room last year ... we chose them because we wanted some fancy work on the ceiling – around the lights.
- Woman:** So they can do a variety of designs?
- Man:** You've got it. But it comes at a premium because they are more expensive ... you know ...
- Woman:** ... than the others ...
- Man:** Yes ... Or you could go for a one-man firm called H.L. Plastering ... Harry Lester – he's fine – very reliable, if all you want is a simple job ...
- Woman:** Do either of them do painting for you if you want ... ? After the plastering's dried out of course.
- Man:** 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.
- Woman:** But my kitchen isn't too bad for that ... I'd have to ask him if he's prepared to do it.
- Man:** Yeah sure.
- Woman:** So I'll start by looking at the website.
- Man:** All those companies are on there ... with their phone numbers etc ...
- Woman:** Thanks ever so much ...
- Narrator:** *That is the end of Section 1. You now have half a minute to check your answers. Now turn to Section 2.*

Test 5, Section 2

Narrator: *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 11–15**. Now listen and answer **Questions 11–15**.*

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 nine to five 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 recognise 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!

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 out-reach 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, summarising 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: *Before you hear the rest of the conversation, you have some time to look at **Questions 16–20**. Now listen and answer **Questions 16–20**.*

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 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 eleven o'clock 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.

I haven't mentioned breaks, lunch etc. Unfortunately our café'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 everyday, 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 ...

Narrator: *That is the end of Section 2. You now have half a minute to check your answers. Now turn to Section 3.*

Test 5, Section 3

- Narrator:** *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 21–26**. Now listen, and answer **Questions 21–26**.*
- Tutor:** Hello Sam, come in and sit down ...
- Sam:** Thanks.
- Tutor:** You're 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's 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 nineteen seventy-six – but they're a bit old fashioned.
- Tutor:** OK ... 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 catalogue. 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:** 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 travelling, 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: *Now you have some time to look at **Questions 27–30**. Now listen and answer **Questions 27–30**.*

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: Mmm. 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's 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: Last semester we had negative feedback about the way lectures were organised. 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: OK ... That's helpful ... Now before you leave, let me ...

Narrator: *That is the end of Section 3. You now have half a minute to check your answers. Now turn to Section 4.*

Test 5, Section 4

Narrator: *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 31–40**. Now listen, and answer **Questions 31–40**.*

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 habitat does the tawny owl prefer? Well, a survey carried out in the nineteen eighties 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 north-west 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 manoeuvre 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 realise 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.

...

Expert: 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 urbanised 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 maximise 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 kilometres. 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 ...

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 ten minutes to transfer your answers to the separate answer sheet.

Test 6, Section 1

Narrator: *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 1–6**. 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 '10th–22nd July' has been written in the space.*

*Now we shall begin. You answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer **Questions 1–6**.*

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: Mm. Sounds OK. Can you tell me a bit more about it?

Liz: Well it's an annexe 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: OK. 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 dot com. You'll be able to look at a photograph on that.

Ken: OK ... 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: Mm. 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 oh one seven five two, double six nine, two one eight.

Ken: Right ...

Narrator: *Before you hear the rest of the conversation, you have some time to look at **Questions 7–10**. Now listen and answer **Questions 7–10**.*

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 centre 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 ten minutes away, but ...

Ken: OK. 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'd be great. I'll talk to Mary and see what she says. Thanks for your help.

Liz: That's OK 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.*

Test 6, Section 2

Narrator: *You will hear part of a radio programme about Do-It-Yourself house painting. First you have some time to look at **Questions 11–14**. Now listen, and answer **Questions 11–14**.*

Speaker: Good morning everyone, and welcome to our weekly series on home improvements. Today's programme 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 two thousand and nine alone, approximately fifty-three million litres of the paint that was sold in the UK were left untouched – that's enough to fill twenty one Olympic-sized swimming pools.

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 metres, enter this into the calculator along with the type of surface you're painting, and it will tell you how many litres of paint you'll need.

But if you do end up with leftover paint, you can donate it to an organisation like Community RePaint. They will take the paint from you and redistribute it to local charities and voluntary organisations, so it goes to a good home. You can find more information about Community RePaint on communityrepaint – all one word – dot org dot uk.

Narrator: *Now you have some time to look at **Questions 15–20**. Now listen and answer **Questions 15–20**.*

Speaker: Another way of avoiding paint wastage is to check you're completely happy with your colour choice before starting to paint. For example, you can get a small sample of the colour 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. And consider the environment. Most paint manufacturers now sell water-based paints that don't contain harmful chemicals or give off harmful odours, 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.

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.

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. 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 any more, but it's air flow 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 dry and the job finished, the quicker you can start enjoying your room!

In tomorrow's programme I'll be giving some advice ...

Narrator: *That is the end of Section 2. You now have half a minute to check your answers. Now turn to Section 3.*

Test 6, Section 3

Narrator: *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 21–26**. Now listen and answer **Questions 21–26**.*

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 prioritise 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 organisational 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 27–30**. Now listen and answer **Questions 27–30**.*
- 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 ... 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 ... 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 nineteen sixties 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.*

Test 6, Section 4

Narrator: *You will hear a historian giving a presentation about techniques to identify the origin of hand-written books from the middle ages. First you have some time to look at **Questions 31–40**. Now listen, and answer **Questions 31–40**.*

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 fifth and fifteenth 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 two thousand and nine 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 sheep skin. 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 calf skin. 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 colour.

...

Historian: 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 proven 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 manuscripts 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 ...

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 ten minutes to transfer your answers to the separate answer sheet.

Test 7, Section 1

Narrator: *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 1–4**. 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.*

Tanya: Hello.

Simon: Hi, is that Tanya?

Tanya: Yes ... Simon ... lovely to hear you! How are you?

Simon: Very well ... and we're so looking forward to seeing you.

Tanya: So am I.

Simon: 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 twenty second of June.

Simon: Excellent. Have you got your flight number?

Tanya: Not with me, I'm afraid, but I promise I'll email it ...

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 1–4**.*

Tanya: Hello.

Simon: Hi, is that Tanya?

Tanya: Yes ... Simon ... lovely to hear you! How are you?

Simon: Very well ... and we're so looking forward to seeing you.

Tanya: So am I.

Simon: 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 twenty second 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'll try to come and collect you from the airport, if we can. I presume you'll be coming into Terminal One?

Tanya: Aggh ... 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 lunch time ... and that'll mean you have to take time off work to pick me up. You really mustn't 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: OK ...

Simon: There's 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 forty minutes.

Tanya: And you're near the city centre, aren't you?

Simon: We're East of it actually ... don't tell the driver city centre because you'll really get caught up in traffic!

Tanya: OK! And I'll make sure I carry your address with me. Now have you got my mobile ... um ... 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: OK ... and I changed it recently anyway. Ready? It's zero seven seven six five, three two eight, four double one.

Narrator: *Before you hear the rest of the conversation, you have some time to look at **Questions 5–10**. Now listen and answer **Questions 5–10**.*

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 at a hotel restaurant.

Simon: OK. Now, when you're coming, unfortunately the weather's not going to be brilliant.

Tanya: I know, it's the rainy season ... I'm bringing an umbrella.

Simon: 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: OK, 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 round 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 ... OK.

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: That's very kind ... but she's not drinking so much of that these days. But she'd love some chocolate ... you know her favourite.

Tanya: Oh yes ... that'd be nice ... I'll do that. And Alec? Is he still into racing?

Simon: 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 ...

Narrator: *That is the end of Section 1. You now have half a minute to check your answers. Now turn to Section 2.*

Test 7, Section 2

Narrator: *You will hear a podcast on Camber's Theme Park. Now you have some time to look at **Questions 11–16**. Now listen, and answer **Questions 11–16**.*

Presenter: Welcome to Camber's 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 Camber's offers more than other theme parks. Like them, we have a variety of exciting rides for people of all ages, but Camber's 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 eighty acres of beautiful countryside about three miles south of the tourist resort of Dulchester. The park was set up in nineteen ninety seven by the Camber family but then taken over by new owners in two thousand and four, who have maintained the original vision of the Cambers. It has lots of old trees, hundreds of flower beds and a gorgeous lake.

Camber's has over forty- five different rides, exhibits and arcades. All but one of these is free once you have 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 fifty percent 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 twenty 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 ten to five thirty 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 café – from eleven until five – just half an hour before closing time.

Narrator: *Now you have some time to look at **Questions 17–20**. Now listen and answer **Questions 17–20**.*

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 behaviour 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 sixteens must have an adult with them.

Not all of our rides are designed for thrills and spills. Our Jungle Jim rollercoaster 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 Camber's rides is the massive Swoop Slide. Whizz down the polished vertical slide nine metres 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 sixteen carts: eight for single drivers and eight for kids preferring to ride along with mum, dad or carer. Take part in high-speed races in our specially designed Formula One-style karts – but no bumping other karts, please. All riders must be above one point two metres 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.Camberspark.com.

So come and make a day of it at Camber's Theme Park!

Narrator: *That is the end of Section 2. You now have half a minute to check your answers. Now turn to Section 3.*

Test 7, Section 3

Narrator: *You will hear two business studies students discussing a presentation they'll do on an article on working effectively in groups. First you have some time to look at **Questions 21–26**. Now listen, and answer **Questions 21–26**.*

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 ten-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.

Helen: So, there are three main sections. I suggest we start with listening.

Brad: Yeah ... effective listening in groups ... because it's not something that's frequently covered on courses in our field ...

Helen: No ... and we should say that in the presentation.

Brad: Yeah ... And also effective listening's pretty simple, you know, I don't think it's hard to learn.

Helen: Well ... people *think* it's easy, but in my experience most of us tend to be very lazy listeners.

Brad: OK – I wouldn't argue with that.

Helen: Something I do think we should emphasise 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: Ah ha.

Brad: OK. Right ... the next section is on goal setting – let's make sure we're clear what the article says on this.

Helen: Yeah – well, firstly it says that all group members must be given time to explain their own goals.

Brad: ... that's it, yeah.

Helen: ... 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 ...

Brad: I don't think it went into sufficient detail on the issue.

Helen: Actually I thought it devoted *too* much space to it but that it was all rather boring, you know ...

Brad: 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.

Narrator: *Now you have some time to look at **Questions 27–30**. Now listen and answer **Questions 27–30**.*

Brad: 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: OK. 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 on 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 till 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 ...

Narrator: *That is the end of Section 3. You now have half a minute to check your answers. Now turn to Section 4.*

Test 7, Section 4

Narrator: *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 31–40**. Now listen, and answer **Questions 31–40**.*

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 ninety days, during the summer, because the altitude of the region is around three thousand five hundred metres, and because the rainfall is so low. In winter, temperatures fall below minus twenty-five degrees celcius, 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 three hundred 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 programmes 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.

...

Lecturer: 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 snow-fall 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 stone masons are employed to build the greenhouse walls, and specialised 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 orientated 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 ten minutes to transfer your answers to the separate answer sheet.