

# 安娜雅思

## 听力真题原文材料

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## Test1 Section1

*You will hear a man talking first to a receptionist and then to a doctor at health centre.*

(example)

Girl: Good morning, how can I help you?

Peter: Uh, yes, I am a visitor to this area, I had a sporting accident a little while ago and I am still in some pain, and I wondered if I could see a doctor here.

Girl: Certainly sir, we can take you on as a temporary patient, I'll just take down some personal details, can I start with your name?

Peter: Yes, It's Peter, Peter Smith.

Girl: Good morning, how can I help you?

Peter: Uh, yes, I am a visitor to this area, I had a sporting accident a little while ago and I am still in some pain, and I wondered if I could see a doctor here.

Girl: Certainly sir, we can take you on as a temporary patient, I'll just take down some personal details, can I start with your name?

Peter: Yes, It's Peter, Peter Smith

Girl: Right, Peter. And where are you staying here?

Peter: Q1 At 95 Cross Street

Girl: And the suburb?

Peter: Q2 Walkley. That's W-a-l-k-l-e-y.

Girl: Hum, and can I have a contact phone number?

Peter: Uh, It's Q3 4689 5324.

Girl: Thanks. OK, if you just wait down there the doctor will see you in a minute.

Doctor: Now, what can I do for you? It's Peter Smith, isn't it?

Peter: Yes, I had a sporting accident and was treated by a doctor at home but I'm still in pain. Doctor: Hum, right, Uh, I just need to ask you a few questions first of all.

Peter: Fine.

Doctor: Now, uh, what sport were you doing?

Peter: I was playing tennis.

Doctor: Hum, I see. And what was the nature of your injury? Did you hurt your elbow or wrist?

Peter: Uh, no. Q4 I had a sprained knee. That was the original problem.

Doctor: Right, and when did this happen?

Peter: Uh, it was three weeks ago now, Q5 so that was June 18th.

Doctor: Hum, fine. And you said you had medical treatment?

Peter: Yes, the doctor said I didn't need an x-ray or anything. Q6 and he just told me to use an ice pack.

Doctor: Hum, an ice pack. Fine.

Peter: Yes and I've been using a walking stick to help me get around.

Doctor: Right, now what problems are you experiencing at the moment? Are you having any problems walking?

Peter: Well, I can walk OK, Q7 but I still can't go upstairs, so I've sleeping downstairs.

Doctor: Hum, now you said you knee still hurts?

Peter: Well, no. Actually it's recovering nicely. Q8 It's my back that's hurting me now. It really aches at night and I can hardly sleep.

Doctor: Well, there are few different things I can suggest for that.

Peter: Great.

Doctor: Q9 First you should put your stick away as that's probably the source of the problem, it'll be making you unbalanced.

Peter: Oh, really? I wish I'd known.

Doctor: After that I can prescribe you something to relax the muscles in your back.

Peter: Oh, sorry to be difficult but I've had something like that the past and there were lots of side effects and I had to stop taking it. Can you recommend anything else?

Doctor: Well, yes. Q10 We do have a leaflet showing some exercises you can do to help yourself at home. If you do them every day they'll soon be effective.

Peter: Great. I'll do that.

## Test1 Section2

*You will hear a radio announcer described a city in New Zealand called Gisborne.*

Greetings all you listeners out there! This is national radio I'm Kevin Lay. This morning I am going to tell you what's so special about the laidback city of Gisborne. Q11 You'll hear a little bit about its past in the old days and a lot about what attractions it has to offer, foreign and domestic visitors today. So listen up to learn more about what there is to do in this city and the surrounding region, where the economy is booming but the lifestyle remains unspoiled.

The Gisborne region is where the legendary canoe sailed by Maori explorers first landed in New Zealand about 1400 years ago after its long and risky voyage over the sea. Q12 It's also the easternmost of the country which is what inspired its original name. Te Tai Rawhiti, which in the Mario language means The coast where the sun rises across the waters.

Gisborne was also the place where the European explorer, Captain Cook, first landed his boat upon discovering New Zealand all the way from England back in 1769. Even in those early days this district was a centre of horticulture, thanks to its fertile soil and sub-tropical climate.

Soon, after that, of course, the English settlers arrived and soon Gisborne was shipping its products to larger

settlements such as Auckland and Wellington, Q13 this began with maize and root crops but quickly expanded to butter, meat and wool from the agriculture settlements in the rich pastoral country near the famous Poverty Bay.

Wharves and jetties built beside the sea to service the coastal traders. Many of these wooden structures can still be seen on Gisborne beaches today. Today, Gisborne continues to export fresh produce to other regions of New Zealand, these wares include various award winning cheeses, and of course, the delicious lobsters and snapper fish harvested by hand from the local reefs and waters.

Q14 As for exports to Asian markets there's an increasing demand for the regions oranges and lemons. Gisborne is also becoming well known nationally and internationally as the source of some top quality white and red grapes.

Now, what's on in Gisborne? Well, first up there's the annual Gisborne concert held every summer time, this is great experience. Q15 It's held in Waiohika Vineyard, which is near the traditional Maori meeting house or Marae of the same name. They bring in a piano player and opera singers who perform on a purpose-built stage in a kind of natural amphitheater in the middle of the rose of grapes, it's a fantastic concert-like atmosphere, a really good night out.

What to do on a rainy day? I'd suggest a visit to Q16 the show called "The Beach", which is on in Gallery One at Tairawhiti Museum. It's a big display, so it also takes up the hall next to Gallery One, and it's divided into different sections of the local culture like surfing, camping, fashion and so on. If you buy the book of the exhibition there's some interesting photographs in there.

There's a lot else to see in Gisborne as well, you shouldn't miss the hot springs reserve, which has warm natural mineral pools and little houses where you can stay amongst the bush. Q17 Being very secluded and private, this resort is most favoured by newlyweds who often book a cabin for their honeymoon.

The water is very therapeutic too, it's apparently good for your health to bathe there, though not recommended for pregnant women or the elderly. Around the corner is Mahia Peninsula, Q18 laendarv as a New Year's Eve party destination for large crowds of university students after their graduation. The surfing and fishing here is excellent and it's safe spot for swimming and diving too.

Now, Q19 also good for kids is taking a raft or a jet boat ride on the Motu River. This sounds quite wild, doesn't it? But in fact, this activity is often used by local primary schools who take big groups of young children, several classes at a time, out here for a bit of fun while they are on their school camp, no parents required, you can have some time out as this activity is a lot safer than it sounds and it's carefully supervised by the rafting company.

Finally, don't let's forget the Edan Woodlands Park which is really a huge tree nursery, you can walk for hours here in the peaceful green surroundings along a variety of tracks. Q20 there's even a very nice walkway made wide enough for those in wheelchairs so that everyone can go along and enjoy mother nature at her best.

## Test1 Section3

*You will hear three marketing students discussing their research findings on vehicle SUV or four wheel drive vehicle.*

Girl 1: So, guys. Have you got all your notes on four wheel drive vehicles, should we go through what we've each found and think about how well put it together for next week's marketing seminar?

Boy: Yeah, sure. Let's start with what these cars were originally designed for.

Girl 2: Oh, I've got something on that here. Well, four wheel drives or sports utility vehicles as they are officially known, SUVs for short, were originally designed for off-road use by people who need to get to remote areas out in the bush for instance, Q21 but the interest thing is that they're actually sold out to a lot of people who just use them in the cities. So they make quite different use of them.

Girl 1: OK, then maybe we should make a list of their advantages, shall we? So, one thing is that Q22 they're good for commercial use. OK?

Boy: Hum, Uh, how about also saying utilitarian rather than luxurious?

Girl 1: So, you're not playing out for unnecessary luxurious, OK. What else?

Girl 2: Well, uh, Q23 they have increased engine capacity and they're also heavier, so, suitable for towing large loads.

Girl 1: So, is this why so many people buy them then?

Girl 2: No, no. They seem to become fashionable now for rather different reasons. Research carried out by Automobile Clubs shows that people buy them for business because of the sort of image they project, and Q24 moms like to drive their kids to school in them because they think they're safety, so that's another reason.

Boy: And you can get about seven people into one of these, so we could say sitting capacity is another factor. OK, another thing that came out of my research is that Q25 people also like the higher seats. They say it means they can get a better view of the traffic ahead of them.

Girl 2: But, you know, some of these reasons just don't work, I mean, the safety thing is just a misconception, because, generally in a collision they can do terrible damage to a smaller car.

Boy: Hum, that's right. That's one of the disadvantages I have here, shall we go through those now?

Girl 1: Hum, good idea. So, let's say that Q26 potentially they are harmful in built up areas, generally Q27 the damage they cause is due to their weight. That's right isn't?

Girl 2: Yes, it is. I've got a note here about their chassis. The body work on an SUV is stiffer and doesn't crumple to absorb impact in the collision the way it does in smaller cars, and there's another reason why they're not safe, Q28 it's quite easy for them to roll over more so than an ordinary car because they've got a high centre of gravity.

Girl 1: So, these are all the disadvantages. How are we going to round this up?

Boy: Well, uh, I think maybe we could round up with a few ideas of how we can limit the use of these SUVs. One thing that could be done is to Q29 limit to people farmers, who can prove that they need them.

Girl 1: Hum, that's good, but it might be hard to enforce.

Girl 2: Q30 Companies could also increase the insurance for SUVs. Since they cause more damage when there's an accident.

Boy: Hum, that's a good idea too. Hum, I'll tell you what guys, I'll write up these notes onto an OHT so that everyone can see them when we talk through our notes in the seminar, but I think we need to put together a list of our sources too, can you do that?

Girl 1: Sure.

## Test1 Section4

*You will hear a university professor given a lecture on the influence of children on the adult diet.*

Today we continue with our series of lectures on diet and society in the 21st century. We are all aware of the obesity epidemic facing our society, the reasons for this are well documented and are mainly due to poor eating habits coupled with too little exercise. In fact, a national health and nutrition survey here in the U.S. concluded that the average total food intake increased considerably between the years 1971 and 2000. This appears to be general trend across most age groups, in fact, apart from the over 60s, all areas of American society are consistently above the dietary guidelines for caloric intake and saturated fat. However, Q31 total fat consumption is highest for teenagers, and there is a clear correlation with fast food consumption. Among the wide of factors influencing an individual's dietary choices, one of the strongest influences is the home. Q32 It will come as no surprise that within a family the fat intakes of husbands and wives, and parents and children who cohabit are remarkably similar. Many people assume that this relationship indicates the influence of parents on their children, but we wanted to ask if children influence poor diets in adults. This hypothesis had not been tested in a national sample until now. In our study we focused only on adults and we set our lower age limit at 17 and the upper one at 65. The key variable was the presence or absence of children, so we identified only those adults whose children were under 17. Q33 Other variables included the age of the adult, level of education they had reached, their ethnic background, their income and foreign born status. To obtain our data first we conducted interviews in the respondents own homes, and, all and all we interviewed 6600 adults aged over 17, Q34 then we invited them to mobile examination centres where surveys were conducted. From this information we were able to focus not only on the total fat intake but also on the person's total caloric consumption. Our results showed that the presence of children led to significantly higher levels of both fat consumption and saturated fat in adults. We found on average that adults with children in the home ate 4.9 grams per day of fat more than adults without children, this result is consistent irrespective of race, gender or age. The foods more commonly were convenience items high in fat or sugar including pizza, salty snacks and ice cream, Q35 Interestingly there is a significantly higher percentage of adults in this group who drink milk.

There are many explanations for this increased fat intake, Q36 hectic schedules where parents try to balance work, family and leisure put time at a premium, another issue is children's preference for fatty foods or food with high sugar content. Fast foods and ready-to-eat foods are convenient choices, it is inconvenient to prepare different meals for both the children and the parents. So, it is likely that adults consume the same as their children. Of course, there were limitations to our study, one of these is that Q37 we did not take into account the number of minors in each household, which could have an effect on the adult who feeds the children. In addition, Q38 this study does not take into account the relationship of the adult to the minor. We could also postulate that the older a child gets, the more independent he or she becomes and so, Q39 the influence a child has on an adult may lessen depending on the age of the child. In terms of recommendations as a result of this study, we would like to see more research conducted to overcome the limitations outlined earlier. Q40 We also feel there is a need for even further research into the influence that friends can have on our fat intake, given the clear link we've established between family members.

## Test2 Section1

*You will hear the management of an electronic goods store given instruction to her new assistance.*

(Example)

Girl: Right, Bob. Uh, I'm sorry this isn't the normal way to start a new job, but as I told you over the phone, I wanted you to come in this evening to help get the shop reorganized before tomorrow.

Bob: No problem.

Girl: You'd better take down a few notes of what I'd like you to do.

Bob: OK.

Girl: Now, if you come over here to the entrance from the street you can get the complete picture. As you can see we sell the usual range of electronic goods like televisions and video recorders, and also CDs, DVDs, etc. but we gonna start selling keyboards too.

Bob: There doesn't seem to be any room at all.

Girl: There certainly isn't much so we need to make space for them. They can go to the right of this door on those shelves against the wall but no beside the CDs. They will be by the window so people will be able to see them from the street.

Bob: Right.

Girl: Then I want all the DVDs, videos and the equipment for them close together, hum, Q1 let's put the DVD players right here next to the video recorders. If they're against the front window they'll be visible form street that should attract a few more potential customers into the shop.

Bob: And where shall I put the DVDs?

Girl: Q2 They can go beside the videos.

Bob: Against the sidewall?

Girl: Yeah, well try them out in that position and see if it affects sales.

Bob: Right.

Girl: And I'd like the portable CD players in a more prominent position as they're selling very well.

Bob: Hum, how about by the CDs?

Girl: Hum, that might be an idea, but it's gonna get too crowed in that cornet. I want to attract people to the back of the sales area Q3 so could you put them on the shelves facing the entrance please?

Bob: Right.

Girl: Good. Then, when all that's been moved there are few other jobs to do. First the cassette players, sales of those are falling so I don't want so many on display. Q4 There are eleven at the moment, and we really only need three so the other 8 can go into the stock room.

Bob: Right.

Girl: Q5 Oh, and quite a lot of stock looks dusty to me so a rather boring job I'm afraid, we need to get everything clean.

Bob: Alright.

Girl: Q6 And we're going to run special offers on some DVDs so could you create some signs please? You said you did quite a lot in college?

Bob: Yes, It's something I enjoy doing. Which items are going to have in the office?

Girl: Let me try and remember what I worked out, hum, Q7 general films are selling strongly with a big rise last month. I don't think we need to do anything about them.

Bob: OK.

Girl: But foreign language films are a different matter. Sales are creeping up very slowly so I want to encourage them. Q8 We'll run a three for the price of two promotions for a month and see what happens.

Bob: Right. What about classical music DVDs' ?

Girl: Sales certainly aren't too healthy. They're falling by 2 or 3% a month. Q9 I'd like to give the category a boost so we'll bring all prices down by 5 pounds this month.

Boy: OK.

Girl: Then there are the TV programs. Comedy isn't doing very well, last month sales were 10% below the level of last year. Q10 I'm inclined to leave it alone. I don't think it's worth doing anything until some new really popular comedy programs are released on DVD.

## Test2 Section2

You will hear the leader of a college of campaign club talking to members about a cycling holidays that they are going to have together.

Right. Now, let me bring you up to date with arrangements for our cycling tour next month. First of all there's the question of tents, as you know the original idea was that I arrange to borrow some tents that belong to the college, Q11 but it turns out that the mountaineering club will be using them at the same time, so I'm afraid you will have to bring your own. So, could you let me know whether you will be using a single tent or sharing, please? Q12 I'll need to know how many tents there'll be for when I make the reservation at the various campsites. Last time some of you said you would like to hire bikes and pick them up when you arrive rather than taking your own with you. Well, I've enquired about bike hiring in Westbury, the town where we'll be arriving. Q13 and unfortunately there aren't any shops that hire them out so I'm afraid it means taking your own.

I'll book them on the train Q14 when I book the train tickets, which reminds me, I'll need to know the final number of people going to I can get a group discount on the train fare. Something else that'll need to be book is tickets for the football match we discussed last time. Q15 I've enquired about availability and there are only a few seats left so anyone who wants to go will need to get tickets very soon, ideally today or tomorrow.

At our next meeting Q16 I'll be able to give you all individual packs with the final program and something about the area we'll be cycling through and places we'll be visiting. I'm afraid I haven't had the time to do that yet.

Now, I'll tell you briefly about some of the attractions in the places we'll be staying at, as I said we'll be taking the train to Westbury which has one or two very good restaurants. Q17 One thing that's definitely worth visiting there is the sites where the original town was constructed nearly 1,000 years ago. There' not much of the

original buildings left but there's still plenty to see. The site is being excavated and you'll be able to help out if you want to.

Our next overnight stop will be in the village of Cluny, Q18 there are several old barns here that have been converted into a museum showing the importance of sheep in the area over the centuries. The wool used to be sold for cloth and it made district quite rich. There are plenty photographs showing how agricultural workers used to live too.

From there we'll go on to Pennerley. Pennerley is famous for its museum of village life but that's been refurbished at the moment and isn't likely to re-open by the time we go there Q19 but there's an open air farmers market everyday selling fruits, vegetables, cheese and meat all grown or processed within a few miles of the town and sold by the farmers themselves. It's definitely worth a visit.

In Farlow, which is one of the oldest towns in the areas, Q20 there's a museum that shows how horses used to be the most common way of travelling around how they were gradually replaced by steam train and later, of course, diesel and electric trains, buses, cars and bicycles. Right, now, I'll pass around this sheet of paper...

## Test2 Section3

*You will hear a conversation between a female student called Karen and her course tutor.*

(Questions 21-27)

Tutor: Oh, Karen, Hi, Come in, sit down. I want to talk to you about this assignment you've given me. I'll give it back to you with my comments but there are several things I wanted to run over. You know, pointers for next time. When you hand in your next assignment, can you check that you've dealt with these?

Karen: Hum. Yeah, OK.

Tutor: Now, the first thing is some your literature discussion was a bit thin so I would actually like to see your book reports to get your complete view, so can you submit those with the next assignment? Then I can see which bits you chosen to leave out.

Karen: Uh, yes, Sorry, I didn't realize you needed them.

Tutor: And I've found some errors, just small ones where you had quoted people but not recorded the information properly at the end. Don't forget to go through and Q21 make sure that your references are accurate. The actual quotes were very relevant but the references just need tidying up, OK?

Karen: Yes, I'll remember to check that.

Tutor: Now, Q22 you make some good points but it might be helpful if you could see if you can include a few extra examples, just to really hammer the point home. Don't start writing more paragraphs, just slot them in at the end of what you've already written. Now the thing you have to do, if you really want to get better marks is to expand the ideas you're presenting, then your argument becomes more convincing.

Karen: OK, fine, Hum, can I talk to you about this presentation I've got to do?

Tutor: Yes, of course.

Karen: Hum, am I doing it next term? I can't remember what we said.

Tutor: Well, the thing is, Marco couldn't do it so Q23 you agreed to do it at the next seminar, didn't you? So, how can I help?

Karen: Well, I was wondering what you consider to be the core part of presentation. I mean, what should I focus on?

Tutor: Good question. Well, you have very little time really, **Q24 so it's absolutely essential for you to explain the experiment.** of course you'll have a summary in the handouts you give out but you need to go through it carefully when you do the presentation.

Karen: And do I have to give you abstract first or shall I just email it to all the students?

Tutor: Uh, no. I do need to see it first. We'll get some printouts done. Now, they'll need to be done by the 3rd of December so **Q25, I'll need to see it by the 26th of November if that's OK?**

Karen: Yes, fine.

Tutor: Oh, and I need to talk to you about where it will be. We've had problems with the rooms because we'll need something bigger than usual. **Q26 In our faculty the only room free is the computer room, which is far from suitable, so we'll have to go across the road and do it in the chemistry lab.** They've got all the proper overhead equipment in there as well.

Karen: OK, right. And I get a grade for this, don't I?

Tutor: Yes, your first one is graded by your tutor **Q27 but this one will be assessed by the professor. But don't be worried, it will be fine.**

(Questions 28-30)

Karen: Oh, and I've sorted out my modules for next year. You asked me to tell you my choices.

Tutor: Yes, what've you decide?

Karen: Oh, it was really difficult to decide. Hum, I've already done the data collection once so that wasn't really a choice, I couldn't make up my mind between language and society and communication skills. I read the syllabuses but they sound more or less the same to me. **Q28 Anyway, I went for communication skills in the end coz I know the lecturer.** Actually, social interactions seems to cover much the same ground so I didn't bother with that either. **Q29 Hum, I thought this course analysis looked really interesting and, in fact, they cover a little bit of research methodology in it so I thought I'd do that rather the full methodology course.** Kill two birds one stone as it were. And then I fancied something completely different **Q30 so I thought Psycholinguistics would be interesting, unless you think it'll be more worthwhile for me to do the phonology course?**

Tutor: No. I think you've made sensible choices. I'm glad you're organized. OK, let's meet again in a couple of weeks to see how you're getting on.

Karen: OK, thank you, See you then.

## Test2 Section4

*You will hear a talk given by a specialist at zoo about the implications of extinction of species.*

Good afternoon. From my work as curator at the Brisbane Zoo, it is becoming increasingly obvious to me that the animal world is a highly endangered one. It sometimes seems as though a new species is added to the endangered list every day and a great deal of this is due to human activity. You may have read about the orange-bellied parrot colonies in South Australia, these are under threat from wind farms. So even our attempts

to save energy can have a negative impact. A further example is provided by the expansion of our cities. Q31 Here in Australia many species of frog are losing their habitat as a direct result of this urban development. What's more, thanks to the increasing use of pesticides, fewer insects are surviving. C32 Many species depend upon these as a food source, birds in particular and so their numbers are declining as well. So, even in rural areas we are having a damaging effect on species. In fact, when our farmers choose to grow large amounts of one staple crop each year, Q33 corn is a perfect example. This often results in a greater need for chemicals and fertilizers which has a devastating effect on local wildlife.

Clearly something needs to be done about this, however, very little can be achieved without full public support and our general attitude is not always a positive one. Of course, it is easy to get people interested in animals such as the Panda. Q34 Thanks to the attention it has given in the media, people are very aware of its plight and so are willing to give a great deal of support. Q35 However, it is not so easy to attract sympathy for those essential, smaller species such as insects. They may seem insignificant, but these tiny creatures have an enormous effect on our ecosystem. And it isn't only size that is problem when it comes to our attitude towards animals.

There are certain animals that we could prefer to simply ignore for various reasons. Q36 Firstly we might do this because of fear, that is normal reaction when people see a shark or a snake, for example. Another reason might be that Q37 we believe certain animals are rivals when it comes to food, locusts and even mice could come into this category. Then there are animals that we view with disgust because of how they look or feel the many different parasites for example.

You may well ask what does it matter if any of these species dies. Extinction is a fact of life after all. I would argue that there are several reasons to be concerned about the extinction of any species. Each species helps us to understand more about how our ecosystem works, one species can be linked to many others in the food chain, for example. And inevitably they all lead back to us in some way.

Q38 We now know that the more complex the ecosystem is, the more stable it is. When this is the case, large numbers of one animal are quickly controlled by outbreaks of its predators. Q39 We've also begun to realize that the presence or absence of certain plants can alert us to changes in our environment. One type of plant might indicate the presence of rich mineral deposits, another might alert us to toxic water.

And so even seemingly insignificant species can be helpful and beneficial to us. This is especially true in the area of medicine, there are many well documented cases of the health benefits of pet ownership, especially with the ill or the handicapped. Q40 But not many people know that spiders are also being used in medicine. The cobwebs they make can be used to assist with certain blood disorders, it actually helps blood to clot.

Imagine how much more there is for us still to discover from plants and animals but we can only do this if we can save these creatures from extinction. Perhaps, in the end, it is our self-interest that will save the animals.

## Test3 Section1

*You will hear a man enquire about joining a wildlife conservation society.*

(Example)

Woman: Wildlife Conservation Society. Good afternoon, Can I help you?

Man: Oh, hello, yes. I'd like to join please.

Woman: Oh, yes, certainly. I just get some details from you. Could I have your name? Man: Michael Jones.

(Questions 1-6)

Woman: Wildlife Conservation Society. Good afternoon, Can I help you?

Man: Oh, hello, yes. I'd like to join please.

Woman: Oh, yes, certainly. I just get some details from you. Could I have your name?

Man: Michael Jones.

Woman: Right, and can I ask you heard about this? Was it in an advert or did a friend tell you or...? Man: **Q1 Neither, actually. It was a radio program.** Then I just got your number from the phone book. Woman: Oh, right. And now I need some membership details. It's Michael Jones and the address? Man: 21 Beal Street.

Woman: OK.

Man: Leeds.

Woman: Fine. And you know your post code?

Man: Yes, **Q2 It's LS142JW.**

Woman: OK. And do you have a daytime telephone number we can contact you on?

Man: Yes, you can call me at work. The number is 0117358642. And I can give you my office email address if you like.

Woman: That'd be probably useful. Yes, please.

Man: **Q3 It's mj@henninas.co.uk.**

Woman: It that H-E-double N-I-N-G-S?

Man: That's right.

Woman: Thank you. Now I just need to ask you some questions about exactly what you want. First of all, how long do you want the membership for? We do two, three, and five-year memberships. And we also do one for life.

Man: **Q4 Uh, I think I will just get the minimum length this time around.**

Woman: Fine. And then the type of membership, we do single, joint or family which covers up to four children.

Man: Well, we haven't got any children. **Q5 But I think I will get the joint one because my wife would probably want to do the activities with me.**

Woman: Yes, fine. Let me see, **Q6 that would be 49 pounds altogether then, please.**

(Questions 7-10)

Woman: How would you like to pay?

Man: By direct debit?

Woman: No problem. I just need your bank detail. Can you give me the name first?

Man: Q7 It's the Union Bank.

Woman: And now I've got your name, but I need your account number.

Man: Uh, 01 05 96 12.

Woman: OK, When would you like to start payment, next month on the first of October or...?

Man: Q8 Can you make it the 15th instead?

Woman: No problem. The membership will begin then, too. Is that alright?

Man: That's fine.

Woman: I just give you the reference number in case there is any problem. Have you got a pen?

Man: Yes.

Woman: Q9 It's JYZ37. And we will be sending you an information pack within a few days. Is there anything else?

Man: Oh, yes, Could you send me an additional one? I've got a friend who's very interested.

Woman: Certainly, No problem. I'll make a note of that. Q10 There is also a video we can send you if you like. There is no charge.

Man: Yes, please. That'd be great.

## Test3 Section2

*You will hear a woman talking on a radio programme about a festival take place.*

(Questions 11-18)

Man: I have in this studio with me Mary Smith from York Town Tourism who is here to tell us about some of the events happening in our state capital over the next three weeks at the spring festival. So Mary, what can we expect to see?

Mary: Well, It's such an exciting time to be in York town. To kick off the spring festival, Q11 there'll be a huge firework displayed down by the lake, starting at 9pm this Saturday, the 4th of September. Over ten thousand fireworks will be set off. All choreograph to music and broadcast simultaneously here on radio Yorkee. You should get there early if you want to get close to the action. Q12 So bring along a picnic and a blanket, as it could get chilly in the evening.

One of the things that attract visitors to the festival from all over the country is Q13 the amazing collection of flowers on show in Central Park throughout the festival. Special buses will run from the town centre to the show Q14 at 20 minute intervals for those of you who prefer to take public transport.

If you are interested in seeing the latest in cars from the fastest to the most expensive, Q15 then head over the The Motor Show at the Exhibition Center from the 10th to the 15th of September. It will be open daily from 9

a.m. until 10 p.m. So you can even pop there after work. Do you like photography? Then go along to "Grow Your Imagination", an exhibition of photographs of famous gardens. **Q16 which will be held at the art gallery** from the 11th to the 19th of September. Come and be inspired by some of the world's most beautiful gardens. I have a sneak preview of some of the photographs and they are magnificent.

If music is more your thing, then you should come and hear the Australian philharmonic orchestra performing "Swing In Spring" **Q17 at the concert hall** on Friday the 17th and Saturday the 18th of September. It's a celebration of dance music from 1940s and 50's. There will be three performances. Both evenings start at 7pm and **Q18 a matinee performance at 2:30 on the Saturday**. So, get your dancing shoes on and hit there. It's a guarantee to get your feet tapping.

(Questions 19-20)

Those are just a few of the attractions on offer. But for something a little different, you could try "Balloons Down Under", which is the largest gathering of hot air balloons in the Southern Hemisphere. It's well worth it, because there will be over 25 balloons of all shapes and sizes, which is truly amazing sight. **Q19 I'm also happy to announce that one lucky person will get the chance to go up in one of these balloons absolutely free. That is the prize in our special Spring Festival Competition.** It normally costs you 200 dollars. So, it's not a bad prize, isn't it? I'm sure you all want a chance to win, **Q20 so you'll need to fill out the entry form in today's edition of the York Town News.** Don't forget to include your phone number and send it to Radio Yorkee. Make sure your entry reaches us by 5pm on Thursday, the 9th of September. Then to see if you've won, just check out the festival's website on Saturday, the 11th of September, where we will publish the name of the lucky winner. It's such a fantastic prize. So hurry up and get your entry in. So, there you have it, just a few of the special events happening here in York town over the Spring Festival. And if you like any more details about...

### Test3 Section3

*You will hear a student called Paul talking to a tutor about courses thinking to doing.*

(Questions 21-25)

Tutor: Good morning, come in. You are Paul, are you?

Paul: Yes, I spoke to you on the phone.

Tutor: Yes, have a seat. You want to talk to me about the archaeology course?

Paul: Yes. I've read the handbook, but I'd like to find out a few more details before I decide whether to do it.

Tutor: Right, yes. What would you like to know?

Paul: Well, first of all, can I combine the archaeology course with one in anthropology?

Tutor: Yes, **Q21 you can combine it with any other subject apart from classical history.** That's simply because there are some overlapping lecture times for those two courses. We weren't able to coordinate them.

Paul: OK, fine. And could you tell me about the modules?

Tutor: Well. **Q22 in the first semester, there are three.** All of them are compulsory. We don't offer optional modules till next year.

Paul: Right.

Tutor: The first one focus is on what can be learnt from specific artifacts such as pottery and stone tools. **Q23**

It's called Object Matters and it's taught by Dr. Morris.

Paul: Is that...how is the module presented? I mean, is it lectures?

Tutor: We refer to the means of presentation as the learning method. And in this case, it's lectures integrated with practical sessions. So it's a mixture.

Paul: What about the content? I suppose we'll be looking at different kinds of archaeological remains and how to date them and so on.

Tutor: To some extent, but the module is basically about processes. First of all, recording material, Q24 then classification, then interpretation of the data, that's how archaeologists draw conclusions about their findings. And finally, display. Is that OK?

Paul: I think so. Yes, thanks. One other thing, how is the module assessed? Is there an exam?

Tutor: No. Q25 It's all based on coursework.

(Questions 26-30)

Paul: OK.

Tutor: And the second module, Q26 that's the one called Towns and Cities is taught by our department head — Professor Elliot. And as the name suggests, Q27 the module's about the origins of built environments and how they developed.

Paul: That's mainly factual, I suppose.

Tutor: Q28 It's really. And for that reason, the assessment's by examination. But you may be pleased to know it's an oral than a written exam and...

Paul: It sounds a bit scary.

Tutor: Most of our students find they actually enjoy. So don't worry too much.

Paul: OK.

Tutor: And the title of the third module is Method and Science. And in that Dr. Thompson will be introducing you to the standard used in archaeological fieldwork and analysis, things like excavating and dating.

Paul: What about the learning method for this module? Are there any lectures or it's all laboratory work?

Tutor: Oh, Q29 It's half lab work and half seminars. There aren't any lectures. Then right at the end of the module, you'll take part in a site survey. The date for that is week beginning to 10th of March. Q30 But I can't tell you the location yet. That would be announced later. But I think you'll find it very useful.

Paul: Yes, I know...

## Test3 Section4

*You will hear a talk about the impact of our digital world on young people.*

(Questions 31-40)

In this lecture series, we are looking at changes occurring due to the rapid spread of digital technology in the last decade of the 21st century. By digital technology, I include any computer related devices such as email, the Internet, cell phones, instant messaging, to name but a few. Today's lecture focuses on the ideas of Marc Prensky and what he believes are the major effects that high exposure to digital technology has had on young

people today.

Firstly, what exactly does Prensky believe? He argues the because today's young people have been born into a digital world and spent hours simply playing with technology, there've changed in fundamental ways. He believes they are evolving differently, and as a result, **Q31 processing information differently from previous generations.**

It's even possible that these young people's brains physically changed, although whether this is literally true isn't yet known. Nor does Prensky go quite this far. Prensky divides people into digital natives and digital immigrants. Today's young people are the digital natives and they belong in this new digital age, because they were born into it and grew up native speakers that have digital language of computer technology.

Whereas digital immigrants are those born in the generations before the digital age. Just as those who learn a second language often retain their foreign accent, **Q32 the immigrants are usually in varying degrees not quite as effective at speaking the digital language as the natives are.** **Q33 For example, they are more comfortable finding phone numbers using a phone book or looking up information in an encyclopaedia rather than using the Internet as a primary source of information.** Prensky calls this the digital accent. Another example of the digital accent is scanning a manual for a computer program rather than assuming program itself will teach you how to use it. Basically people with digital accent have never really stopped relying on their original non-digital means of sourcing information. The prefer doing things as they've always done them without typing something into a computer.

Prensky predicts that due to all this, changes are in stores, mainly in the area of education. But what do other educators and theorists such as Thompson Allen, Samuel James, and Peter Vander believe?

**Q34 Samul James from Sydney University agrees with Prensky's predictions. He believes that educators are no longer successful in the way they teach.** However, not surprisingly, Prensky has been criticized by more traditional theorists like Peter Vander and Thompson Allen. They disagree with many of Prensky's assertions. Vander argues that a typical classroom is more vary than Prensky believes with students coming from a range of backgrounds. maintains that **Q35 a large percentage of these students are not necessarily proficient with technology.** And not all students today fit the one stereotype. And Allen adds that even though most students today have easy to technology. **Q36 some just don't find the digital medium appealing.**

James disagrees, though. He believes that all today's students do share the same basic interesting and knowledge of digital technology. However, James believes our younger students can communicate with their digital immigrant teachers and **Q37 can still learn using methods which have proven to be successful in the past.** James's theories are taken a step further by Allen who recognizes that both digital immigrants and natives have to deal with vast amounts of information in today's electronically society. Allen maintains that while most young students are proficient in playing computer games and using the web in quite basic ways, they are not used to using computer at advanced levels. For example, **Q38 to conduct complex information searches which are so necessary for university study today.** Irrespective of Aden's research, James believes **Q39 it's possible for computer games to play a major role in making classroom learning more stimulating.** And he cities many instances where this would be possible today. However, Vander asserts that rather than focusing on developing games, we should think of better ways to assist teachers. Because **Q40 no computer program comes close to doing what a human teacher does every day.**

## Test4 Section1

*You will hear a student from overseas phoning a student's accommodation office of a college in UK for some information.*

Darren: College Accommodation Bureau, Darren speaking, how may I help you?

Woman: Oh, good morning. I am starting at the college in September and I need to find some accommodation.

Darren: Right. Well, there are various options. The first one is to stay in college accommodation. That'd be a single room.

Woman: How much would that cost?

Darren: Well, It depends. For a standard room, you'll look at 3276 pounds for the year. That's just for a room with wash basin. **Q1 Or 3834 pounds if you want a normal suite. That's-with your own small bathroom.**

Woman: I see. That's more than I expected.

Darren: It doesn't include heating. That's quite a saving because energy costs can be high, especially in winter.

Woman: Hum, does it include meals as well?

Darren: No. All our rooms are self-catering now. There is shared kitchen on each corridor where you can cook if you want to. Or there are plenty of places to eat out on campus.

Woman: OK. And you said that is the price for the whole year?

Darren: Well, you pay annually. But actually it's for 36 weeks. **Q2 It doesn't include holidays. You have to vacate the room then.**

Woman: Oh, hum, I need somewhere to stay in the holidays. I can't afford to go home. The flights are too expensive.

Darren: Well, there is another option. Several families who are the workers at the college or have children study in here offer visiting students a room in their homes.

Woman: Oh?

Darren: **Q3 We call this arrangement "Home Welcome".** And we've still got a few places left at the moment. You pay 150 pounds per week and that includes breakfast, a packed lunch and dinner, as well as heating.

Woman: Is there a contract? Do you have to stay for the whole year?

Darren: **Q4 No. It's flexible.**

Woman: Hmm, it sounds really good, but I'm not sure. I really want to be a little more independent.

(Questions 5-10)

Woman: What about finding somewhere to live off campus?

Darren: Yes, you can rent a property in town privately. You might want to rent a room in a shared house. You'd have a room of your own and shared kitchen and bathroom with other students.

Woman: What about if I don't want to share?

Darren: **Q5 You can get what we call a studio.** They are often quite small but they'll have everything you need.

Woman: Right. How much would those two options cost?

Darren: Well, prices vary, depending on which part of the town the property is in. Generally speaking, the cheapest is around 275 pounds a month for each student.

Woman: Oh, that's not too bad.

Darren: Yes, but it can also be as high as 490 pounds and then you have to pay all your other bills.

Woman: What sort of amount would I be looking at for those?

Darren: Well, last year, students were paying on average about 43 pounds per month each for gas and electricity.

Q6 This year, it would probably be somewhere in the region of 48 pounds.

Woman: That's a lot.

Darren: Yes, they're gone up quite a bit. And on top of that, Q7 You have to pay for water and that would probably be around 9 pounds.

Woman: That didn't occur to me. And Q8 I guess I'd have to pay for transportation, too.

Darren: That's right. Most of these properties are quite a long way from the college.

Woman: Oh, that just gets worse and worse. What's the minimum contract on this type of accommodation?

Darren: Six months. Q9 And you have to pay a deposit. But of course, you can stay there over the holidays.

Woman: That's true.

Darren: Q10 And you'd have to provide references. They want two from someone in this country.

Woman: I see. That's not a problem.

Darren: If you do choose this option, we can't find the property for you. You'd have to go through the estate agent which manages the property for the owner.

Woman: Right. Thanks. Well, I think I'd like to see what's available privately. Could you give me the estate agent details...

## Test4 Section2

*You will hear an audio guide introducing a visitor to a museum.*

(Questions 11-14)

Welcome to the Global Museum, located at the heart of this truly multi-cultural city which is home to more than 60 different nationalities. The museum has a number of exciting displays and exhibitions. And this audio guide is designed to help you make the most of your visit. Altogether, the museum has 18 different galleries, and this season sees the opening of three new exhibitions. We recommend that you begin your tour by visiting this season's highlights.

The Heritage Closes Exhibition is located in Gallery 5 of the museum. Q11 People who live in the area have spent two year preparing this exhibition, which brings together some of the fascinating garments, traditionally worn in their own communities. They researched the history of their communities' clothing traditions and the customs and rituals associated with them. Altogether, 16 countries are represented, from Ghana to Korea, from Turkey to Nepal. The photographs that accompany each display case were taken by some of the city's college students who are studying design and Q12 show the clothes being modeled by the real people who wear them

in the course of their everyday lives.

Another highlight of the season is the exhibition called "Toys from the Past" which can be found in Gallery 9. This exhibition which appeal to people of all ages is on tour throughout the country and Q13 will be here for ten weeks only. The exhibits include dolls made over a hundred years ago with beautiful porcelain faces and in some cases real hair.

The collection covers the favourite toys such as wooden train sets from many different generations and provide plenty of interests for children and adults. Q14 The gigantic board games which are laid out on the gallery floor are one of the most popular activities in the exhibition and should not be missed.

This exhibition concludes with the special display of miniature toys. Q15 These small objects are all loan from countries all over the world and in some cases measure no more than a few centimetres. There is a tiny car made from match sticks, a toy aero plane completed with pilot and passengers made out of seashells and some exquisite little buildings no higher than 4 centimetres.

(Questions 16-20)

The final gallery highlight of the season is the Biscuit Gallery No. 15. Many years ago, this city was famous for its biscuits. Although today the factory no long exists. Did you know for example that before biscuits were packed in paper cardboard boxes, biscuit tins were fashion items? Q16 The factory made tins round, square triangular, hexagonal for a whole range of different occasions to celebrate national events, festivals, famous faces and so on. One fascinating display deal with people's favourite biscuits. There are sweet biscuits and savory ones, biscuits filled with jam and biscuits filled with currants, biscuits with pink, yellow and white sugar icing or coloured sugar flowers. When the factory finally closed, it announced people's favourite biscuit was not as you might expect a chocolate biscuit or one filled with jam and cream, but Q17 a plain savory one which was eaten with cheese. When you get to the end of the exhibition, Q18 there is an entertaining hands-on activity to fill your own biscuit tin. All the biscuit ever produced by the company are piled up on the table along with various tins. The biscuits are made out of thin pieces of wood, but the weight, colours and shapes replicate the original biscuits. Your job is to fill the tin with biscuits so when the lid is taken off, they sit there as neatly as they did when the job is done by machine. It is not as easy as it looks.

If you would like to buy a monument of your visit, Q19 there is a museum gift shop selling postcards, souvenirs, and hand-made pottery next to the information desk on the ground floor. And finally, if you don't want to carry your coats and bags around with you during you visit, Q20 please make use of the free lockers provided by the museum. Enjoy your visit.

## Test4 Section3

*You will hear a discussion between a student called Helen and her tutor about an assignment that Helen is working on.*

(Questions 21-24)

Tutor: Come in, Helen, how can I help you?

Helen: Well, I'm doing research for the anthropology assignment. And I was hoping to check a few details.

Tutor: Sure. You choose the topic of Pacific tapa cloth, didn't you? What do you find out so far?

Helen: Well, I was going to introduce my assignment by saying that tapa cloth is fiber made from bark, just the outer layer of the trees. It's particularly common in the Pacific Islands, but not exclusive to them. In fact, many

other people around the world have made high quality cloth from bark. Q21 But what set pacific tapa apart is the incredible variety role it's played in this region.

Tutor: Yes, nice introduction, though I think you can be more specific regarding dates. OK, so what about raw materials used?

Helen: Well, tapa cloth is made from several species of tree. In the pacific, the paper mulberry tree is most common, but it doesn't thrive in all conditions. Q22 In fact, it wasn't originally found in the islands, but was carried in the canoes by the first migrants. Tapa is also made from the breadfruit tree, which is convenient, because its fruit as the staple food. The paper mulberry tree is only grown for tapa making mill.

Tutor: Yes, that's good. Now what about the Maori people here in New Zealand?

Helen: But the Maori don't make tapa now.

Tutor: That's right. And you need to account for it. We know that when Maori migrant here from the other pacific islands, they were prepared to make tapa because they brought the paper mulberry tree with them. The thing was after they'd been in New Zealand a bit: Q23 they found the flax plant which is superior to tapa, because it makes the stronger fabric. By the time Europeans arrived in the 18th century, Maori were making all their fabric from flax and had been for some time.

Helen: OK. So, with the production process itself, first the inner bark is beaten with wooden hammer to soften the fibers: Q24 then the different pieces are glued together using adhesive paste made from the Aloe root tuber. This is the only way to fabric large pieces of cloth because bark strings are too fine to be woven together and stitch isn't strong enough.

(Questions 25-30)

Tutor: So now you need details about different countries.

Helen: Where would you start?

Tutor: I think Samoa is the obvious place. It's famous for its very fine clothes called Seaple which is hand painted with representations of the ancestors. Q25 Still today, at the most profound events in lives, such as birth, funerals, weddings and the investiture of chiefs, Samoas with Seaple ropes to add significance and meaning to the ceremony.

Helen: OK. Then I can talk about Tonga. It seems to me that the great innovation in Tonga has been developing a simple coarse clothes, which is quick and easy to make. Q26 This is suitable for all sorts of everyday functions around the house, like bed covers, mosquito nets and curtains.

Tutor: Good point. Now what about Cook Islands tapa?

Helen: Well, the Sweallier is poor quality, so the bread fruit tree is often used. One type of thick cloth called Tikoda was wrapped around the poles and Q27 used to make the entrances to places of worship so was highly regarded in local culture.

Tutor: You might mention Fiji as well, which is interesting, Q28 because tapa was actually used as currency there. Fijians used to sail between the islands and exchange tapa for other commodities like canoes or pigs.

Helen: I know that in Tahiti, the tapa cloth is different, because the patterns are in colour, which is considered more valuable than the usual brown patterns.

Tutor: You are right about the Tahitians using coloured pigments, but they aren't more valuable. The colours are only a decoration. Q29 People enjoy wearing bright robes especially for dancing and competitive games and do it just for fun.

Helen: Oh, I'll make a note of it. Well, the last place I was going to mention was Tikopia. Even today it's commonplace to see wearing clothes made of tapa cloth. And many of the other islands, the tapa only come out on special occasions. **Q30 But here you see people working in the gardens wearing tapa.**

Tutor: Sound promising, Helen. I'll look forward to reading your assignment.

## Test4 Section4

*You will hear a part of talk about research into learner persistence given by a university lecturer to her colleges.*

(Questions 31-40) .

My talk is about a research study I did over a period of five years on learner persistence. Why some people stick at academic study better than others? As teachers, you will know that there is a tremendous variation in the learner's response to certain things. For example, a short period of illness might completely destabilized some students and cause them to give up their degree studies. Other learners may overcome tremendous difficulties to stay the course. I am particularly interested in the second group, who are the ones with learner persistence.

What I decided to do was design a research study using a sample of my university's third-year undergraduate students, 295 in all who obviously had already stayed the course pretty well. The sample was drawn from a range of ages but there were deliberately a significant number of mature students. **Q31 And all respondents were living at home in the local region.**

I want to have this element of consistency, not having some coming from outside the area living the university accommodation. It should be noted through that there was significant variation in home background to reflect the variation in our student population. I designed questionnaires which were devised to elicit what their concerns had been as they started course and what had sustained them throughout the three years. Findings from the first section indicated that their worries when they started varied from financial concerns, though this had not been as strong as I expected, to career prospects. **Q32 But mature students with children tended to emphasize uncertainties about their relationship with them.** The second section of my questionnaire looked at learner persistence under three main headings, social and environmental factors, other factors, and intrinsic or personal characteristics. I identified three levels of importance for each of these.

At the first level, those points identified by participants' most important learner persistence. For social factors, many respondents said how crucial it had been to have good support, there was no one specific source, it could be family or friends. As regards other factors, students are hardened so much by high grades, but by what they regard as success in study. And **Q33 for personal characteristics, many respondents reported that they look pleasure in challenge,** and this was regarded as very significant.

At the second level of importance, in the first category, a sizable percentage talked about the fact that **Q34 they have enjoyed themselves in school as an importance social factor. In the second column, Q35 other factors, a number of people said that what was of most importance was decent health.** This had a fairly strong influence on their persistence in their studies.

And then under the heading of the personal characteristics, **Q36 there were quite a large percentage of respondents who mentioned they felt it was important to have lots of interests in their everyday lives.** This gave them a depth and sense of perspective which less persistent learners might lack.

And then onto the third level, **Q37 under social factors, several respondents talked about good relationships**

with their tutors. For other factors, they mentioned lack or absence of any problems in their families. And finally under column three, they identify the ability to juggle several roles, what we might call their capacity for multi-tasking.

Now these findings obviously helped form a design of activities that I mentioned. But in addition, a number of further recommendations emerged. Firstly, I propose that the department distribute questionnaires to first-year students Q38 to help get an idea of their maturity when starting the course. This is really our overriding concern. Secondly, I recommend we look into ways of Q39 offering induction courses for some selected students to allow them to take on the role of advisors. We think they are the best people to act in that role. This policy will make support much more accessible to our students. Thirdly, this help is often most needed in the evening and night when offices are closed. And so Q40 we should set up online services instead of the more traditional telephone services. Researches show that the services are actually more accessible to the majority of students. And finally, it is often important to be proactive. If students are not meeting deadlines, then someone should contact them rather than wait for them to come to us. Now are there any questions about the points...

## Test5 Section1

Olivia: Hi Zach! I heard you passed your driving test! Congratulations!

Zach: Thanks Olivia! I passed just last week. It feels great to be independent and driving on my own!

Olivia: I really want to take driving lessons, but I haven't been able to find a driving school that will give lessons during the weekends so that I don't have to miss any classes at college.

Zach: The driving school that I used was brilliant and really flexible with their teaching hours. It's really close to school. The address is (Q1) 67 King's Road - that's 67-KING-apostrophe-S Road.

Olivia: Oh that's perfect! I don't like the idea of driving around busy streets. Did your teacher make you drive in urban areas or did he mainly teach you on roads in the countryside?

Zach: My teacher said that I had to learn on both in order to become a good and experienced driver. We would start in the city centre and then drive (Q2) north above the city.

Olivia: He sounds like a good teacher. Would you mind giving me his contact details so I can ask him for lessons?

Zach: Of course! My mother's friend Daniel Smith referred me to him. His name is Allen Sutcliffe.

Olivia: Could you spell the surname please?

Zach: (Q3) S-U-T-C-L-I-double-F-E.

Olivia: Thanks for helping me out, I'll give him a call tomorrow. I don't know if I should learn in a manual or automatic car, How do I decide?

Zach: I wasn't sure which type of car to learn in either. In the end I chose to learn in a manual car because once you've learnt how to drive manually you can drive automatic as well. Most cars on the road are (Q4) automatic nowadays.

Olivia: OK, I think I'll learn with a manual car too then. Hopefully the teacher will be able to give me lessons in the evenings after school!

Zach: It would be much better if you take the lessons during the (Q5) day. It will be far easier for you to learn when there is enough daylight to clearly see everything going on around you. But you need to be an experienced driver to drive safely at night.

Olivia: How frustrating! I was hoping I wouldn't have to take lessons during the weekends! You're right though, safety comes first!

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Zach: Speaking of safety, you should wait until summer to start learning! It's really difficult and dangerous to drive in the wind and rain as a learner so you should definitely wait until the (Q6) weather is sunny and dry.

Olivia: OK, that's perfect, actually! It will give me some time to save up some money to pay for the lessons.

Zach: Tell me about it! I had to work for months before I had enough money saved up! It was worth all the work when I finally got my driving (Q7) license though!

Olivia: The whole process is so expensive! How much did it cost you in the end?

Zach: Well, each half hour lesson cost \$30 and then the final test cost (Q8) \$50. In total it cost me about \$300.

Olivia: Gosh, it's pretty expensive! How did you find the test? Was it really difficult?

Zach: No, it wasn't too bad, and the man was really calm and friendly. I knew that I would have to perform two parking maneuvers during the test, so I practiced them a lot beforehand and that really helped! The test used to last 40 minutes, but it changed a bit. For the first 20 minutes of the test he gave me directions and I had to just drive around and then the last 10 minutes was for demonstrating the maneuvers, so the test is (Q9) 30 minutes in total.

Olivia: OK, great, I'll remember that! Do you have any more advice?

Zach: It's really good to practice driving a lot outside of driving lessons as well. Whenever my parents were running errands on the weekends I would offer to drive them. My driving teacher also told me to buy a notebook to write down everything that I've learnt in it like (Q10) a diary.

Olivia: Haha, that sounds boring, but I'll do it if it helps.

Zach: I found it really useful! Before my test I read through everything I had written down and it reminded me of a lot of things that I had forgotten about! It's really helpful for the theory test as well because there's so much information to remember for it.

Olivia: That's great, Zach! Thanks for your help!

Zach: No problem, see you at school!

Olivia: Bye!

## Test5 Section2

Hello, and welcome to the home page for the Healthy Hearing Medical Clinic and Surgery, where we'd like to share a little more information about the services we provide and more.

Our hospital is one of the leading specialized hospitals in the United Kingdom, attracting the very best healthcare professionals from around the globe. Not only are we a leading medical practice, but we are also the only hospital in the United Kingdom dedicated entirely to the treatment of, and research into the curing of hearing loss. Our facilities and staff here are renowned across Europe, attracting thousands of patients a year. (Q11) Our consultations can number anything up to 11,000 patients a year, however we aim to treat around 5,000 patients a year so as to maintain and ensure the quality of our services. Our patients are guaranteed the highest standard of care, as well as the use of our first class facilities. All patients requiring overnight treatment are provided with their own private room with en-suite facilities, as well as a state-of-the-art entertainment centre, which includes a flat screen LCD television and PlayStation.

(Q12) Appointments with our healthcare professionals can be made at any time during the week, with female doctors available between 8 am and 11 am. If you need to see a doctor outside of these times, please visit the 'Out of Hours' page of our website for more information. Our doctors are all trained to an exceptionally high standard, and practice a vast array of specialties: Mr. Robert is a fully qualified ear and throat specialist, Mr. Edwards is a pediatric hearing specialist, (Q13) while Mr. Green specializes in reversing hearing loss. For more details about our people, please visit the 'Staff Members' page on our website.

During a consultation, doctors will sometimes decide medication is required, for which patients should receive a prescription. There are several pharmacies within the city: (Q14) however we recommend that patients use the pharmacy housed within our health care facility. Our in-house pharmacy is well-stocked at all times, our products are competitively priced, and our pharmacists are on hand to help and advice from 8 am until 10 pm from Monday to Saturday, and from 9 am until 12 pm on Sundays. If you require any help outside of these

hours, please see our 'Out of Hours' page on the website.

Since the Healthy Hearing Medical Clinic and Surgery also functions as a teaching hospital, we aim to provide our students with every opportunity to expose themselves to medicine in practice. (Q15) Therefore we would like to encourage our patients to give their consent for a medical student to attend their consultations. If our patients are not comfortable with this, there will be a format reception where patients will be able to opt out.

Now, please look at the map I've given you of the Healthy Hearing Medical Clinic and Surgery. For those not familiar with our practice, (Q16) reception can be found through the main door at the end of the corridor. If your consultation is booked with Mr. Green, you need to go through the main door and turn right by the nurses' desk, and (Q17) his office is at the end of the corridor on your left-hand side. If you need to alter any of your personal details, please visit our secretary at the Office for Medical Records, (Q18-1) which you will find next to the therapy room. (Q19) If you're awaiting surgery, please first check in with reception, before taking the first door on the right after you enter the clinic. Finally, in the event that you feel disappointed with any of the services we have provided, or have any further questions, (Q18-2, Q20) please locate our Manager's Office, which can be found near the Office for Medical Records and between two closets.

If you have any more questions about the Healthy Hearing Medical Clinic and Surgery, please do not hesitate to contact us on 01256 111 111. [fade out]

### Test5 Section3

Charlotte: Excuse me, Dr Twain. May I speak with you for a minute?

Dr. Twain: Of course, please come in.

Charlotte: I'm Charlotte York. I'm considering taking your course in Tourism.

Dr. Twain: Right. Well, Charlotte, how can I help you?

Charlotte: I have been considering studying Tourism, however, it is such an important decision that I would like to seek some advice about it first. Would you mind answering some of my questions?

Dr. Twain: Absolutely, fire away!

Charlotte: Well I have been discussing courses with my parents and they are concerned that I will not be able to get a well-paid job with a degree in Tourism. The reason that I want to study the course is that I have a great interest in the subject and I think I would really enjoy it. (Q21) I believe the only way that I will enjoy my life is if I enjoy my career. Happiness is far more important than money, don't you think?

Dr. Twain: Absolutely. I would much rather be happy and poor rather than rich and miserable. Money cannot buy you happiness.

Charlotte: I'm glad you agree.

Dr. Twain: You needn't worry about money, Charlotte. (Q22) A large part of the Tourism course is dedicated to teaching students how to manage finances, a skill that you can apply to your everyday life as well. I would also recommend that you take a sideline course in time management, as this can be incredibly useful in efficiently planning your workload. Efficiency is the key to success!

Charlotte: I'll remember that.

Dr. Twain: Now I have found that some students have natural talents that really help them to succeed in the course. Communication skills, for example, can be very beneficial, Do you have any strengths?

Charlotte: Maths was always my favourite subject at school so I really enjoy solving mathematical problems, however I find statistics quite difficult, (Q23) I have always been very capable and self-sufficient. I have a lot of confidence in my abilities and will take the initiative in situations without needing to depend on anyone else for their help.

Dr. Twain: That's a really great quality to have and will be particularly useful if you choose to study Tourism.

Charlotte: That's great.

Dr. Twain: I would recommend that you spend some of your time researching the course. A lot of people who are uneducated on the subject claim that Tourism is a shrinking industry and that it will become irrelevant in the future. If you study the published research however, you will see that the truth is quite the opposite. (Q24) The industry has, in fact, grown significantly as people have developed an ever-increasing interest in culture and travel. Have you compared the university course with a polytechnic?

Charlotte: Yes, I have. I was interested in studying the course in modules. However, the university doesn't offer that option. (Q25) I don't have enough funds to be able to attend an expensive university, so I was relieved to see that the course is quite affordable. I also considered attending a summer school instead of university to save money and so that I could work during the rest of the year, but I really wanted the university experience.

Dr. Twain: I think that university would suit you well.

Dr. Twain: Now, what about the courses? Are you interested in any of the other subjects on offer?

Charlotte: I have looked at a few. I was interested in Travel and Business as it sounds similar to Tourism.

Dr. Twain: That is really worth learning, (Q26) however, be aware that it is difficult and will demand a lot of your time.

Charlotte: OK, that's good to know.

Dr. Twain: You might find that Japanese is an interesting course and it will teach you valuable skills in speaking the language. (Q27) Personally, it's not bad and could be of some help, but not that much.

Charlotte: OK, Japanese, got that...What about Medical Care?

Dr. Twain: Well, if you have time, the course will teach you a lot about curing diseases and illnesses, or dealing with injuries outside, although it's not essential.

Charlotte: So, OK, (Q28) if it's useful, I'll take it.

Dr. Twain: (Q29) If you enjoy using technology and are worried about fulfilling the entry requirements, computing is very relaxed about the skills that applicants must possess.

Charlotte: I'm terrible with computers so I'm not sure that I would enjoy that course. How about Public Relations?

Dr. Twain: Yes, I would recommend that course. (Q30) It would be related to entering the Tourism industry as it will educate you on how to approach clients and develop associations with them.

Charlotte: That's great! Thank you so much for your help!

## Test5 Section4

Good morning. In the last few lectures I've been talking about the history of technology in the modern world. But today I want to use Roberts as our case study, which is a company that develops complex camera

technology for a range of industries and disciplines. Since the camera was invented in 1816, it has changed and improved dramatically with cameras now in existence that can fit on the head of a pin. The company has been founded on a series of principals by which the company operates in its day-to-day business, the most important of these being to enhance the (Q31) present development of camera technology.

Roberts has a philosophy pioneering and innovation, having been responsible for the invention of numerous technologies since it was founded by Dwayne Roberts in 1957. It has achieved many of its aims over the years, but its principal and founding aim persists through time, which is to explore (Q32) new facts and imagine the unimaginable.

The cameras produced by Roberts have a multitude of potential applications that are currently being explored. One of these is an anti-gravity camera that they aim to attach to a space satellite from where it will record live, high-definition video and provide fascinating new views of planet earth. It could also prove useful in exploring (Q33) other planets by providing researchers with never before seen images of the universe. Roberts are also experimenting with attaching the cameras to small drones that will fly through the rainforest in search of plants that could be used to develop (Q34) future medicine. The camera also has the potential to be used on the roads. As it is 20% cheaper than the speed cameras that are currently in operation, this means that more of them could be distributed across the road network where they can control (Q35) traffic by making sure that all cars abide by the speed regulations.

Despite this diverse range of potential applications, the cameras are presently used for very different, more domestic purposes. Roberts' cameras are presently used as nanny-cams, which allow parents to watch their nannies to ensure that they are responsibly attending to the children that they have been employed to care for. These cameras give parents peace of mind and more control over their child's welfare whilst they are at work or otherwise occupied. The highest sales of the company are in (Q36) toys that have the cameras hidden within them. This clever idea means that the cameras are camouflaged from view and do not look out of place in the child's nursery. The toys are also very robust, so children can play with them without damaging them in the process. The toys are designed to look like (Q37) animals and come in a range of shapes, sizes and colors as well as different animal species such as monkeys and bears. These toys are incredibly popular and can be bought in any toy store for only \$20. Always eager to be constantly improving their products, Roberts are now working on a product that will change the way people see photography. This new contraption is a mini (Q38) camera that is built into eyewear such as glasses and sunglasses where it can capture the world as you see it. Holiday makers and tourists no longer have to carry a big, heavy camera around with them on their travels! They can instead purchase a set of eyewear with the built-in camera, which will capture the moment with a simple tap.

Roberts are also developing a model of this tiny camera for use during medical procedures and operations. The camera will be used during non-invasive keyhole surgeries to enable the surgeon to see what they are doing inside the body without having to make a large incision. This innovative application for the camera could make surgeries a lot faster and the saved time and energy will also make it far more (Q39) efficient. As the patient will no longer have to undergo a large incision for their surgery, it also means that their recovery will be much faster with a greatly reduced chance of post-op infection.

If any of you have an interest in working in this field of technological invention, Roberts is a very diverse and fast-growing company that would be a fantastic internship opportunity. Every year they organize a series of (Q40) competitions where entrants stand the chance of winning a place in their internship programme, so I would suggest that all of you enter. That wraps up the lecture for today. Please remember that attendance is mandatory....[fade out]

## Test6 Section1

Employer: Hello, is this John Murphy?

Applicant: Hi, yes it is.

Employer: Hi John, this is Ed Heisenburg from the Wild Dunes Spa and Resort calling about your application for our lifeguard position. Do you have a few minutes to talk?

Applicant: Yes, absolutely.

Employer: Great. Could you give me your address?

Applicant: Sure. (Q1) My address is 45 Elsinore Court.

Employer: I'm sorry, was that Eleanor? Could you spell that for me?

Applicant: (Q1) Sure - it's Elsinore. E-L-S-I-N-O-R-E.

Employer: Okay, thanks. And is this the number we should reach you at in the future? 099885767?

Applicant: No, this is my home phone, but let me give you my (Q2) mobile phone number instead: 077896245. Call me on that one

Employer: Okay - I'll make a note of that. Could you tell me your availability?

Applicant: Sure. I am usually available during afternoons or weekends. I would prefer not to be scheduled on weeknights because (Q3) I work part-time as a waiter.

Employer: That shouldn't be a problem, since we don't stay open very late anyway. And do you have any other employment experience?

Applicant: Yes, I have worked at a few other places. (Q4) I was the baseball coach at Ridgemont High School last season.

Employer: I see. And do you have any other experience that you would like us to note on your application?

Applicant: Yes. Last year (Q5) I worked at the beach as a rescue diver.

Employer: Rescue diver? That sounds intense!

Applicant: Well, it's really just like being a lifeguard, except in the ocean instead of a pool. So kind of like being a lifeguard at the world's largest pool.

Employer: Haha. I see.

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Employer: So could you tell me about the relevant skills you have? I'm guessing a lot, given your experience.

Applicant: I am CPR certified and have (Q6) 2 years of diving experience.

Employer: Great! It sounds like you are well qualified for this position. When does your CPR certification expire?

Applicant: Hm. I think in November, but let me quickly check my CPR card... (Q7) actually, it expires in October.

Employer: Okay, so regardless you have it through the end of the summer. When is your ideal time to work?

Applicant: Since I work in the restaurant on weeknights, (Q8) I like weekends best - specifically Saturday mornings.

Employer: I see. We do already have a lot of staff available on Saturdays, but I do need an early morning shift lifeguard. How early could you work Saturday morning?

Applicant: I can get there (Q9) by 6.00 if need be.

Employer: You'll be happy to know we open a little later than that, but I'll put you down for Saturday mornings here.

Applicant: Oh awesome! I can't wait to get started.

Employer: How about you come in next Saturday, the 12th?

Applicant: That sounds good.

Employer: Great - we can figure out other shifts for you to work when you come in then. One last thing - just out of curiosity, where did you hear about us?

Applicant: (Q10) I heard your ad on the radio while I was driving this morning.

Employer: You know, I think you're the first person who has responded to our radio ads. It's almost always people who have seen us in the newspaper.

Applicant: Yeah, I don't have time to read through the newspaper every morning. I have plenty of time in the car to listen to radio ads.

Employer: That makes sense. Well, thanks for your time, and we'll look forward to seeing you on the 12th.

## Test6 Section2

Welcome to all of you...Can everybody see and hear me?...Good...I 'm Sarah Conor, an HR representative of Earn and Learn. I have been asked today to talk to you about our company. So, for those of you who don't know very much the company let me start by giving you some basic information about it.

Earn and Learn started nearly twenty years ago. It is not a charity but a for-profit company that enables promising entrepreneurs to make (Q11) money while traveling. During the past ten years, it has grown rapidly and has gained great influence in most countries of the world.

We have a partnership with the (Q12) school and take a large number of recent graduates from the business school. So if you are a recent graduate I'd say you can consider applying to our company.

Before your application, you might be curious about what sort of places you could go to. There are four main locations, but you also have the freedom to submit a different location and if they can make the necessary arrangements, you can go. The first country Earn and Learn established locations in was the U.S., where you may choose from multiple locations, as long as you can commit to their (Q13) more rigid schedule of August to December.

Also, you could do the (Q14) Australia internship. That one is really cool - you work at a wildlife shelter and learn about the business practices of nonprofit organizations. You do have to be willing to (Q14) commit 8 months for that one, though. Perhaps that's a long time to be so far away, but I would say it is really an amazing opportunity.

I don't know whether some of you are in decent physical shape. If so, the South Africa internship is another exciting one - you learn a lot about sustainable farming - but you would be doing some of the (Q15) manual labor involved in maintaining a farm. Indeed, it's hard work, but I think you would definitely be able to do it. It may be wise to wait until after their summer is over so it's not so terribly hot.

In addition, there is a most recently established location in India. This one gives you more of a study abroad feel, given that they arrange a (Q16) host family for you to stay with. In the other locations, you live in an apartment with other interns, so this is definitely a unique experience.

Regardless of where you go, at the end of the program you get a Global Traveling Certificate, as long as you can explain your experience. (Q17) You can provide a written log of what you did. I recommend writing journal or blog entries about what you do every day, or a weekly summary of each day. Of course you don't have to write up a formal report or anything like that. (Q18) And you need to apply for it once you have returned.

Some students may want to know whether this is a paid internship. Actually you have to pay for the flight there yourself. But you have the opportunity to create your own small business, which could earn you money if it's successful. So basically you pay for it all up front, but when you're there you can find ways to make money. That is to say, you pay for two thirds of the cost up front as deposit, and then give (Q19) the final installment one month prior to your return.

Finally, I have to remind you that you need a (Q20) health check before you go, to make sure you're not going to spread any communicable diseases. In addition, before you go, you don't have to attend any meetings or workshops. You'll meet everyone you'll be working with once you get there.

Okay, well, that's all I've time for today. Thanks for listening and I'm happy to take any questions if you have them...

### Test6 Section3

Dani: So tell me about your research project, John.

John: I created a questionnaire for the study to determine people's opinions of the relative feasibility of earning a living in Brisbane.

Dani: Oh, cool. How is it scored? Are they all multiple choice questions?

John: Well, the questions consist primarily of yes/no responses. There are two free response questions at the end. Participants will use a computer to fill in their answers; that way it is really easy to analyze the data afterward.

Dani: Great! It sounds like you have a pretty solid idea of what you should do. Just don't forget to submit a copy of your plans to Professor Curran by the 15th.

John: Oh, I almost forgot!

Dani: Hm, you don't do it for high grade or appraisal, but he can review and give you feedback.

John: Right, that will be helpful - he has been conducting studies like this for 30 years now.

Dani: Yep, oh and I'm curious - are you going to be in the room giving subjects directions for the questionnaire?

John: Well, I think the instructions will be provided by another representative who will not be analyzing the data. I want them to feel they can answer and be completely anonymous, so I will not be in the room.

Anonymity is really important for this study.

Dani: I agree. Good idea. You should tell the representative to remind subjects to fully consider both sides of each issue. Sometimes it's really easy to immediately check "yes" or "no" without stopping to think about it completely.

That's so true! It's like a race to finish the questionnaire first or something. I'll make sure to include that in the instructions. This report has to be perfect!.

Dani: Wow, what's the big deal? I know it's part of your grade and all...

John: Well it's that, but also a well-executed study could grab the attention of faculty in the department, which would be a huge deal.

Dani: So...for attention?

John: No silly! I mean I could really gain the respect of professors who may later take me on as a graduate student in their labs.

Dani: Oh, I see.

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Dani: Let me take a look at the survey. Wow, this looks great! The map of the median income by region is a great tool - where did you find it?

John: Well thanks! I read a lot of sources and just noticed this one in a small psychology journal called Modern Psychology. It's more helpful than the photo I added, but I think the photo is just so interesting. It was in the newspaper last year during that huge wage strike.

Dani: It's great. Probably not necessary, but it looks great. I don't understand - what is WKRX's involvement here?

John: Oh - the radio station agreed to sponsor the study if I play their station in the room.

Dani: Wow, interesting. So you don't have to pay for any of this?

John: Exactly.

Dani: Nice! Where did you get that idea?

John: Last month at the Psychology Club Council meeting someone talked about how easy it is to get sponsorship from local businesses, so I listened to their advice and called around!

Dani: I'll have to remember that. Well, this all looks great. Good luck!

## Test6 Section4

Welcome back to my series of short lectures on apes. Today we will examine recent and historical breakthroughs on the behaviour of chimpanzees, otherwise known as chimps.

The word "chimpanzee" is an umbrella term for two different species of apes in the genus *Pan*, which are the Common Chimpanzee, or *Pan Troglodytes*, found in West and Central Africa, and the Bonobo, or *Pan Paniscus*, which are found in the forests of the Democratic Republic of the Congo. Chimpanzees belong to the *Hominidae* family, together with gorillas, orangutans and indeed humans. Current research tells us that the

chimps broke away from the human branch of the Hominidae family approximately six million years ago, and remain the closest living relative to humans to this day. More modern researches into chimpanzees have centred on their behavioural characteristics, once all biological and (Q31) genetic factors have been ruled out. In this way, scientists have unearthed an unfathomable amount of similarities between human and chimpanzee behaviour. Although much of this research has taken place through observation of captive chimps, the results are widely seen as an authoritative reflection of chimps living in the wild. Chimps live in large so-called communities comprised of many male and female members, with the social hierarchy determined by an individual chimp's position and influence. Through such research, scientists have found that chimps learn and adapt through (Q32) observation of others' behaviour. Once in power, the alpha male is often seen to alter its body language in order to retain power, for example he might puff himself up in order to intimidate others, while lower-ranking chimps are noted to behave more submissively and holding out their hands while grunting. Female chimpanzees also have a distinct social hierarchy, with high social standing inherited by children. It is not unheard of for dominant females within a community to unite and overthrow the alpha male, backing another in his place.

James Diamond, in his book *The Third Chimpanzee* suggests that chimps should now be reclassified in the genus *Homo*, instead of *Pan*, and there are many arguments still in favour of this. Male common chimpanzees are on average 1.7 metres in height, weighing 70kg, with their female counterparts being somewhat smaller. By comparison, the Bonobo is slightly shorter and lighter, but with longer arms and legs; however, both species walk on all fours, and climb trees with great ease. Jane Goodall made a groundbreaking discovery in 1960, when she observed the use of (Q33) tools among chimpanzees, including digging for termites with large sticks. A recent study claimed to reveal that common chimpanzees in Senegal have been using spears sharpened with their teeth to hunt; however these reports remain unsubstantiated. Researchers have witnessed such tools, namely rocks, being used by chimps to (Q34) open coconut shells and indeed crushing nuts with (Q35) stone hammers. As scientific technology has developed, so too has our knowledge of the sheer extent of the chimp's intelligence. Research has now shown that chimps have the capability to learn and use (Q36) symbols, and understand aspects of the human language, including syntax as well as numerical sequences.

As I mentioned earlier, the umbrella term 'chimpanzee' is comprised of the common chimpanzee and the bonobo. These two sub-species are divided along the Congo River, with the common chimps living on one side, and the bonobos living on the opposite side of the (Q37) river. Over the past few decades, both of these sub-species have witnessed an alarming decrease in population (Q38) density, with animal activists now working harder than ever to protect those remaining and encourage procreation.

In addition, next week's episode will focus more closely on how chimpanzees in captivity are able to (Q39) learn things through imitating the behaviour of humans, as well as how chimpanzees' (Q40) behaviours have developed over many generations.

Thank you very much for attending this evening's lecture. I hope you found it intellectually stimulating, and I look forward to seeing you again next week. Goodnight!

## Test7 Section1

Reception: Good afternoon, you're through to reception at The Island Hotel in Crete, how may I help you today?

Mr. Schiffer: Yes, hello there, I'm hoping to book a double room for my wife and myself for about two weeks from the 25<sup>th</sup> April of this year. Firstly, could you tell me whether it's particularly hot during this time?

Reception: Yes, of course Sir, during late April and early May, the daytime temperature shouldn't exceed (Q1) 19 degrees Celsius, but the weather has been rather erratic and difficult to predict in recent years, so I am unable to say for certain.

Mr. Schiffer: Okay, that sounds good, my wife doesn't like going outside when it's very hot! I haven't booked flights yet, but I must say that I'm unfamiliar with Crete and its transport system. Does the hotel provide an airport shuttle service?

Reception: Yes Sir, we provide a complimentary airport pick-up service for all our guests. It takes about (Q2) 40 minutes to get here from the airport, but it's at least 60 minutes at rush hours and you will be provided with a fully air-conditioned shuttle bus.

Mr. Schiffer: Okay, excellent. In that case, do you have any rooms available for the dates I gave you?

Reception: I shall have a look on the system now for you Sir, bear with me just a moment. [brief pause] Yes Sir, I can see now that we have several rooms available. Would you prefer a garden view or a sea view?

Mr. Schiffer: Well, ideally I would like a sea-view room with a balcony, but of course that depends on the difference in price.

Reception: Not to worry Sir, all of our standard double rooms have en-suite facilities and a (Q3) balcony. If you would like one of our sea-view rooms, there is a premium of E60 per night.

Mr. Schiffer: Okay, so could you tell me the total nightly rate for a standard double room with a sea view?

Reception: Yes, of course Sir, for the spring months, our rate is E216 per night. For 14 nights, altogether this will come to E3,024.

Mr. Schiffer: Perfect. I also read on your website that the hotel has gym and spa facilities. Are there any other facilities on offer?

Reception: Yes, we have a large outdoor infinity pool overlooking the ocean, with luxury sun beds and a poolside bar. We also have (Q4) 3 full-sized tennis courts, where we run a popular doubles tournament, with the winner receiving 2 all-inclusive spa day vouchers.

Mr. Schiffer: Goodness, I shall have to brush up on my tennis skills!

Mr. Schiffer: Are there any other activities organized by the hotel that we can partake in? It's just that it's our wedding anniversary on the 30 of June, and I would like to provide my wife with the perfect romantic getaway.

Reception: I can assure you, Sir, that your wife won't be disappointed. Ours is a 5-star resort which is renowned for its luxury and beauty. In terms of activities, the hotel provides thrice weekly entertainment. On Tuesdays, guests will take a mini bus and partake in learning to cook succulent (Q5) fish dishes with our Michelin starred chef, Enrique. The class will take place in a beautiful valley deep in the Cretan hills, where guests will be treated to an intimate (Q6) piano performance by our in-house concert pianist, Pedro. On Wednesdays, a select number of guests will be fortunate enough to explore the mountains by (Q7) helicopter, before being transported to a tropical (Q8) Cretan garden by shuttle bus. Finally, on Thursdays after a fancy dinner, we

provide a spectacular (Q9) fireworks display, which guests can view from the comfort of a (Q10) cable car.

Mr. Schiffer: Oh wow, that all sounds absolutely wonderful! I shall book the room now, and then I need to look at fights so as not to become extortionate. Would you like to take my details now or later? [fade out]

## Test7 Section2

Hi folks, my name is Loretta Johnston, and I'm here from the Baltimore Department of Public Waste. Thank you for coming out to our community meeting tonight. I've got a few words to say about the waste collection herein Baltimore.

First there's the sorted collection bins themselves. They're made of sturdy, solid material so none of your trash can seep out, or puncture the bin. Also, since these things sit out on the curb overnight rain or shine, they have to be (Q11) waterproof. We can't have water getting up in it and filling up the bin. Remember to pay attention to which bin is which, and sort your waste accordingly. You should have a blue or green bin for recyclable garbage, a yellow bin for unrecyclable garbage, and a red bin for toxic waste.

Our city-wide waste management is divided into two services. The first is commercial waste collection, or trash collection from (Q12) buildings. The majority of building waste is paper, which goes in the blue or green bins. You'll notice in your office buildings there are signs that warn you not to (Q13) overfill these bins. All that paper adds up, and an overflowing bin is infinitely harder for collectors to carry to the truck and empty.

Aside from paper, another large source of building waste is metals. Metals such as tin and aluminum can be put in the yellow recycle bins, but metals like lead and copper should be disposed of in the red bins. These (Q14) heavy metals are harmful to the environment and exacerbate our city's existing pollution problem.

That's about all the information you need for building waste. Moving onto the second service, household waste collection is probably what you primarily think of when you think of what we do here... Many of the same guidelines apply - the sorting is the same, etcetera. Please remember to keep garbage like kitchen waste in a (Q15) plastic bag. It makes collection easier and lessens the abominable rotten-trash smell.

So after we take your trash away, what happens to it? We take all the garbage to one of a number of garbage disposal plants, each of which is located in the middle of an (Q16) open space of some sort. No one wants to have their home or office right next door to a waste disposal plant, right? Waste is collected and then disposed of once every (Q17) four weeks. A lot of trash can build up in that time, so we're in the process of developing a plan to fund collection more frequently. Ideally it would be collected weekly, but we will likely have to settle for biweekly. The garbage trucks make their rounds to clear the bins at night in order to avoid (Q18) traffic.

I'm sure you've seen how much waste your own household produces in a given week. Now imagine all the trash produced by all the households in Baltimore. It's a lot, right? It may surprise you that this amount is only marginal compared to commercial waste. Yep, the main waste producers are actually (Q19) businesses, industrial facilities, retail, and offices. Hard to believe humans produce that much waste, right? No wonder we have pollution problems!

Anyway, after all incoming waste is sorted, recyclables are sent to a recycling plant while garbage and toxic waste are transported to their respective areas of the plant for treatment. Items such as (Q20) stones, which should not be disposed of in our bins, are separated out and discarded.

Once the trash has undergone the treatment process, it is compacted and disposed of with all the other trash and finally, when the landfill space is full, it is buried deep underground and in time something new is built on the land.

That's everything about waste collection, thank you for listening. Are there any questions?

## Test7 Section3

Tutor: Before we start, Jimmy and Kathy, thanks for coming in today to talk about your current research paper! Well, I will also give you talk about your current research paper! Well, I will also give you later.

Jimmy: That's great!

Tutor: Okay, (Q21) I have read the introductory chapter, and so far I like where you're going with your research, you two.

Kathy: Thanks! What did you think of the procedure section?

Tutor: I haven't gotten there yet. I will get to that and the results and discussion section in a bit.

Jimmy: Oh. If you haven't read the rest, are you just saying you like the introduction?

Tutor: No - (Q22) the layout is really well done. You have each section clearly marked and have the header and footer perfectly formatted, and your title page is right on the money. A lot of students have trouble with that one.

Jimmy: To be honest, we did refer a lot to the example we received in class.

Tutor: That's good to do for spacing and layout, as long as you're not also copying the information. The background information is a little sparse, though. You may want to add to it.

Kathy: You think so? I was more worried about whether I had enough data.

Tutor: You definitely need more background information. I would think about finding some more online articles or (Q23) doing more research in the campus library.

Jimmy: That's a good idea - we can go tomorrow. I find it too tough finding the subject matter in the online journal database.

Tutor: I also like being able to flip through the physical journal as opposed to trying to scroll down on a computer.

Kathy: Me too. Oh, I almost forgot. I've included all of my citations in the abstract, (Q24) but could you help me with the bibliography? I should be using a bibliography, right? Not an appendix?

Tutor: Sure, I can help with that. Yes - for this type of scientific research paper, list all sources that you cite in the body of your paper in a bibliography. Go to the website I gave you last time to see the exact way to list each source.

Kathy: Okay, thanks. I'll do that. We still have a lot of things to fix up.

Jimmy: Yeah, but there's a lot of good stuff here to work with. So enough about the paper, how is the presentation going?

Kathy: Well, it's alright. I am going to go (Q25) try out the new presentation software while Jimmy's working on the bibliography.

Jimmy: Yeah, we are hoping to make an animation of an actual pump but still have a lot to learn about how to do that.

Kathy: Who would have thought before we started this project that we would be able to recreate the motion of a pump? This stuff is just so interesting.

Tutor: So glad to hear it!

Jimmy: Yeah, I am glad I took engineering this semester. I would definitely like to keep up with it.

Tutor: You know, there's an organization called the (Q26) Machine Engineer Society. You should look into joining it. You would need to score well in your engineering class to qualify; but I think you can do it.

Kathy: Hm, interesting. I will definitely check it out. I would really like to get in contact with some professionals in the engineering field to find out more. I don't really know anyone in the field now, though.

Jimmy: I think (Q27) if you keep meeting people in your classes and professors you'll be able to get in contact with some really helpful people

Tutor: Well said, Jimmy. If engineering pumps is something you both are specifically interested in, make sure you (Q28) stay up to date on new developments. In fact, you could visit the local water treatment facility periodically to see what new developments are going on.

Kathy: Hm, that may be a good way to get some practical experience.

Tutor: Well, I don't think they would let you handle any equipment by just visiting the facility. (Q29) If you really want to get your hands dirty, so to speak, I would recommend instead seeking a summer internship.

Kathy: Wow, you have so many helpful suggestions for getting a leg up. Now if only you could tell me how to get my work published!

Jimmy: Haha, wouldn't that be nice.

Tutor: Well, honestly, all you really need to do is (Q30) once you have a dissertation, present it. Present it often and to many audiences, and once you get feedback, adjust it. You'll get published one day.

Kathy: Wow, this meeting has been truly inspiring. Thanks for your help!

## Test7 Section4

Good afternoon, and welcome to Insect Biology 101. I'd like to begin this course with a few remarks about good insects and bad ones. Bugs are all around us and that's both a benefit and an annoyance--sometimes maybe even serious harm. First let's talk about the good things that insects do for us.

Probably the most important insect for humans, and maybe for all other life, is the bee. (Q31) Bees help plants in the process of pollination, and thus are necessary to most flowers and fruit-producing trees. That is, they carry pollen from "male" flowers to "female." If it weren't for bees, we'd have very few food plants and no fruit either. In fact, there would be no "we." No less a thinker than Albert Einstein pointed out that, without bees, humanity would be dead within a year or less. We 'd starve. It's that simple. That should maybe make us just a little humble.

A little less dramatic is the fact that bees also make the honey we eat.

(Q32) Moreover, they produce beeswax, which is useful in candles and it's also used as a first-rate furniture polish. Sure, these may not be vital to our lives, but they can serve as reminders of how important bees are.

That's a point I keep coming back to in this course. Though, in all fairness, I should point out that butterflies aid in pollination as well as bees.

Now, here in Michigan, what's the worst part of summer? Yep, that's right- mosquitoes. But I'm talking about helpful insects, right? So let's look at the dragonfly first. If there were no dragonflies, there would be even more mosquitoes! Dragonflies mainly eat mosquitoes and also a few other insects. Yes, that's right. They don't just fly around, they also help to eliminate (Q33) harmful insects. So, the next time you see a dragonfly, don't you dare kill it!

Now let's talk a little about those harmful insects. Take the mosquitoes I just mentioned as an example. Not so many years ago, mosquitoes here in America weren't just annoying. Some were even deadly. They carried malaria and (Q34) yellow fever. My own ancestor, the Confederate General John Bell Hood lived through the worst battles of Civil War, only to die at age thirty-eight from yellow fever. A pest, not a bullet!

But there's worse. In the first British colony, Virginia, 70% of the people coming to America died within the first seven years! Things were so bad that the English had to start bringing in slaves from Africa. In general the Africans were immune to malaria and lived longer. And the effects of slavery are still with us. American slavery: that's an awfully big evil due to one little insect!

Other insects, of course, destroy food crops. In China, for instance, locusts continue to be a danger to the harvest in some areas. Less important, but still annoying, moths eat people's clothes and dust mites slowly destroy carpets. Worse, but still in the home, termites or "white ants" eat wood: the wood of your house. If they are not stopped, they can eventually destroy (Q35) the whole building. Usually they seriously damage a building before anyone even notices them. So, as we all know, insects can be a real trouble.

So, what to do? You can go ahead and start killing harmful insects. In the early decades after the Communist Revolution in China, Chairman Mao encouraged the people to swat every fly they could see. Slogans on the walls of buildings called them "Little capitalists." But flies reproduce too quickly for this to be a long-term solution.

For some decades in the West, to kill insects with chemicals seemed a good remedy. Unfortunately, chemicals can only be used in a limited area for a limited time. It's (Q36) a small scale solution. The insects come back. Worse still, some of the poisons used like DDT were found harmful to the environment. Many kinds of wildlife, like hawks, were harmed. And people in chemical- using rural areas have one of the highest rates of liver cancer in the world. It's no secret that the chemicals remain harmful to (Q37) humans.

Like all species, insects adapt to their changing environments at an amazing rate. When a new chemical is introduced to their habitat, the insects that survive are generally the ones with some way of resisting the harmful effects. They then breed with the other survivors, and just like that insects become (Q38) resistant to most poison in a few generations. An insect generation, remember, is a couple of months at most!

So, again we have to ask: what to do? Well, there are biological solutions.

Some of these are pretty simple. One is destroying the insects' habitat. You take away their home or food. Cleaning your kitchen is the best way to prevent roaches. No garbage: no food. Getting rid of marshes and swamps eliminates mosquitoes. Other solutions might include bringing in dragonflies or bats in areas where mosquitoes are many. (Q39) This is a cheaper alternative to chemicals. Biological methods like this also bring no extra pollution to the environment. But you have to be careful. If you change the environment too much, you might be hurting other forms of life accidentally.

One recent method of controlling insect populations involves interrupting their breeding cycle. What does that mean? It means "birth control for bugs."

Insects are provided with food that makes them unable to reproduce. Since they can't have babies, the population disappears, or nearly so. And since no young are born, resistance is not a problem with no young insects developing increased resistance. Interrupt the (Q40) life-cycle, eliminate the bug! It's clear that we must have an understanding of the life cycle of the insect. At least that's the plan. We'll go into more details as this course goes along. Now I will stop here to see whether you have any questions or not.

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## Test8 Section1

CLERK: Good morning, ma'am, and welcome to "Australia's Moving Experience"! How can I help you?

WOMAN: Well, I... I hope you can help me. I'm so up in the air right now... I...

CLERK: Just calm down, now. Let me guess: you're moving and it has you a little confused.

WOMAN: That's it exactly. You see, I'm relocating to the United States next month and I'm having a hard time getting organised.

CLERK: Here, fill out your name and address, and let me ask you a few questions. Oh, what should I call you?

WOMAN: My name is Jane, Example Jane Bond.

CLERK: OK, Jane, first of all, what's your work phone number? In case I have any questions about things.

WOMAN: My work phone is Q1 94635550. But please try not to call me too often there. My boss hates personal calls.

CLERK: So does mine, ma'am, so does mine. And what address should we ship your things to?

WOMAN: My new company is letting me stay temporarily at 509 Q2 Clark House, that's C-L-A-R-K, 1137 Q3 University Drive in Seattle.

CLERK: Seattle? Beautiful city, I hear. Mountains right beside the ocean, almost. Cooler than Australia, too. OK, and when should we come pack your things?

WOMAN: I guess that would be on Q4 Monday, March 11th.

Do you want any help with an after-packing clean-up? We do that for a small additional charge.

Yes, that would be helpful. I promised the landlord I'd give her the keys back by 5:00 p.m. on Q5 Thursday, the 14th.

Great, we'll just schedule the clean-up for that day. That way, the place will smell clean and there'll be no dust.

Well, you do think of everything! Oh, how much is this going to cost?

Here is a list of our basic prices.

Oh dear, this seems rather expensive!

Yes ma'am, but you're paying for the best. We're careful and we're fast. Like we say, the only thing we break are speed records getting you moved.

Well... maybe that's so... Oh, I nearly forgot to tell you. I don't want my furniture shipped with me. I won't be looking for an apartment till after I arrive in America. Would it be possible to put my furniture in storage here for Q6 a month, then have it sent along later?

Of course, we do that all the time. A couple of other things.

Here at "A Moving Experience", we try to pack your things logically. We don't just throw stuff in boxes.

Do you have any special requests? You know, things you want packed in some special place, so you know where to find them?

Like what?

Oh, I don't know... Things like dishes maybe. Not to be rude, but you look like a lady who likes to eat.

Ahhh! Yes, I need my dishes and things where I can find them quickly.

Great. Q7 We'll put those dishes and cutlery in what we call the emergency pack. Can you think of anything else?

Ummm, Q8 I do have an antique tea kettle my great-grandmother gave my mother. I wouldn't want to lose that. So I guess Q8 you'd better put that in storage with the furniture.

Grandma's tea kettle with the furniture, got it! Say, how about things like your alarm clock? You don't want to miss your plane on the big day, right?

Well, you certainly think of everything! Yes, that's right. Q9 I'll also need my alarm clock where I can find it.

Fine, Q9 we'll put that in your personal package. And of course, we'll give you a list of where we pack everything. So, all you'll have to do on Thursday, the 14th is grab your luggage on your way out the door. Um, I couldn't help noticing the new CD player you're carrying. Is that a Samsung?

Why? Yes, it is. One of their best. Cost me nearly a hundred dollars, it did!

Do you want to take special care of it? I mean it's brand new.

Take care of it, but nothing special. Q10 You can just put it in storage with the furniture.

That looks like everything we need here. I guess you're all set.

That was certainly quick. Thank you, young man. This has been a most moving experience!

## Test8 Section2

Thank you all for coming to my talk this evening. It's nice to see so many people in the audience. For those of you who don't know very much about "Connection", let me start by giving you some background information about it.

'Connection' is a British organisation that facilitates homestays all over the globe. This organisation prides itself on matching tens of thousands of host families with guests every single year, allowing travellers to discover a country's culture in a way like no other. Homestays are ideal for both travellers and homeowners, enabling inter-cultural exchanges and the development of life-long friendships, while providing travellers with often discounted accommodation costs, and (Q11) host families with a steady income from the comfort of their own homes. The homestay experience is particularly popular with university exchange students looking for a more genuine insight into their country of choice, and an unrivalled opportunity to develop their language skill. The homestay experience is truly unique and once in-a-lifetime, and one that you will likely remember for the rest of your lives. It is important to note, however, that some people will find it difficult to adapt to the new country, with many enduring what is known as culture shock'. Connection's advice for those suffering from culture shock is to (Q12) go out and make as many friends as possible, no matter how difficult you may find it. Friends are guaranteed to help you feel more integrated as part of the local society, and show you some great places to hang out. At first, it might seem extremely challenging to overcome the language barrier between you and your host family; however, you will find that you quickly overcome this and develop a very close and almost familial relationship. Many of our travellers have suggested that (Q13) they have found discussing their hobbies and other interests with their host families is the best way to overcome any barriers, since you are more than likely to find something you share in common. For example, you might find that you are both passionate

about football, and end up playing in the local field every week. One of our guests undertaking a homestay in a rural area of the UK told us that she and her host now take a Tai Chi class together upon a hilltop at sunrise, calling the experience absolutely breathtaking'. After the first few weeks, (Q14) you will find your understanding of the people around you and their culture deepens by leaps and bounds, and you will soon become one of the locals. Our hosts, in over 140 countries, turn a location into a culture, time into experience and strangers into friends.

So how can you find out about applying for a homestay? The best way would be to visit Connection's website, www.connection.com, and contact one of their friendly advisors for more information. Once you have confirmed your interest in the service, (Q15) we would strongly advise that you remain in close contact with the registration office, which will send you several emails keeping you up-to-date with potential matches in your country of choice. Once registered, Connection will require you to send various documents, and will act as an intermediary between you and the host family prior to final confirmation and payment. During this stage, Connection will ask you to (Q16) provide two photos, one for the host family, and the other for our own records. Please ensure that you sign the back of each photo. Due to the nature of the service Connection provides, security is an absolute must, and they will ask you to (Q17) send in photocopies of your passport, birth certificate, and a bank statement as confirmation of your identity. On receipt of these documents, the official process will begin and your bank account will be debited for the initial deposit of £200. If you haven't (Q18) received any acknowledgement confirming receipt of these documents from us within seven working days, please contact the main office. As I mentioned before, due to the nature of the organisation, Connection operates a meticulous screening process, and (Q19) all applicants will undergo an interview in our head office in London, with exceptions made in extreme circumstances. After your interview, it may take us several weeks to carry out the decision process, so please be patient with us. If you would like a fast-track service, please indicate this on your application and we will notify you of the additional charges. Finally, once we have come to a result about your application, (Q20) you will receive a decision in the post. If you do not receive an offer of placement, we will refund your deposit within 7 working days.

### Test8 Section3

**Geoffrey:** Good evening, I'm Geoffrey Miller, from the University of Nottingham Student Union. And in this week's free class, Carlos Garcia is going to tell us about safety around campus. Over to you, Carlos.

**Carlos:** Thank you, Geoffrey. And thank you for all of your attendance today. (Q11) Also, I would like to thank the student union here at the university for organising this lecture.

Well, I have been serving and protecting the city of Nottingham for over 20 years now as a member of the police department. Does anyone know what type of crime is the most prevalent on campus? I heard someone say drugs and alcohol - that actually isn't too much of an issue. Violence? Nope. Actually, (Q12) the biggest thing we worry about here is theft. The nature of crime on Nottingham's campus is quite different from that of the surrounding areas.

Crime rates across the East Midlands are very difficult to control. We would like to see the rate stay the same for this calendar year, but it has been increasing steadily over the past three years. (Q13) On campus, however, I'm happy to say that the overall crime rate has fallen this year. You wouldn't think so (Q14) if you have seen the extremely exaggerated stories in the media. The media has done nothing but cause more concern about crime in our area.

Even the crime shows you see today are a little bit farfetched, but at least viewers know they are not real events. We would really like to see more factual news articles out there so the public can have a rational sense of the

safety level of our society.

OK, let's move on to what to do when you see a crime. Do not get involved if at all possible, and do not draw too much attention to yourself by running away in a conspicuous manner.

Though most likely (and hopefully) you will not have to experience this situation, (Q15) if you are being mugged please do not try to resist. Instead, be compliant and seek help after the incident.

Like I said, though, it is highly unlikely that you will find yourself amidst a crime, but it is important to be prepared should it ever happen. We find that (Q16) educating students and staff on the correct precautions to take is the best way to increase your safety. Just remember to be smart when you're out late at night, and avoid any area or person that looks suspicious. I know it sounds obvious, but I cannot stress this enough.

It is also not a bad idea to have your mobile phone with you at all times, but be careful. If you are chatting on your smart phone on your way home, you are a prime target for thieves.

I'd like to see a show of hands - how many people have left work or the library after 10 p.m. to go home before? A lot of you, right? If you do have to go home late at night, please don't walk home alone.

More often than not there is someone there that will be walking the same direction as you at some point. Walk home with a friend or coworker. Even if you must use your phone to call someone that is nearby to walk with you, (Q17) it is always safer to walk home with someone.

So when you're walking home, you may feel more comfortable with some sort of self-defense, such as pepper spray. Now, it's your call whether you want to carry something like this or not. However, (Q18) I absolutely advise against carrying a knife or any other offensive weapon. All too often they can be used against you if you are disarmed, putting yourself in more danger.

For all those interested, the recreation centre offers a free self-defense class to all students every Thursday evening. While obviously an introductory self-defense class may not equip you to fight off villains like a regular superhero, it does come in handy sometimes. (Q19) After taking a self-defense class, you will surely be more aware of possible dangers and how to deal with them.

So hopefully now you have a more complete understanding of the nature of crimes committed on your campus, and how to avoid being a victim. I know most students at the University of Nottingham are not the criminal types, but remember that (Q20) there is no barrier like a wall or something keeping non-students out. There is no army force securing the borders, and I doubt anyone wants it that way. The campus is generally a safe place, but it is not immune to small crimes once in a while.

Alright. That's all I have to say for today. Stay safe!

## Test8 Section4

Great Britain is often hailed as the home of football, with talented players travelling from far and wide to play for teams in the English Premier League- one of the most popular football leagues on the planet. Today we are going to take a look back to the 19th century Great Britain in an attempt to trace the evolution of 'the beautiful game' as it is now known.

Prior to the 19th century, the game featured a wide variety of local and regional adaptations, which were later smartened up and made more uniform to create our modern-day sports of association football, rugby football, and Ireland's Gaelic football. Even up to the mid-19th century, Shrovetide football or 'mob football' was still widely practiced. According to the rules of mob football, there were no rules... a player could legally use any means whatsoever to obtain the ball, such as kicking, punching, biting and gouging, with the only exceptions

being murder and manslaughter. These games may be regarded as the ancestors of modern codes of football, and by comparison with later models of football, they were chaotic and had few cooperation. Towards the latter end of the 19 century and moving into the early part of the 20<sup>th</sup> century, however, (Q31) there appeared a new found emphasis on moral values in football. Perhaps a more modern example of this can be seen in John Terry's suspension as England captain following reports of his infidelity to his wife. Furthermore, as mob football died away, (Q32) there grew a greater concern for players' health and general well-being, with many clubs affording their top players access to frequent medical check-ups and treatment. Despite the presence of Great Britain's unique stat-funded National Health Service, football clubs are still seen today providing team members with state-of-the-art healthcare facilities, with the top clubs even housing their own specialist doctors and physicians.

Today, football is a key feature of school children's day-to-day education, particularly for boys. With the help of football associations, all schools in the UK are boasting their own football teams. This mainly comes as a result of pressure put on schools and the government by concerned (Q33) parents, who felt that football education taught their children valuable lessons and indeed vital life skills, such as teamwork and a drive to succeed. Nowadays, many of the UK's top football clubs provide training facilities and outreach programmes in an attempt to educate the nation's aspiring youths.

As I previously mentioned, it was only during the 19 century that football in its uniform concept truly began to emerge, with footballers previously playing according to their own (Q34) versions of the rules. However, it was not until the early 20 century that different players actually began to play according to these standardized rules. Prior to the 19 century, football was played by all the major English public schools including the likes of Eton College, Winchester College, and Harrow. In 1848 there was a meeting at Cambridge University in an attempt to lay down the laws of football. Present at the meeting were representatives of each of these major public schools, whom each brought a copy of the rules enforced by their own individual school's rules of football. The result of the meeting was what is now known as the 'Cambridge Rules', thereby uniting the rules from across the (Q35) country into one simple document. However, the Cambridge Rules were not liked by all, and a new set of rules, 'Thring's Rules' compounded in the book 'The Simplest Game' became common place among dissenters.

Across the country, improvements in infrastructure and public (Q36) transport had a knock on effect of dramatically increasing attendance to football games. Football quickly became a (Q37) social event where spectators would meet friends, drink tea and chat about the good old days. As football became more and more popular, it was decided that more money should be invested in maintaining the quality of pitches amongst other things, and there was even talk of installing seating for spectators. However, the question of who was to foot the bill quickly became a divisive issue, with many believing that the government should fund football's development as a national sport. But in the end, the onus fell upon Britain's local and regional football clubs for the (Q38) funding and development of the football association. They became responsible for the upkeep of football grounds, began to pay their best players a small salary, and organized (Q39) competitions against other local and regional teams. And there began England's Football Association, or the FA, as we know it in its current form, the governing body of football in England. As the FA continued to grow and accumulate greater wealth, it was able to attract more and more talented young men from across the country, before finally accepting (Q38) professional talent in the early 20 century. Today, football is played at a professional level all over the world. Millions of people regularly go to football stadiums to follow their favorite teams, while billions more watch the game on television or on the Internet. [fade out]