

CAMDICT

“Nghe - Chép chính tả
Cambridge 8 - 16”



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INTRODUCTION

Có bạn bảo ngày cứ dành mấy tiếng cày Netflix không phụ đề nhưng trình nghe vẫn “cùi”, còn sang đến bài IELTS Listening thì đúng là địa ngục trần gian. Mình cũng từng cảm thấy hoang mang trước bài thi IELTS. Nhưng sau khi tìm thấy tài liệu và phương pháp học tập phù hợp, mình đã tự tin bước đi trên con đường chinh phục nó. Ở giai đoạn nước rút, mình đã tăng tốc và về đích thành công với số điểm IELTS Listening 9.0.

Nói đến tài liệu ôn thi IELTS thì không tới 5s, ai cũng nghĩ tới bộ đề Cambridge huyền thoại. Chắc không cần quảng cáo nhiều về chất lượng của bộ tài liệu này, vì nó đã rất nổi tiếng rồi. Về phương pháp, nhiều bạn chắc cũng nghĩ tới Nghe-chép chính tả. Tuy nhiên, phải dành cả tiếng mỗi ngày để nghe và chép lại hoàn chỉnh một đoạn hội thoại cơ bản chỉ dài 5 phút thì ai mà không nản. Nhất là đối với các bạn có kỹ năng Nghe còn yếu. Vì vậy, mình đã thiết kế bộ đề **Camdict**, Nghe - Chép chính tả Cambridge với các mức độ từ Cơ bản đến Nâng cao này để giúp các bạn cải thiện dần khả năng Nghe của mình, đồng thời luyện Nghe sát với đề thi thật nhất.

Camdict gồm những bài nghe dạng điền từ vào ô trống (nghe - chép chính tả đơn giản hóa) chia làm 3 trình độ:

- Cuốn CAM 8-10 (Level 1): nghe và điền 4-6 từ ~ IELTS 0-5.0
- Cuốn CAM 11-13 (Level 2): nghe và điền 8-10 từ ~ IELTS 5.5-6.0
- Cuốn CAM 14-16 (Level 3) nghe và điền 2-3 câu ~ IELTS 6.5+

Các bạn hãy đọc kỹ và làm theo Hướng dẫn làm bài để tận dụng được tối đa tài liệu này nhé! Chúc các bạn sử dụng hiệu quả bộ tài liệu này.

INSTRUCTION

- *Bước 1: Chuẩn bị*

In quyển CAM phù hợp với trình độ và mục tiêu. Đọc qua nội dung script để nắm được vị trí các cụm từ/câu còn thiếu.

- *Bước 2: Nghe - Chép*

Mở Audio của bài ra và nghe - điền vào chỗ trống. Nghe lại 3-6 lần để điền thêm những từ/đoạn chưa nghe được.

- *Bước 3: Kiểm tra đáp án*

So sánh câu trả lời của mình với đáp án, lưu ý những lỗi sai nhỏ như số ít - số nhiều, chia động từ hoặc từ loại.

- *Bước 4: Tập đọc transcript theo audio*

Các bạn sử dụng từ điển Anh – Anh và Anh – Việt để tra từ mới trong script. Nghe rồi bắt chước lại cách đọc trong audio, xem chỗ nào chưa giống thì đọc lại để cải thiện phát âm.

CAMBRIDGE 8

Test 1

Section 2

Hello, and thank you for asking me (1) to talk about the Dinosaur Museum and to tell you a bit about what you can do with your students there.

Well, let me give you some of (2) In regard to opening hours, we're open every day of the week from 9.00 am to (3)..... when we close at 1.30 pm. And, in fact the only day in the year when we're closed is on the 25th of December. You can (4) for your school group any time that we're open.

If you bring a school group to the museum, when you arrive we ask you to remain with your group (5) One or more of the tour guides will welcome you there and brief you about what the tour will be about. We do this there because our entrance is quite small and we really haven't got much (6) in the exhibition area.

As far as the amount of time you'll need goes, if you bring a school group you should plan on allowing (7) for the visit. This allows 15 minutes to get on and off the coach, 45 minutes for the guided tour and (8)

If you're going to have lunch at the museum you will, of course, have to allow more time. There are (9), with seating for 80 people. If you want to eat there, you'll (10)....., as they can get quite crowded at lunch time. Then outside the

museum at the back there are tables, and students can bring their own lunch and eat it there in the open air.

When the students come (11) we ask them to check in their backpacks with their books, lunch boxes, etc, at the cloakroom before they enter the museum proper. I'm afraid in the past we have had a few things gone missing after school visits so this is a strict rule. Also, some of (12)..... and we don't want them to be accidentally knocked.

But we do provide school students with handouts (13)..... on them. There's so much that students can learn in the museum and it's fun for them to have something to do. Of course, they'll need to bring something to write with for these. We do allow students to take photographs. For students who are doing projects it's useful to make some (14)..... of what they see that they can add to their reports. And finally, they should not bring anything to eat into the museum, or drinks of any kind.

There are also a few things the students can do after the tour. In the theatrette on the ground floor there are continuous (15) about dinosaurs which they can see at any time. We used to have an activity room with more interactive things like (16)and drawing and painting pictures, even hunting for dinosaur eggs, but unfortunately the room was damaged in a bad storm recently when water came in the roof, so that's closed at the moment. But we do have an IT center where students have access to CD ROMS with a (17)..... These games are

a lot of fun, but they also teach the students about the lives of dinosaurs, how they
(18), survived threats, that kind of thing.

And... I think that's all I have to tell you. Please feel free to ask any questions if you
would like to know anything else ...

ANSWER KEY

(1) to your teachers' meeting	(10) need to reserve some seating
(2) the basic information first	(11) into the museum foyer
(3) 8.00 pm except on Mondays	(12) the exhibits are fragile
(4) book a guided tour	(13) with questions and quizzes
(5) in the car park	(14) kind of visual record
(6) room for briefing groups	(15) screenings of short documentaries
(7) a minimum of 90 minutes	(16) making models of dinosaurs
(8) 30 minutes for after-tour activities	(17) range of dinosaur games
(9) two cafés in the museum	(18) found food, protected their habitat

Section 3

TUTOR: Right, Sandra. You wanted to see me to get some feedback (1).....
..... The one you're submitting for the Geography Society field trip competition. I've (2).....your proposal and I think it's a really good choice. In fact, I only have a few things to say about it, but even (3)..... like this you really have to be careful to avoid (4) in the proposal, and even in the contents page. So read it through carefully before submitting it, okay?

SANDRA: Will do.

TUTOR: And I've made a few notes on the proposal about things which could (5).....

SANDRA: Okay.

TUTOR: As for the writing itself, I've annotated the proposal as and where I thought it could be improved. Generally speaking, I feel you've often used complex structures and long sentences for the sake of it and as a consequence... although your paragraphing and (6) help... it's quite hard to follow your train of thought at times. So cut them down a bit, can you?

SANDRA: Really?

TUTOR: Yes. And don't forget (7)

SANDRA: Didn't I use page numbers?

TUTOR: I didn't mean that. Look, you've remembered to include headers and footers, which is good, but listing ideas clearly is important. Number them

(8)..... which is even clearer. Then you'll focus the reader on your main points. I thought your suggestion to go to the Navajo Tribal Park was a very good idea.

SANDRA: I've always wanted to go there. My father was (9).....
..... cowboy films and the Wild West so I was subjected to seeing all the epics, many of which were shot there. As a consequence, it feels very familiar to me and it's awesome (10)..... so it's somewhere I've always wanted to visit. The subsequent research I did and the online photographs made me even keener.

TUTOR: Interesting. Right, let's look at the content of your proposal now.

SANDRA: Did you find it comprehensive enough?

TUTOR: Well, yes and no. You've listed several different topics on your contents page, but I'm not sure they're all relevant.

SANDRA: No? Well, I thought that from the perspective of a field trip, one thing I needed to focus on was the sandstone plateaux and cliffs themselves. The way they tower up from the flat landscape is just amazing. The fact that the surrounding softer rocks were eroded by wind and rain, leaving these huge outcrops high above the plain. It's hardly surprising that tourists flock to see the area.

TUTOR: Well, yes, I'd agree with including those points...

SANDRA: And then the fact that it's been home to native American Navajos and (11)..... that goes with that. The hardships they endured trying to save their territory from the invading settlers. Their culture is so rich – all those wonderful stories.

TUTOR: Well, I agree it's interesting, but it's not immediately relevant to your proposal, Sandra, so at this stage, I suggest you (12).....
..... I think an indication of what the students on the trip could actually do when they get there should be far more central, so that certainly needs to be included and to be expanded upon. And I'd like to see something about the local wildlife, and vegetation too, not that I imagine there's much to see. (13)
..... hasn't helped.

SANDRA: Okay, I'll do some work on those two areas as well. But you're right, there's not much apart from some (14).....
Although it's cold and snowy there in the winter, the earth is baked so hard in the summer sun that rainwater can't penetrate. So it's a case (15).....
..... really.

TUTOR: So, I understand. Now, before we look at everything in more detail, I've got a few factual questions for you. It would be a good idea to include the answers in your finished proposal, because they're missing from your draft.

SANDRA: Fine.

TUTOR: So, you mentioned the monoliths and the spires, which was good, but what area does (16)? Do you know?

SANDRA: 12,000 hectares, and the plain is at about (17).....
.....

TUTOR: Larger than I expected. Okay. Where's the nearest accommodation? That's a practical detail that you haven't included. Have you done any research on that?

SANDRA: Yes. There's nowhere to stay in the park itself, but there's an old trading post called Goulding quite near. All kinds of tours start from Goulding, too.

TUTOR: What kind of tours?

SANDRA: Well, the most popular are (18).....-
but I wouldn't recommend hiring those. I think the best way to appreciate the area
would be to hire horses instead and trek around on those. Biking is not allowed and
it's impossible to drive around the (19).....
The tracks are too rough.

TUTOR: Okay, lastly, what else is worth visiting there?

SANDRA: There are several caves, but I haven't (20).....
..... I'll find out about them.

TUTOR: Okay, good. Now what I'd like to know is...

ANSWER KEY

(1) on your group's proposal	(11) all the social history
(2) had a look through	(12) focus on other considerations
(3) in an outline document	(13) Presumably the tourist invasion
(4) typos and problems with layout	(14) very shallow-rooted species
(5) have been better sequenced	(15) of flood or drought
(6) inclusion of sub- headings	(16) the tribal park cover
(7) simple formatting like numbering	(17) 5,850 metres above sea level
(8) or use bullet points	(18) in four-wheel drive jeeps
(9) a great fan of	(19) area in private vehicles
(10) both geographically and visually	(20) looked into any details

Section 4

So, welcome to (1) We'll begin with some basics. Firstly, what do we learn by studying geography?

Well, we learn a great deal about all the processes that have affected and that continue to affect the earth's surface. But we learn far more than that, because studying geography also informs us about the different kinds of relationships that develop between a (2)..... that live there.

Okay. We like to think of geography as having two main branches. There's the study of the nature of our planet - its physical features, what it actually looks like- and then there's the study of the ways in which we choose to live and of the impact of those on our planet. Our current use of carbon fuels is a (3)
.....

But there are more specific study areas to consider too, and we'll be looking at each of these in turn throughout this semester. These include bio-physical geography, by which I mean the study of the natural environment and all its living things. Then there's topography that looks at the shapes of the land and oceans. There's the study of political geography and social geography too, of course, which is the study of communities of people. (4)..... which we examine all kinds of resources and their use - agriculture, for example. Next comes historical geography- the understanding of how people and their environments and the ways they interact have changed over a period of time - and (5)
..... I'm particularly interested in, which takes as its focus the location of cities, the services that those cities provide, and migration of people to and from such cities. And lastly, we have cartography. That's the art and science of map- making. You'll be doing a lot of that!

So, to summarise before we continue, we now have our key answer (6).....
..... because without geographical knowledge, we
would know very little about our surroundings and we wouldn't be able to identify
all the problems that relate to them. So, by definition, we wouldn't be (7).....
..... to work out how to solve any studying this of
them.

Okay, now for some practicalities. What do geographers actually do? Well, we
collect data to begin with! You'll be doing a lot of (8).....
.....! How do we do this? There are several means. We might, for
example, conduct a census - count a population in a given area perhaps. We also
need images of the earth's surface which we can produce by means of computer-
generation technology or with (9)..... We've
come a very long way from the early exploration of the world by sailing ships when
geographers only had pens and paper at their disposal.

After we've gathered our information, we must analyse it! We need to look for
patterns, most commonly (10)..... This kind of
information helps us to predict and resolve problems that could affect the world we
live in.

But we don't keep all this information confidential. We then need to publish our
findings so that other people can access it and be informed by it. And one way in
which this information can be published is (11).....
..... You'll all have used one at some stage of your life already. Let's
consider the benefits of maps from a geographer's perspective.

Maps can be folded and put in a pocket and can provide a great store of reference
when they're collected into an atlas. They can depict the physical features of the
entire planet if necessary, or, just a small part of it (12)

..... But there is a drawback. You can't exactly replicate something that is three-dimensional, like our planet, on a flat piece of paper, because paper has only two dimensions, and that means there'll always be a certain degree of distortion on a map. It can't be avoided.

We can (13) pictures taken by cameras at high altitude above the earth. These are great for showing all kinds of geographical features that are not easy to see from the ground. You can easily illustrate areas of diseased trees or how much traffic is on the roads at a given time or (14)....., for example.

Then there are Landsats. These are satellites that circle the earth and (15)..... at receiving stations. They circle the earth several times a day and can provide a mass of information - you'll all be familiar with the information they give us about the weather, for example.

So, what we're going to do now is (16)..... in which you'll see all these tools.

ANSWER KEY

(1) Your introductory geography lecture	(9) the help of satellite relays
(2) particular environment and the people	(10) those of causes and consequences
(3) good example of that	(11) in the form of maps
(4) We have economic geography-in	(12) in much greater detail
(5) urban geography, an aspect	(13) also use aerial photographs
(6) studying this subject is important	(14) information about deep sea beds
(7) in an informed position	(15) transmit visual information to computers
(8) your first field trip	(16) look at a short presentation

Test 2

Section 2

Welcome to Green Vale Agricultural Park. As you know, we have only been open a week so you are (1) We have lots of fascinating indoor and outdoor exhibits on our huge complex, spreading hundreds of hectares. Our remit is (2) to the wider public as well as to offer research sites for a wide variety of agriculturists and other scientists.

Let's start by seeing what there is to do. As you can see here on our giant wall plan, we are now situated in the Reception block... here. As you walk out of the main door into the park there is a path you can follow. If you follow this route you (3)..... the Rare Breeds section, where we keep a wide variety of animals which I shall be telling you a little more about later. Next to this... moving east... is the large grazing area for the rare breeds. Then further east... in the largest section of our Park is the Forest Area. South of the grazing area and in fact just next to the Reception block is our Experimental Crop Area. In the middle of the Park... (4) is our lake... These two small rectangular shapes here... are the Fish Farms where we rear fish for sale. To the east of those is the marsh area which attracts (5)..... In the south-eastern corner, beyond the marsh, is our Market Garden area, growing vegetables and flowers.

All these areas can be visited by the general public for almost all the year... although (6)..... the large signs at the entrance to each area which tell... which tell you when certain areas are being used for particular controlled experiments and are therefore (7)..... to the public.

You can see for yourself what a huge area the park covers and a key question is always, how can we move around? Well you have a choice of means (8)
..... are banned in the park. We have bicycles which you can hire behind the Reception block... here... the healthy ones of you can go on foot and finally there's our electric tram, (9).....
You find more information about this at the front entrance.

A good place to start on your tour is the Rare Breeds section. We keep goats, sheep and hens and (10) We are also thinking of bringing in cows and horses but we do not, as yet, have facilities for these bigger animals. The animals are fed in public twice a day and (11)
.....their feeding habits and nutritional needs. These are very popular with the public but of course we mustn't lose sight of the main purpose of having this section, not as such to preserve rare animals but to maintain the diversity of breeds to broaden the (12) Green Vale changes with the seasons with different events happening at different times of the year. May will be perhaps our most spectacular month with the arrival of the Canada geese and when our fruit trees will be in full blossom, but there are interesting events on all year round... for example John Havers, (13).....
....., is currently giving displays on the lake. Each of the sections has its own seasonal calendar ... please consult the summary board at the main entrance. And the final section, as we return to the Reception blocks, is the orchard.

Do take time to (14)..... there is a wide selection of books on wildlife, some of them written by local authors, and the history of farming, including organic farming, something which the park (15)
.....in the coming months.

ANSWER KEY

(1) amongst our first visitors	(2) give educational opportunities	(3) will immediately come into
(4) to this circular area	(5) a great many migrant birds	(6) please take note of
(7) temporarily out of bounds	(8) all environmentally friendly cars	(9) powered from solar cells
(10) other kinds of poultry	(11) a short lecture given on	(12) gene pool for agricultural development
(13) our expert fly fisherman	(14) browse round our shop	(15) will be diversifying into

Section 3

PROFESSOR: Good morning everyone. In today's seminar, Grant Freeman, a biologist who (1)and who works for the Australian Quarantine Service, has come to talk to us about his current research work. Right, well, over to you, Grant.

GRANT: Good morning, everyone. I'm sure that you know that (2) all food brought into Australia. Well, obviously they want to protect Australia from diseases that might come in with imported goods, but they also want to (3)being introduced into the country, and that's where I have a part to play. Anyway, my current research involves trying to find a particular type of bee, the Asian Honey Bee, and finding out whether there are any of them around in (4)..... We discovered a few of them in Queensland once and eradicated them. Now, we're pretty keen to make sure that there aren't any more getting in, particularly to New South Wales and other states.

STUDENT 1: What's wrong with Asian Honey Bees? Are they so different from Australian bees?

GRANT: Well, in fact, they look almost the same, but they are (5)which live on them, and which can seriously damage our own home-grown bees, or could even wipe them out.

PROFESSOR: Well, what would happen if Australian bees died out?

GRANT: Well, the honey from Australian bees (6) , much better than the stuff the Asian bees produce. In fact, Australia exports native Queen bees to a large number of countries because of this. When the European Honey Bee was first discovered out in the bush, we found they made really

unpleasant honey and they were also too big to pollinate many of our native flowers here in Australia.

STUDENT 2: That must have (7) on the natural flora. Did you lose any species?

GRANT: No, we managed to get them under control before that happened but if Asian bees got in there could be other consequences. We could lose a lot of money because you might not be aware, but it's estimated that (8) and vegetable crops is worth 1.2 billion dollars a year. So in a way they're the farmers' friend. Oh, and another thing is, if you're stung by an Asian Honey Bee, it can (9) in some people; so they're much more dangerous than native bees.

PROFESSOR: How will you know if Asian bees have entered Australia?

GRANT: We're looking at (10)called the Rainbow Bee Eater. The Bee Eater doesn't care what it eats, as long as they're insects. But the interesting thing about this bird is that we are able to analyse exactly what it eats and that's really helpful if we're looking for introduced insects.

PROFESSOR: How come?

GRANT: Because (11) outside their bodies, so the Bee Eaters digest the meat from the inside. Then they bring up all the indigestible bits of skeleton and, of course, the wings in a pellet - a small (12)..... which they cough up.

PROFESSOR: That sounds a bit unpleasant. So, how do you go about it?

GRANT: In the field we track down the Bee Eaters and find (13).....

....., you know, the places where the birds usually feed. It's here that we can find the pellets. We collect them up and take them back to the laboratory (14).....

PROFESSOR: How do you do that?

GRANT: The pellets are really hard, especially if they have been out in the sun for a few days so, first of all, we treat them by adding water to moisten them and make them softer. Then we (15) Everything's all scrunched up but we're looking for wings so we just pull them all out and straighten them. Then we identify them to see if we can find any Asian bee wings.

PROFESSOR: And how many have you found?

GRANT: So far our research shows that Asian bees have not entered Australia in any number – it's a good result and much more reliable than trying to find live ones as evidence of introduced insects.

PROFESSOR: Well, that's fascinating! Thank you, Grant, for those insights. I hope that you might inspire some of our students here to (16).....
.....

ANSWER KEY

(1) specialises in identifying insects	(9) produce an allergic reaction
(2) the quarantine service regulates	(10) the diet of the bird
(3) prevent insect pests from	(11) insects have their skeletons
(4) various states of Australia	(12) ball of waste material
(5) infested with mites - microscopic creatures	(13) their favourite feeding spots
(6) is of excellent quality	(14) to examine the contents
(7) had a devastating effect	(15) pull them apart under the microscope
(8) native bees' pollination of flower	(16) conduct some similar experiments

Section 4

I've been doing some research into what people in Britain think of doctors, the ones (1)..... - the first call for medical care-and comparing this with the situation in a couple of other countries. I want to talk about the rationale behind what I decided to do.

Now I had to set up my programme of research in three different countries so I approached postgraduates in my field in (2).....
..... by email, to organise things for me at their end. I thought I would have trouble recruiting help but in fact everyone was very willing and sometimes their tutors got involved too.

I had to give (3)..... about what kind of sample population I wanted them to use. I decided that people under 18 should be excluded because most of them are students or looking for their first job, and also I decided at this stage just to focus on men who were in employment, and set up something for people who didn't have jobs and for employed women later on (4).....

I specifically wanted to do a questionnaire, and interviews with a focus group. With the questionnaire, rather than limiting it to one specific point, I wanted to include as much variety as possible. I know questionnaires are a very controlled way to do things but I thought I (5)..... later on to counteract the effects of this. And the focus group may also prove useful in future, by targeting subjects I can easily return to, as the participants tend to be more involved.

So I'm just collating the results now. At the moment it looks as if, in the UK, despite the fact C that newspapers continually report that people are unhappy with medical care, in fact it is mainly (6), which takes

place in hospitals, that they are worried about. Government reforms have been proposed at all levels and although their success is not guaranteed, long-term hospital care is in fact probably less of an issue than the media would have us believe. However, I've still got quite a bit of data to look at.

Certainly I will need to (7)..... than I had anticipated in order to establish if people want extra medical staff invested in the community or if they want care to revert to fewer, but larger, key medical units. The solution may well be something that can be easily implemented by those responsible in local government, with (8).....

This first stage has proved very valuable though. I was surprised by how willing most of the subjects were to get involved in the project - I had expected some unwillingness to answer questions honestly. But I was (9)..... that something I thought I'd set up very well didn't necessarily seem that way to everyone in my own department.

I thought you might also be interested in some of the problems I (10)..... There were odd cases that threw me -one of the subjects who I had approached while he was out shopping in town, (11)..... when it came to the second round. It was a shame as it was someone who I would like to have interviewed more closely.

And one of the first-year students I interviewed wanted reassurance that no names would be (12)..... I was so surprised, because they think nothing of telling you about themselves and their opinions in seminar groups!

Then, one of the people that I work with got a bit funny. The questions were quite personal and one minute he said he'd do it, then the next day he wouldn't, and in the end he did do it. It's hard not to get angry in that situation but I

(14)..... on the overall picture in order to stay calm.

The most bizarre case was a telephone interview I did with (15)..... in France. He answered all my questions in great detail - but then when I asked how much access he (16)..... he wouldn't tell me exactly what his work involved: It's a real eye-opener...

ANSWER KEY

(1) who work in general practice	(9) taken aback and rather concerned
(2) overseas departments, contacting them	(10) encountered in collecting my data
(3) my helpers clear instructions	(11) decided to pull out
(4) as a separate investigation	(12) traceable from the answers
(5) could do taped interviews	(13) their opinions in seminar groups
(6) the third level of care	(14) try to keep focused
(7) do more far-reaching research	(15) a teacher at a university
(8) central government support of course	(16) had to dangerous substances

Test 3

Section 2

Hello, and welcome to Focus on the Arts. I'm your host – Dave Green – and this is your very (1) Every Friday evening we put the spotlight on (2), and look at the shows and events that are on offer in the coming week.

And today the focus is on The National Arts Centre. Now, if you don't already know it yourself, I'm sure you've all heard of it. It's famous throughout the world as (3).....for classical music.

But did you know that it is actually much more than just a place to hear concerts? The Centre (4) that caters for a great range of arts. Under a single roof it houses concert rooms, theatres, cinemas, art galleries and a wonderful public library, as well as service facilities including three restaurants and a bookshop. So at any one time, (5)..... there is simply enormous.

So, how did they manage to build such a big arts complex right in the heart of the city? Well, the area (6) during the war in 1940. So the opportunity was taken to create a cultural centre that would be, what they called: the City's gift to the Nation'. Of course it took a while for such a big project to get started, but it was planned in the 60s, built in the 70s and eventually opened to the public in 1983. Ever since then it has proved (7) It is not privately owned, like many arts centres, but is still in public hands - it's run by the City Council. Both our National Symphony Orchestra and National Theatre Company were involved in the planning of the project, and

they are now based there – (8)..... - and as the Centre is open 363 days of the year, there are plenty of performances to choose from. So, to give you some idea of what's on, and to help you choose from the many possibilities, we've made a (9)

If you're interested in classical music, then we recommend you go along to the National on either Monday or Tuesday evening at 7.30 (10) of The Magic Flute - probably the most popular of all Mozart's operas. It's in the Garden Hall and tickets start at only £8.00, but you'll have to be early if you want to get them that cheap! And remember, it's only on for those two evenings.

For those more interested in the cinema, you might like to see the new Canadian film which is (11) at 8pm in Cinema 2. And that's called Three Lives." It's had fantastic reviews and tickets cost just £4.50, which is a reduction on (12) So, it's really good value, especially for such a great movie.

But you can see the centre's main attraction at the weekend, because on Saturday and Sunday, 11 am to 10 pm, they're showing (13)..... that hasn't been seen anywhere else in Europe yet. It's a collection of Chinese Art called 'Faces of China' - that's in Gallery 1- and it has some really (14)..... by leading artists from all over China - and the good news is that it is completely free, so don't miss it!

So why not go along to the National Arts Centre next week for one - or all - of these great events – and you can always (15)..... and check out all the other performances and exhibitions on offer, or coming soon, on almost every day of the year.

Next week we'll be looking at the new Museum of Science...

ANSWER KEY

(1) own local radio programme	(2) different arts and culture facilities	(3) one of the major venues
(4) itself is a huge complex	(5) the choice of entertainment	(6) was completely destroyed by bombs
(7) to be a great success	(8) giving regular performances every week	(9) selection of the star attractions
(10) for a spectacular production	(11) showing on Wednesday evening	(12) the usual price of £5.50
(13) a wonderful new exhibition	(14) fascinating paintings and sculptures	(15) pick up a programme

Section 3

WOMAN: I've been (1) Paul. First, let's talk about your work experience in South America. What took you there? Was it to gain more fluency in Spanish?

PAUL: Well, as I'm combining (2), my main idea was to find out more about the way people lived there. My spoken Spanish was already pretty good in fact.

WOMAN: So you weren't too (3)

PAUL: No. In fact, I ended up teaching English there, although that wasn't my original choice of work.

WOMAN: I see. How did you find out about all this?

PAUL: I found an agency that runs all (4).....in South America.

WOMAN: What kind of work?

PAUL: Well, there were several possibilities.

WOMAN: You mean construction? Engineering work?

PAUL: Yes, (5) was an option. Then there was tourism- taking tourists for walks around the volcanoes - which I actually chose to do, and then there was work with local farmers.

WOMAN: But you didn't continue with that project. Why not?

PAUL: Because I never really knew whether I'd be needed or not. I'd thought it (6)....., but I was certainly fit enough... no, I

wanted to do something that had more of a proper structure to it, I suppose. I get demotivated otherwise.

WOMAN: What do you think you learned from your experience? It must have been a great (7)

PAUL: Yes, but it was difficult at first to be (8)
..... It was a very remote village and some of them were reluctant to speak to me - although they were always interested in my clothes and how much I'd had to pay for them.

WOMAN: Well, that's understandable

PAUL: Yes, but things soon improved. What struck me was that when people became more comfortable with me and less suspicious, we really (9).....
..... in a meaningful way.

WOMAN: You made good friends?

PAUL: Yes, with two of the families in particular.

WOMAN: Good. What about management. Did you have a project manager?

PAUL: Yes and he gave me (10)

WOMAN: And was he good at managing too?

PAUL: That wasn't his strong point! I think he was often more interested (11)
..... of things than filing reports. He was a bit of a dreamer.

WOMAN: And did you have a contract?

PAUL: I had to stay for (12) My parents were surprised when I asked to stay longer - six months in the end. I was so happy there.

WOMAN: And did anything on the administration side of things surprise you? What was the food and lodging like?

PAUL: Simple ... but there was plenty to eat and I only paid seven dollars a day for that which was amazing really. And they (13)..... I needed ... even a laptop.

WOMAN: You didn't expect that then?

PAUL: No.

WOMAN: Well, I'll look forward to hearing more.

WOMAN: But now let's look at these modules. You'll need to start thinking about which ones you'll definitely want to study. The first one here is (14).....

PAUL: Mmm...

WOMAN: It looks at how gender analysis (15)
.....in Latin America. Women are increasingly occupying positions in government and in other elected leadership positions in Latin America. I think you'd find it interesting.

PAUL: If it was to do with people in the villages rather than (16)
....., I would.

WOMAN: Okay. What about Second Language Acquisition?

PAUL: Do you think I'd find that useful?

WOMAN: Well, you've (17)in the field, I think it would be.

PAUL: I hadn't thought about that. I'll put that down as a definite, then.

WOMAN: Okay. What about Indigenous Women's Lives. That sounds appropriate.

PAUL: I thought so too, but I looked at last year's exam questions and that changed my mind

WOMAN: Don't judge the value of the course on that. Maybe, talk to some other students first and we can talk about it again later.

PAUL: Okay.

WOMAN: Yes. And lastly, will you sign up for Portuguese lessons?

PAUL: My Spanish is good, so would I find that module easy?

WOMAN: Not necessarily. Some people find that Spanish (18).....
.....getting the accent right too. It's quite different in a lot of ways.

PAUL: Well, I'd much sooner do something else, then.

WOMAN: Alright. Now, what we need to do is...

ANSWER KEY

(1) reading your personal statement	(2) Spanish with Latin American studies	(3) worried about language barriers
(4) kinds of voluntary projects	(5) getting involved in building projects	(6) might be difficult physically
(7) opportunity to examine community life	(8) accepted by the locals	(9) connected with each other
(10) lots of advice and guidance	(11) in the academic side	(12) a minimum of three months
(13) gave me all the equipment	(14) Gender Studies in Latin America.	(15) is reconfiguring civil society
(16) those in the public sphere	(17) had some practical experience	(18) interferes with learning Portuguese

Section 4

Good morning, everyone. In the last few lectures I've been dealing with business finance, but now I'm going to (1) And in today's lecture I'm going to talk about what can go wrong when businesses try to copy their own best practices.

Once a business has successfully introduced a new process- managing a branch bank, say, or selling a new product - the parent organisation naturally wants to repeat that success, and capture it if (2) The goal, then, is to utilise existing knowledge and not to generate new knowledge. It's a less glamorous activity than pure innovation, but it actually happens more often, as a matter of fact. However, surprisingly, getting things right the second time is not necessarily any simpler than it was the first time.

Now, there's been a lot of research into how companies can (3)....., and it certainly hasn't been confined to the United States. It seems that most large industries are trying to repeat their own successes, and manage the knowledge they've acquired- but even so it has been shown that the overwhelming majority of attempts fail. A host of studies confirm this, covering a (4) branch banks, retail stores, real estate agencies, factories, call centres... to name but a few.

So why do so few managers get things right the second or third time? Let's consider one reason for failure- placing too much trust in the people who are running the successful operation, the 'experts' shall we say, Managers who want to apply existing knowledge typically start off by going to an expert-such as the person who designed and is (5) -and picking their brains. Now, this approach can be used if you want to gain a rough understanding of a particular system, or understand smaller, isolated problems. The trouble is, even the expert

doesn't fully grasp the whole thing because when it (6)....., the individual components of the process are interwoven with one another. The expert never has complete access to the necessary information. And the situation's complicated even further by the fact that experts are usually not aware of their own ignorance. The ignorance (7).....
..... For instance, a lot of details of the system are invisible to managers. Some may be difficult to describe learned on the job and well known by workers perhaps, but impossible to describe in a way that's helpful. And there are some things that people know or do that they're not even aware of.

Now, let's consider two types of mistake that can occur when a manager actually starts to set up a (8).....a successful process. Firstly, perhaps he forgets that he was just trying to copy another process, and starts trying to improve on it. Another mistake is trying to use the best parts of various different systems, in the hope of (9).....

Unfortunately, attempts like these usually turn out to be misguided and lead to problems. Why? Well, for various reasons. Perhaps there weren't really any advantages after all, because the information wasn't accurate. Or perhaps the (10)..... More typically, the advantages are real enough, but there are also disadvantages that have been overlooked. For example, the modifications might compromise safety in some way.

So, what's the solution? Well, I don't intend to suggest that it's easy to get things right the second time...it's not. But the underlying problem has more to do with attitudes than the (11)and there are ways of getting it right. These involve adjusting attitudes, first of all...(12).....
.....really. Secondly, they involve exerting strict controls on the (13)..... And this in turn means copying the

original as closely as possible. Not merely (14)
of the factory, but also duplicating the skills that the original employees had.
Reliance on a template like this offers (15).....
built-in consistency.

ANSWER KEY

(1) move on to business systems	(2) possible on a bigger scale	(3) repeat their previous successes
(4) wide range of business settings	(5) running a successful department store	(6) comes to complex systems
(7) can take various forms	(8) duplicate system to replicate	(9) creating the perfect combination
(10) business settings weren't really comparable	(11) actual difficulty of the task	(12) being more realistic and cautious
(13) organisational and operational systems	(14) duplicating the physical characteristics	(15) the huge advantage of

Test 4

Section 2

CAROL: Good morning and welcome again to *Your City Today*. With me today is Graham Campbell, (1) He will be telling us about the plan to improve (2) Good morning Graham and welcome to the show.

GRAHAM: Good morning, Carol.

CAROL: Now, Graham, I understand that there has been (3) for the new plan?

GRAHAM: Yes, we've tried to address some of the concerns that local groups told us about. People we've heard from are mainly worried about traffic in the area, and, in particular, (4) near schools. They feel that it is only a matter of time before there is an accident as a lot of the children walk to the school. So we're trying to do something about that. Another area of concern is (5) These are very old and a lot of people we spoke to asked if something could be done about them. Well, I'm happy to report that the power company have agreed to move the power lines underground at a cost of \$800,000. I think that will really improve the look of the area, as well as being safer.

CAROL: That's good to know, but will that mean (6) for the local businesses in that area?

GRAHAM: Well, the power company have agreed to bear the cost of this themselves after a lot of discussion with the council. This is wonderful news as the council now has (7) to put into other things like tree planting and art work.

GRAHAM: Now, we've also put together a map which we've sent out to all the residents in the area. And on the map (8).....
..... Firstly, we'll plant mature pine trees to provide shelter and shade just to the right of the supermarket in Days Road. In order to (9).....
....., the pavements on the corner of Carberry and Thomas Street will be widened. This will help to reduce the speed of vehicles entering Thomas Street. We think it's very important to separate (10).....
..... from the main road. So the roadway at the entry to Thomas Street from Days Road will be painted red. This should mark it more clearly and act as a signal for traffic to slow down. One way of making sure that the pedestrians are safe is to increase (11)..... A 'keep clear' sign will be erected at the junction of Evelyn Street and Hill Street, to enable traffic to exit at all times. Something we're planning to do to (12).....
..... of traffic in the area is to (13).....down Hill Street where it crosses Days Road. Now, we haven't only thought about the cars and traffic, of course, there's also something for the children. We're going to get school children in the area to (14)....., the life of a local sports hero perhaps, and an artist will incorporate that story into paintings on the wall of a building on the other side of Hill Street from the supermarket. And finally, we've agreed to build (15)..... which will be at the other end of Hill Street (16)Carberry Street.

CAROL: Wonderful, now, what's the next stage?

GRAHAM: Well, the final plan...

ANSWER KEY

(1) a councillor from the city council	(9) address the traffic problems
(2) the fast-growing suburb of Red Hill	(10) the local residential streets
(3) a lot of community consultation	(11) signage at the intersections
(4) the increasing speed of cars	(12) help control the flow
(5) the overhead power lines	(13) install traffic lights half way
(6) an increase in rates	(14) research a local story
(7) some extra funds for us	(15) a new children's playground
(8) we've marked the proposed changes	(16) close to the intersection with

Section 3

DAN: Hi Jeannie. How's it going?

JEANNIE: Oh, hello Dan. Pretty well, thanks. Have you managed to (1).....
.....the course yet?

DAN: Yes, that's all sorted out now, thanks. It took long enough, though. It was
practically a year ago that I applied to my (2).....
..... and it took them six months to turn me down.

JEANNIE: That's really slow.

DAN: And I thought I (3), but it seems I
was mistaken. So then I asked the boss of the company I used to work for if they
would sponsor me, and much to my surprise, he said (4)
.....

JEANNIE: But what about college grants and scholarships? There must be some you
could apply for.

DAN: Yes, there are, but they're all so small that I decided to leave them until I was
desperate.

JEANNIE: Uhuh.

DAN: And in fact I didn't need to apply. My parents had been saying that as I already
had a job, I ought to support myself through college. But in the end they
(5)....., so now I've just about got enough.

JEANNIE: That's good.

DAN: So now I can put a bit of effort into meeting people - I haven't had time so far.
Any suggestions?

JEANNIE: What about (6)?

DAN: Oh right. You joined several didn't you?

JEANNIE: Yes, I'm in the drama club. It's our first performance next week, (7)....., and I've got behind with my work, but it's worth it. I'm hoping to be in the spring production, too.

DAN: I've never liked acting. Are you doing anything else?

JEANNIE: I enjoyed singing when I was at school, so I joined a group when I came to college. I don't think the conductor stretches us enough, though so I'll give up after the next concert. And I also (8)It's fun, but with all the rehearsing I'm doing, something has to go, and I'm afraid that's the one.

DAN: Do you do any sports?

JEANNIE: Yes, I'm in (9) I'm not very good, but I'd really miss it if I stopped. I decided to try tennis when I came to college, and I'm finding it pretty tough going. I'm simply not fit enough.

DAN: Nor me. I think I'll give that a miss!

JEANNIE: I'm hoping it'll help (10), but it'll probably be a long haul.

DAN: Good luck.

JEANNIE: Thanks.

DAN: How are you finding the course?

JEANNIE: I wish we (11)

DAN: What? I'd have thought we had more than enough already. All those people saying clever things that I could never think of – it's quite interesting, but I wonder if I'm clever enough to be doing this course.

JEANNIE: I find it helpful to listen to the other people. I like the way we're exploring the subject, and working towards (12)

DAN: How do you get on with your tutor? I don't think I'm on the same wavelength as mine, so I feel I'm not getting anything (13).....
..... It would be more productive to read a book instead.

JEANNIE: Oh, mine's very demanding. She gives me lots of feedback and advice, so I've got much better at writing essays. And she's helping me (14).....
.....the end-of-year exams.

DAN: Do tell me, I (15)

JEANNIE: Well, the first thing is to find out exactly what's required in the exams.

DAN: Mm. Would it help to get hold of some past papers?

JEANNIE: Yes. They'll help to make it clear.

DAN: Right, I'll do that. Then what?

JEANNIE: Then you can (16)....., based on what's most likely to come up. I put these on a card, and read them through regularly.

DAN: Uhuh.

JEANNIE: But that isn't enough in itself. You (17).....
....., to see how you can fit everything in, in the time available. Then keep it in front of you while you're studying.

DAN: I've done that before, but it hasn't helped me!

JEANNIE: Maybe you need to do something different every day, so if you (18)..... into small tasks, and allocate them to specific days, there's more incentive to tackle them. With big topics you're more likely (19)

DAN: Good idea.

JEANNIE: And as I revise each topic I (20).....
..... about it - then later I can read it through quickly, and it helps fix things in my mind.

DAN: That's brilliant.

JEANNIE: I also write answers to questions for the exam practice. It's hard to make myself do it, though!

DAN: Well, I'll try. Thanks a lot, Jeannie. That's a great help.

JEANNIE: No problem.

DAN: See you around.

JEANNIE: Bye.

ANSWER KEY

(1) get the money for	(11) had more seminars
(2) local council for a grant	(12) getting insight into it
(3) was eligible for government funding	(13) out of the tutorials
(4) they'd make a contribution	(14) plan my revision for
(5) took pity on me	(15) always struggle with revision
(6) joining some college clubs	(16) sort out your revision priorities
(7) so we're rehearsing frantically	(17) also need a timetable
(8) joined the debating society	(18) break down your revision
(9) one of the hockey teams	(19) to put off starting
(10) me to build up my stamina	(20) write a single paragraph

Section 4

Good morning, everyone. I've been invited to talk about my research project into Australian Aboriginal rock paintings. The Australian Aborigines have recorded both (1) of their time on rock walls for many thousands of years. Throughout the long history of this tradition, new images have appeared and new painting styles have developed. And these characteristics can be used to (2) Among these are what we call the Dynamic, Yam and Modern styles of painting.

One of the most significant characteristics of the different styles is the way that humans are depicted in the paintings. The more recent paintings show people in static poses. But the first human images to dominate rock art paintings, (3)....., were full of movement. These paintings showed people hunting and cooking food and so they were given the name 'Dynamic' to reflect this energy. It's quite amazing considering they were painted in such a simple stick-like form. In the Yam period, there was a movement (4)..... to a more naturalistic shape. However, they didn't go as far as the Modern style, which is known as 'x-ray' because it actually makes a feature of the internal skeleton as well as the organs of animals and humans. The Yam style of painting got its name from the fact that it featured much curvier figures that (5) called a yam, which is similar to a sweet potato. The Modern paintings are interesting because they include paintings at the time of the first contact with European settlers. Aborigines managed to convey the idea of the settlers' clothing by simply painting the Europeans without any hands, indicating the habit of standing with their hands in their pockets! (6)..... The more recent images tend to be life size or even larger, but the Dynamic figures are painted in miniature.

Aboriginal rock art also records the environmental changes that occurred over thousands of years. For example, we know from the Dynamic paintings that over 8,000 years ago, Aborigines would have rarely eaten fish and sea levels were (7) In fact, fish didn't start to appear in paintings until the Yam period along with shells and other marine images. The paintings of the Yam tradition also suggest that, during this time, the Aborigines moved away from animals as their main food source and began including vegetables in their diet, (8) Freshwater creatures didn't appear in the paintings until the Modern period from 4,000 years ago.

So, these paintings have already taught us a lot. But one image that (9)..... is known as the “Rainbow Serpent”. The Rainbow Serpent, which is the focus of my most recent project, gets its name from its snake or serpent-like body and it first appeared in the Yam period 4 to 6,000 years ago. Many believe it is a (10), snake and crocodile. But we decided to study the Rainbow Serpent paintings to see if we could locate the animal that the very first painters based their image on.

The Yam period (11) the last ice age. This brought about tremendous change in the environment, with the sea levels rising and creeping steadily inland. This flooded many familiar land features and also caused a great deal of disruption to traditional patterns of life, hunting in particular. New shores were formed and totally different creatures would have washed up onto the shores. (12) of the Rainbow Serpent and found that the one creature that matches it most closely was the Ribboned Pipefish, which is a type of sea horse. This sea creature would have been a (13)..... the inland regions where the image is found and may have been the inspiration behind the early paintings.

So, at the end of the ice age there would have been enormous changes in (14)..... It's not surprising then, that the Aborigines linked this abundance to the new creatures they witnessed. Even today, Aborigines see the Rainbow Serpent as a symbol of creation, which is (15).....in vegetation and the new life forms that featured when (16)

ANSWER KEY

(1) real and symbolic images	(9) has always intrigued us
(2) categorise the different artistic styles	(10) curious mixture of kangaroo
(3) over 8,000 years ago	(11) coincided with the end of
(4) away from stick figures	(12) We studied 107 paintings
(5) actually resemble the vegetable	(13) totally unfamiliar sight in
(6) Size is another characteristic	(14) animal and plant life
(7) much lower at this time	(15) understandable given the increase
(8) as these feature prominently	(16) the image first appeared

CAMBRIDGE 9

Test 1

Section 2

Andrew: Now we go to Jane who is going to tell us about what's happening in town this weekend.

Jane: Right, thanks Andrew, and now on to what's new, and do we really need (1).....in Bradcaster? Well, most of you probably know Sports World - the branch of a Danish sports goods company that opened a few years ago - it's (2), and so the company has now decided to open another branch in the area. It's going to be (3)to the west of Bradcaster, so that will be good news for all of you who've found the original shop in the (4)..... hard to get to.

I was (5)and I can promise you, this is the ultimate in sports retailing. The whole place has been given (6)..... with the company's signature colours of black and red. The first three floors have (7).....as well as equipment, and on the top floor there's a café and a book and DVD section. You'll find all the well-known names as well as some less well-known ones. If they haven't got (8).....in stock they promise to get it for you in ten days. Unlike the other store, where it can take up to fourteen days. They cover all the major sports, including (9), but they particularly focus on running. and they claim to have the (10)in the country. As well as that, a whole

section of the third floor is devoted to sports bags. including the latest designs from the States - if you can't find what you want here, it doesn't exist!

The shop will be open from (11)..... and if you go along to the opening then you'll have the chance to meet the national 400 metres running champion Paul King, who's coming along(12)....., and he will be staying around until about midday to chat to any fans who want to meet him and sign autographs.

Then there will be (13).....all weekend. There will be free tickets for local sporting events for the first 50 customers, and also (14)..... to all. Just answer fifteen out of twenty sports questions correctly to win a signed copy of Paul King's DVD 'Spring Tips', while the first person to get (15)..... gets a year's free membership of the Bradcaster Gym. All entrants will receive a special Sports calendar with details of all Bradcaster fixtures (16).....

One of the special opening offers is a fitness test- a complete review of your cardiac (17), actually done in the shop by qualified staff. This would normally cost £30.00 but is available at half price for this month only. There are only (18).....available for this, so to make a booking phone 560341. In addition, if you open an account you get lots more special offers including the chance to try out equipment at special open evenings...

ANSWER KEY

(1) Yet another sports shop	(10) widest range of equipment
(2) attract a lot of custom	(11) 9.00 am this Saturday
(3) in the shopping centre	(12) to open the shop
(4) north of the town	(13) a whole range of special attractions
(5) invited to a special preview	(14) a special competition open
(6) a new minimalist look	(15) all the questions correct
(7) a huge range of sports clothing	(16) in the coming year
(8) exactly what you want	(17) fitness and muscle tone
(9) football, tennis and swimming	(18) a limited number of places

Section 3

Teacher: Before we start, Spiros and Hiroko, thanks for coming in today to talk about your recent study experiences and congratulations to you both in doing so well in your first semester exams! I'd like to (1) of the English for Academic Purposes course you did here last year before (2)..... Spiros, if I could start with you, what parts of the programme have now proved to be particularly valuable to you?

Spiros: I think that having to (3) really helped me. For example, a couple of weeks ago in our marketing subject, when it was my turn to give a presentation I felt quite confident. Of course, I was still nervous but because I had done one before, I knew what to expect. Also, I know I was well-prepared and I had practised my timing. In fact, I think that in relation to some of the other people in my group, I did quite a good job because my (4)..... What about you, Hiroko?

Hiroko: Mmm, that's interesting. In my group, I was really surprised by the way the students did their presentations - they just read their notes aloud! Can you believe that? They didn't worry about their presentation style or (5) their audience - and I remember that these things were really stressed to us in the course here.

Teacher: So, how did (6), Hiroko?

Hiroko: Well, to speak frankly, I read my notes too! At the time, it was (7)..... this way, but actually when I had finished, I didn't feel any real sense of satisfaction. I didn't (8)at all.

Spiros: That's a pity. You know, although I was pleased with my presentation, I am not so (9)..... right now in the tutorials during

the whole semester I've not said anything in our tutorial discussions. Not a word.

Hiroko: Really, Spiros? Why's that? Do the other students talk too much?

Spiros: It's partly that, but it's mostly because I have had (10)
..... Their style of speaking is so different - it's not the style
we were used to during the course. They (11)
....., they're not very polite and sometimes there seems to be no order in their
discussion. Also, they are very familiar with each other, so because they know each
other's habits, they can let each other into the discussion.

Hiroko: You're right, Spiros, I've experienced that too.

Hiroko: For (12), I've said absolutely
nothing in tutorials. But recently, I've been trying to speak up more and I just jump
in, and I've noticed an interesting thing, I've noticed that if they thought my point
was interesting or new, then the next time they actually asked for my opinion, and
then it was much easier for me to be part of the discussion.

Spiros: That's great, Hiroko! I hope that happens for me next semester - I'll have to
work hard to (13) What helped you to find
these ideas?

Hiroko: I think that one thing that helped me with this was the reading. I've had to
do so much reading this semester just to help (14)
..... At first I couldn't understand what the lecturers were talking about, so
I had to turn to the books and journals. Every night I read for hours, using (15).....
..... that were given, and I made pages of notes. At
breakfast, I read and read my notes again. This habit has helped me to (16).....
....., and it's also given me some ideas to use in the
tutorials.

Spiros: But I did so much reading anyway - I don't think there's any time left over anything extra. My reading speed is still quite slow, though I'm much better at dealing with vocabulary than I used to be.

Teacher: What else do you think we could add to the course program to help with this reading problem?

Spiros: There's not really anything because it's my problem I remember we were given long articles to read. We didn't like that but now I realise that (17)
..... was good preparation for the things I need to read now. Also, in class we regularly had speed-reading tasks to do, and we (18)
..... our reading speed, so the teachers were encouraging us to work on that.

Hiroki: That's true Spiros, but what we read could have been different. Sometimes in the English class (19) I had to read articles about the environment or health or education, because I wanted concentrate on my own field, but we didn't read anything about engineering. So, I think I wasted some time learning vocabulary I didn't need.

Teacher: But surely the strategies you were taught for (20).....
..... were helpful.

Hiroko: Yes, but psychologically speaking, I would have felt much better working on reading from my own field. What do you think Spiros?

Spiros: I agree; that would have helped my confidence too and I would have been more motivated. It was good though that we could work on our own topics when we wrote the research assignments.

Teacher: Okay, let's move on to writing now...

ANSWER KEY

(1) discuss with you the value	(11) use so many colloquialisms
(2) starting your university course	(12) most of this semester
(3) do a seminar presentation	(13) find some interesting points
(4) overall style was quite professional	(14) me make sense of the lectures
(5) keeping eye contact with	(15) the lists of references
(6) you approach your presentation	(16) follow the ideas in the lectures
(7) a relief to do it	(17) reading those long articles
(8) feel positive about the experience	(18) kept a record of
(9) pleased with my actual performance	(19) I felt frustrated when
(10) no confidence to speak out	(20) dealing with that vocabulary

Section 4

Good afternoon everyone. Well, with some of you about to (1).....
..... it's timely that in this afternoon's session I'll be sharing some
ideas about the reasons why (2) sometimes
swim ashore from the sea right onto the beach and, most often, die in what are known
as 'mass strandings'.

Unfortunately, this (3)in some of the
locations that you'll be travelling to, where sometimes the tide goes out suddenly,
confusing the animals. However, there are many other theories about the causes of
mass strandings.

The first is that the behaviour is linked to parasites. It's often found that stranded
animals were (4) of parasites. For instance,
a type of worm is commonly found in the ears of dead whales. Since marine animals
rely heavily on their hearing to navigate, this type of infestation has the (5)
.....

Another theory is related to toxins, or poisons. These have also been found to
contribute to the death of many marine animals. Many toxins, as I'm sure you're
aware, originate from plants, or animals. The (6)
.....in its normal feeding behaviour but whether these poisons directly or
indirectly lead to stranding and death, seems to depend upon the toxin involved.

In 1988, for example, (7) after stranding
along the beaches of Cape Cod were found to have been poisoned after eating tuna
that contained saxitoxin, the same toxin that can be fatal in humans.

Alternatively, it has also been suggested that some animals strand accidentally by
following their (8) of the chase. In 1995

David Thurston monitored pilot whales that beached after following squid ashore. However, this idea does not seem to hold true for the majority of mass strandings because examination of (9)..... reveal that most had not been feeding as they stranded.

There are also some new theories which link strandings to humans. A growing concern is that loud noises in the ocean cause strandings. Noises such as those (10) are of particular concern and have been pinpointed as the cause of some strandings of late.

One of these, a mass stranding of whales in 2000 in the Bahamas coincided closely with experiments using a (11)..... There were several factors that made this stranding stand out as different from previous strandings. This led researchers to look for a new cause. For one, all the stranded animals were healthy. In addition, the animals were spread out along (12) whereas it's more common for the animals to be found in a group when mass strandings occur.

A final theory is related to group behaviour, and suggests that sea mammals cannot distinguish between (13) and will follow sick leaders, even to an inevitable death. This is a particularly interesting theory since the whales that are thought to be most social - the toothed whales - are the group that strand the most frequently.

The theory is also supported by evidence from a (14) Examination of the dead animals revealed that apart from the leader, all the others had been healthy at the time of their death.

Without one consistent theory however it is very hard for us to do anything about this phenomenon except to assist animals where and when we can. Stranding

networks have been established around the world to aid in rescuing animals and collecting samples from those that could not be helped. I recommend John Connor's Marine Mammals Ashore as (15) if you're interested in finding out more about these networks, or establishing one yourself.

ANSWER KEY

(1) go out on field work	(2) groups of whales and dolphins	(3) type of event is a frequent occurrence
(4) infested with large numbers	(5) potential to be very harmful	(6) whale ingests these toxins
(7) fourteen humpback whales examined	(8) prey ashore in the confusion	(9) the animals' stomach contents
(10) caused by military exercises	(11) new submarine detection system	(12) 38 kilometres of coast
(13) sick and healthy leaders	(14) dolphin stranding in 1994	(15) an excellent starting point

Test 2

Section 2

Hello, I'm delighted to welcome you to our Wildlife Club, and very pleased that you're interested in (1) and creatures of this area. I think you'll be surprised at the variety we have here, even though we're not far from London. I'll start by telling you about some of the parks and open spaces nearby.

One very pleasant place is Halland Common. This has been public land for hundreds of years, and what you'll find interesting is that the River Ouse, which flows into the sea eighty kilometres away, has its source in the common. There's an information board about (2) you can see here, and by the way, the common is accessible 24 hours a day.

Then there's Holt Island, which is noted for (3).....
..... In the past willows were grown here (4)
....., and this ancient craft has recently been reintroduced. The island is only open to the public from Friday to Sunday, because it's quite small, and if there were people around every day, much of the wildlife would keep away

From there it's just a short walk across the bridge to Longfield Country Park. Longfield has a modern replica of a farm from (5).....
..... Children's activities are often arranged there, like bread-making and face-painting. The park is only open during daylight hours, so (6)..... if you decide to go there.

Longfield Park has (7)..... throughout the year, and to give you a sample, this is what's happening in the next few days. On Monday you can learn about herbs, and how they've been used over the centuries.

You'll start with (8), practise the technique of using them as colour dyes for cloth, and listen to an illustrated talk about their (9).....

Then on Wednesday you can join local experts to discover the (10)..... that appear in the evening. We keep to a small number of people in the group, so if you want to go you'll need to phone the park ranger a few days ahead. There's a small charge, which you should pay when you turn up.

I'm sure you're all keen to help with the practical task of looking after the park, so on Saturday you can join a working party. You'll have a choice of (11)....., from planting hedges to picking up litter, so you'll be able to change from one to another when you feel like it. The rangers will be hard at work all day, but do come and join in, even for just a short while. One thing, though, is to make sure you're wearing something that you don't mind (12)

And finally I'd like to tell you about (13), Hinchingsbrooke Park, which will be opened to the public next month. This slide doesn't really indicate how big it is, but anyway, you can see the (14)....., and the main paths. As you can see, there's a lake in the north west of the park, with a bird hide is to the west of it, at the end of a path. So it'll be a nice quiet place for watching the birds on the lake.

Fairly close to where refreshments are available, there's (15)..... of the park, leading off from the path. And if you just want to sit and relax, you can go to the flower garden: that's the circular area on the map surrounded by paths.

And finally, there's a wooded area in the western section of the park, between two paths. Okay, that's enough from me, so let's go on to ...

ANSWER KEY

(1) the countryside and the plants	(2) the plants and animals	(3) its great range of trees
(4) commercially for basket-making	(5) over two thousand years ago	(6) bear that in mind
(7) a programme of activities	(8) a tour of our herb garden	(9) use in cooking and medicine
(10) variety of insects and birds	(11) all sorts of activities	(12) getting dirty or torn
(13) our new wildlife area	(14) two gates into the park	(15) a dog-walking area in the southern part

Section 3

Pam: Hi Jun. As you know, I've asked you here today to discuss the future of our Self-Access Centre. We have to decide what we want to do about this very important resource for our English language students. So, can you tell me what the students think about this?

Jun: Well, from the students' point of view, we would like to keep it. The majority of students say that they enjoy using it because it provides a (1).....
..... and they see it as a pretty major component of their course, but we would like to see (2), particularly the computers; there aren't enough for one each at the moment and we always have to share

Pam: Well yes, the teachers agree that it is a very valuable resource but one thing we have noticed is that a lot of the students are using it to (3).....
..... We don't want to stop you students using it, but we think the computers should be (4), not for emails. Some of us also think that we could benefit a lot more by relocating the Self-Access Centre to (5)..... How do you think the students would feel about that, Jun?

Jun: Well, the library is big enough to incorporate the Self-Access Centre, but it wouldn't be like a class activity anymore. Our main worry would be not being able to go to a teacher for advice, I'm sure there would be plenty of things to do but we really need teachers to help us choose the best activities.

Pam: Well, there would still be a teacher present and he or she would (6).....
.....we wouldn't just leave them to get on with it.

Jun: Yes, but I think the students would be much happier keeping the existing setup; they really like going to the Self-Access Centre with their teacher and staying together (7) If we could just improve the resources and facilities, I think it would be fine. Is the cost going to be a problem?

Pam: It's not so much the expense that I'm worried about, and (8).....
.....but it's the problem of timetabling a teacher to be in there outside class hours. If we're going to spend a lot of (9).....
.....,we really need to make sure that everything is looked after properly. Anyway, let's make some notes to see just what needs (10)
.....

Pam: Now, what about the computers? I think it might be a good idea to install some new models. They would take up a lot less room and so that would increase the work space for text books and so on.

Jun: That would be great. (11) in there at times.

Pam: What about other resources? Do you have a list of things that the students would like to see improved?

Jun: Yes, one of the comments that students frequently make is that they find it difficult to find materials that are appropriate for their level, especially reading resources, so I think we need to label them more clearly.

Pam: Well that's easy enough, we can get that organised very quickly. In fact I think we should review all of the study resources as some of them are (12).....
.....

Jun: Definitely. The CD section especially needs to be more current. I think we should get some of the ones that go with (13).....
..... and also make multiple copies.

Pam: Good, now I was also thinking about some different materials that we haven't got in there at all. What do you think of the (14).....
.....? If we break them up into separate pages and laminate them, they'd be a great resource. The students could study the (15).....
..... and then do follow-up practice in the Self-Access Centre.

Jun: That sounds good.

Pam: Okay, now finally we need to think about how the room is used I'll have to talk to the teachers and make sure we can all reach some agreement on a timetable to supervise the centre after class. But we also (16).....
....., too. Especially if we're going to invest in some new equipment.

Jun: What about (17)

Pam: Good idea. The other thing I'd like to do is talk to our technicians and see whether we could somehow limit (18)..... I really don't want to see that resource misused.

Jun: What about if we agree to only use it before and after class?

Pam: Yes, that would be fine. OK, anyway ... that's great for now. We'll discuss it further when we've managed to ...

ANSWER KEY

(1) variation on the classroom routine	(10) doing to improve the Centre
(2) some improvements to the equipment	(11) It is a bit cramped
(3) check their personal emails	(12) looking a bit out-of-date
(4) used as a learning resource	(13) our latest course books
(5) the main University library building	(14) idea of introducing some workbooks
(6) guide the activities of the students	(15) main course book in class
(7) as a group to do activities	(16) need to think about security
(8) we've certainly got room to do it,	(17) putting in an alarm
(9) money on equipment and resources,	(18) the access to email

Section 4

Good morning everyone. Now whether you're going to university to study business or some other subject, many of you will eventually (1).....
..... a company of some kind.

Now, when you first start working somewhere you will realise that the organisation (2) And we often refer to these social characteristics as the culture of the organisation – this includes its unwritten ideas, beliefs, values and things like that. One well known writer has classified company cultures by (3)

The first type is called the Power Culture, and it's usually found in small organisations. It's the type of culture that needs a central source of power to be effective, and because control is in the hands of just one or two people there (4)..... Another characteristic is that communication usually takes the form of conversations rather than, say, formal meetings or written memos. Now one of the benefits of this culture is that the organisation has the (5)....., so it responds well to threat, or danger on the one hand, and opportunity on the other.

But on the negative side, this type of organisation doesn't always act effectively, because it depends (6)..... people at the top, and when these people make poor decisions there's no-one else who can influence them.

And the kind of person who does well in this type of business culture is one who is (7), and for whom job security is a low priority.

The next type is known as Role Culture - that's R-O-L-E, not R-O-double L, by the way, and this type is usually found in large companies, which have (8).....

..... in them. These organisations usually have separate departments that specialise in things like (9)....., or whatever. Each one is coordinated at the top by a small group of senior managers, and typically everyone's job is controlled by sets of rules and procedures - for example, (10), rules for discipline, and so on. What are the benefits of this kind of culture? Well firstly, because it's found (11)....., or overheads as they're known, are low in relation to its output, or what it produces. In other words it can achieve economies of scale. And secondly, it is particularly successful in (12)..... is important. On the other hand, this culture is often very slow to recognise the need for change, and even slower to react. What kind of person does this type of culture suit? Well it suits (13)....., and who don't particularly want to have responsibility.

Moving on now to Task Cultures - this type is found in organisations that are project - oriented. You usually find it where the market for the company's product is extremely competitive, or where the products themselves have a short life-span. Usually top (14), the people and other resources. And once these have been allocated, little day-to-day control is exercised from the top, because this would seem like 'breaking the rules'.

Now one of the major benefits of this culture is that it's flexible. But it does have some major disadvantages too. For instance, it can't produce economies of scale or great depth of expertise. People who like working in groups or teams prefer this type of culture.

And finally, the (15) the Person Culture ...

ANSWER KEY

(1) end up working for	(2) you've joined has certain characteristics	(3) identifying four major types
(4) aren't many rules or procedures	(5) ability to act quickly	(6) too much on one or two
(7) happy to take risks	(8) lots of different levels	(9) finance, or sales, or maintenance
(10) there are specific job descriptions	(11) in large organisations, its fixed costs	(12) business markets where technical expertise
(13) employees who value security	(14) management delegates the projects	(15) fourth category is called

Test 3

Section 2

Woman: For the second in our (1)....., we meet Simon Winridge, co-founder of the hugely-successful Winridge Forest Railway Park. Welcome, Simon. Now, perhaps you can begin by telling us a little bit about how it all started.

Man: Well, during the 1970s, my wife, Liz and I had just acquired 80 acres of sheep-farming land, and we decided (2) Pretty soon we had a daughter, Sarah, and a son, Duncan. The place was wonderful for the kids: they particularly loved trains and gradually built up an enormous network of miniature railway track. I began to develop (3)..... but we didn't think anything more of it until I went on a trip to a theme park near Birmingham and decided we could do a much better job! So we set up a small one ourselves based on the miniature railway and we opened to the public for just a month that year, 1984 - in July - our driest month - because our children said they didn't want our guests to have a miserable, wet visit. I dealt with Park business and Liz carried on (4)

It soon became clear that we were onto a winner. We began to extend the railway track and lay it among more interesting landscape by planting trees, which in turn attracted more wildlife, and by making cuttings through the rock.

Nowadays, we're open all year round and pleased to say that Winridge is one of the most popular visitor attractions in the area – with 50,000 visitors a year - a million and a half people have been through (5)

All these visitors mean we have had to expand our operation and it's now a truly family concern. (6) so I only concern myself with looking after the mechanical side of things - keeping the trains going. Liz (7) to recruiting and supporting the large squadron of workers, which keep the place running smoothly. We're really pleased

that after some years away teaching, Sarah has now returned to the park and makes sure the visitors (8), which keeps her pretty busy as you can imagine. Our son, Duncan, has been a stalwart of the park for the last ten years, taking over from me in (9) - and I'll say a little bit more about that in a moment - and his new wife, Judith, has also joined the team in charge of retail. That's becoming (10)..... for us - a lot of people want to buy souvenirs.

Woman: So have you finished your development of the site for the moment?

Man: Not at all! We're constantly looking for ways to offer more to our visitors. The railway (11) and there's now 1.2 kilometres of the line laid but we'd like to lay more. Because of the geology of the area, (12)..... But we're gradually overcoming that. We're also very pleased (13) of the Go-Kart arena which is 120 square metres in area. Again the problem is the geology; we had to level the mounds (14) We wanted to enable 5-12 year olds to use the go-karts. And (15) the Formula 1 Kart. We've known fights to break out over who gets it! And then finally (16) which is the landscaped.

ANSWER KEY

(1) series about locally-run businesses	(9) the area of construction
(2) to settle down and have children	(10) a tremendous growth area
(3) larger-scale models of locomotives	(11) remains the central feature
(4) with the farm work	(12) our greatest problem is digging tunnels
(5) our doors since we opened	(13) with a new installation
(6) I'm near to retirement age	(14) on the track for safety reasons
(7) now devotes all her energies	(15) the main attraction here is
(8) are kept fed and watered	(16) to our most recent development

Section 3

Tutor: Ah Caroline, come on in. Sit down.

Caroline: Thanks.

Tutor: So how's (1)

Caroline: Well Dr Schulmann, I'm still having a lot of trouble deciding on a title.

Tutor: Well, that's perfectly normal at this stage. And this is what your tutorials will help you to do.

Caroline: Right.

Tutor: What we'll do is jot down some points that might (2).....
..... First of all, you have chosen your general topic area, haven't you?

Caroline: Yes, (3)

Tutor: Oh yes, that was one of the areas you mentioned. Now, what (4).....
..... are you good at?

Caroline: Well, I think I'm coping well with statistics, and I'm never bored by it.

Tutor: Good. Anything else?

Caroline: Well, (5) fascinating I have no problem following what's being taught, whereas quite a few of my classmates find it difficult.

Tutor: Well, that's very good. Do you think these might be areas you could (6)
.....?

Caroline: Oh yes, if possible. It's just that I'm having difficulty thinking how I can do that. You see I feel I (7).....

Tutor: I see. Well, do you take notes?

Caroline: I'm very weak at note-taking. My teachers always used to say that.

Tutor: Well, I think you really need to work on these weaknesses before you go any further

Caroline: What do you suggest?

Tutor: Well, I can go through the possible strategies with you and let you decide where to go from there.

Caroline: Okay, thanks.

Tutor: Well, some people find it helpful to organise peer-group discussions- you know, each week a different (8) and shares it with the group.

Caroline: Oh right.

Tutor: It (9), you know, having to present something to others.

Caroline: I can see that.

Tutor: The drawback is that everyone in the group seems to share the same ideas. they keep being (10)

Caroline: Okay.

Tutor: You could also try a service called 'Student Support'. It's designed to (11) over a number of weeks to develop your skills.

Caroline: Sounds good.

Tutor: Yes, unfortunately there are only a few places. But it's worth looking into.

Caroline: Yes, of course. I know I've got to (12).....
.....

Tutor: And then there are several study skills books you can consult.

Caroline: Right.

Tutor: They'll be (13) but the problem is they
are sometimes too general.

Caroline: Yes, that's what I've found.

Tutor: Other than that I would strongly (14)
like using a card index.

Caroline: Well, yes, I've never done that before.

Tutor: It's simple, but it really works because you (15).....
..... in a small space. Another thing I always advise is don't just take your
notes and forget about them. Read everything three times - that'll really fix them in
your mind.

Caroline: Yes, I can see it'd take discipline but... Tutor: Well, if you establish good
(16) they'll be with you all your life.

Caroline: Oh yes, I completely agree. It's just that I don't seem to be able to discipline
myself. I need to talk things over.

Tutor: Well, we'll be continuing (17)
Let's arrange next month's now. Let's see, I can see you virtually any time during the
week starting 22nd January.

Caroline: What about the 24th? I'm free in the afternoon

Tutor: Sorry, I'm booked then. What about the following day?

Caroline: Thursday? I can make the morning.

Tutor: Fine, we'll (18)..... then.

Caroline: That's great, thanks.

\

ANSWER KEY

(1) the dissertation planning going	(10) repeated in all the dissertations
(2) help you in your decision	(11) give you a structured program
(3) it's the fishing industry	(12) work on my study skills
(4) aspects of the course	(13) a good source of reference
(5) I found computer modeling	(14) advise quite simple ideas
(6) bring into your dissertation	(15) have to get points down
(7) don't have sufficient background information	(16) study skills at this stage
(8) person studies a different topic	(17) these tutorials of course
(9) really helps build confidence	(18) go for the 25th

Section 4

Good morning. In the last few lectures I've been talking about the (1).....
..... But today I want to begin looking at some contemporary,
experimental designs for housing. So, I'm going to start with a house which is
constructed (2) And one of the
interesting things about this project is that the owners - both professionals but not
architects wanted to be closely involved, so they decided to manage the project
themselves. Their (3) somewhere that was as
environmentally-friendly as possible. But at the same time they wanted to live
somewhere peaceful - they'd both grown up in a (4).....
..... urban life.

So the first thing they did was to look for a site. And they found (5).....
..... in a beautiful area. The price was relatively low, and they
liked the idea of recycling the land, as it were. As it was, the quarry was an ugly blot
on the landscape, and it (6), either.

They consulted various architects and looked at a number of designs before finally
deciding on one. As I've said, it was a design for a (7).....
....., and it was built into the earth itself, with two storeys. The north,
east and west sides were set in the earth, and only the sloping, south-facing side was
exposed to light. That was (8) of very strong
glass. There were also photovoltaic tiles fixed to the top and bottom of this sloping
wall. These are tiles that are designed to store energy from the sun. And the walls
had a layer of foam around them too, (9)

Now, what is of interest to us about this project is the features which make the
building energy-efficient. Sunlight floods in through the glass wall, and to maximise

it there are lots of (10) the house. That helps to spread the light around. So that's the first thing -light is utilised as fully as possible.

In addition, the special tiles on the outside convert energy from the sun and generate some of the house's electricity. In fact, and it's possible that in future the house may even (11), and that the owners will be able to sell some to the national grid.

As well as that, wherever possible, recycled materials have been used. For example, the floors are made of reclaimed wood, And the owners haven't bought a single item of new furniture - they just kept what they already had. And then there's the system for dealing with the (12) This is dealt with organically- it's purified by being filtered through reed beds which have been planted for that purpose in the garden. So the occupants of the house won't pollute the land or use any damaging chemicals.

It's true that the actual construction of the house was (13).....
..... mainly because they had to use massive amounts of concrete - one of the biggest sources of carbon dioxide in manufacturing. And, as you know, this is very damaging to the environment. In total, the house construction has released (14)..... into the air. Now that's a frightening thought. However, once the initial 'debt' has been cleared- and it's been calculated that this will only take fifteen years - this underground house won't cost anything- environmentally I mean- because unlike ordinary houses, it is run in a way that (15).....

So, eco-housing like this is likely to become much more...

ANSWER KEY

(1) history of domestic building construction	(2) more or less under the ground	(3) chief aim was to create
(4) rural area and disliked	(5) a disused stone quarry	(6) wasn't productive any longer
(7) sort of underground house	(8) made of a double layer	(9) to increase the insulation
(10) mirrors and windows inside	(11) generate an electricity surplus	(12) waste produced in the house
(13) harmful to the environment	(14) 70 tons of carbon dioxide	(15) is completely environmentally friendly

Test 4

Section 2

Man: Hello?

Woman: Hi. It's Laura Carlton here. We've just (1).....
....., but I can't get the hot water and heating to work.

Man: Oh right! That's easy. Don't worry. In the upstairs cupboard, (2).....
..... You'll see three main controls on the left at the
bottom of the heater. The first one - the round one on the far left - is the most
important one for the heating and hot water. (3).....
..... Make sure it's in the 'on' position. The switch itself doesn't light up, but
the little square below will be black if the switch is 'off'. That's probably what's
happened it's got (4)..... The middle one of these
three controls - you'll see it's slightly larger than the first one – controls the radiators
If you feel cold while you're there and need the radiators on, this needs to be turned
to maximum. The (5)..... - the one on the right – is
usually on about a number four setting which for the water in the taps is usually quite
hot enough

Below the heating controls in the middle is a small round plastic button. If there isn't
(6)....., sometimes the heater goes out. If this
happens you'll need to press this button to reset the heater. Hold it in for about five
seconds and the heater should come on again. Then there's a little square indicator
(7)..... that's a kind of alarm light. It'll flash if you
need to reset the heater.

Woman: It sounds complicated...

Man: I'm sure you won't have any problems with it. There should be some more instructions on the side of the heater. Call me back if you can't make it work.

Woman: Okay.

Woman: While you're on the phone, we haven't managed to find a few things we need, like extra pillows for the beds and some washing powder. Is there any here?

Man: Pillows. yes. If you look in the cupboard, the large white one upstairs - to the (8)..... - there should be four or five on the top shelf. And if you want to do some washing, there's some powder for that ... (9) There's a kind of shelf there above the sink. In fact, I'm sure there's some there, in (10).....You need about half a cup full for each wash.

And that reminds me, the spare key to the back door is hanging on a hook on the wall by the sitting room window. Please make sure to put it back when you've used it. The previous guests lost it in the garden and I had to get another one made! And if you have any trouble with the lamps, you'll find some spare bulbs in a large cardboard box. It's on top of (11)..... all kinds of useful things in it.

Oh, and another thing I forgot to mention when we last spoke.

Woman: Yes?

Man: I've left you a local map, so you'll be able to find your way around easily. It shows the whole area. I put it in the top drawer of the chest under the TV in your bedroom. There's a whole file of local information in there too.

Woman: Thanks. What about visiting the town? Can you give us any advice?

Man: Yes. You'll need to take the car. It's too far to walk from the flat really. You have to (12) in all the car parks now I'm afraid ... I like the one that's by the station best and you can walk to the town centre from there in five minutes. That's where all the best restaurants are. But if you want a takeaway, the Italian one does (13)
Call 7-3 double 2. 8-1 for that one, or 7 double 6, double 1, 9 for the Chinese. They're both good and they'll both deliver to the flat.

As for places to visit, yes, do go and (14)..... The exhibition is small but really good. It gets very crowded on Sundays, so I suggest you visit it (15)....., later in the week, but not on Thursdays which is market day- you won't find anywhere to park and it's also the only day of the week when they're not open! Anything else?

Woman: Not for the moment. Thanks!

ANSWER KEY

(1) arrived at the holiday flat	(2) you'll find the water heater	(3) It's the main control switch
(4) switched off by mistake	(5) last of the three controls	(6) enough water in the pipes
(7) under the third knob	(8) left of the bathroom door	(9) probably by the back door
(10) a large blue box	(11) the washing machine with	(12) pay to leave your car
(13) really good pasta and pizzas	(14) see the railway museum	(15) on a quieter day

Section 3

Paul: Hello, Kira, how are you?

Kira: Fine thanks, Paul, how are you?

Paul: Well, thanks. It's good to see you. It must be twelve months since you did our course?

Kira: That's right. It's nice to come back and say hello.

Paul: What course did you enroll in?

Kira: Actually, I went (1) They credited me with two years, which probably made it more difficult for me.

Paul: On the other hand, you were lucky to be granted credits. Is that why you chose the course?

Kira: Yes. And, as I'd already (2), I thought it would be easier if I studied something I already knew.

Paul: I didn't realise you went into third year. I thought you started in first year. No wonder it was so hard! And what do you think is (3).....
.....between studying at a university here and studying in your country?

Kira: Well, I've found it very (4), because I wasn't familiar with that aspect of the system here. The main problem is that the lecturers (5) That made me feel really terrible. I thought "How can I possibly do it? How can I comment on someone else's research when they probably spent five years doing it?" | think a lot of people who (6) have similar problems. But after a while it became easier for me. People expect you to have problems with the (7).....

..... but, in fact, it is more a question of altering your viewpoint towards academic study.

Paul: How was the (8)? Was it easy for you?

Kira: I didn't really have many problems understanding lectures. The content was very similar to what I'd studied before.

Paul: And (9)? Are they essentially the same as lecturers in your country?

Kira: Well actually, no. Here, they're much easier to approach. After every lecture you can go and ask them (10) Or you can make an appointment and talk to them about anything in the course.

Paul: Maybe you found them different because you're a more mature student now, whereas when you were studying in your country you were younger and not so assertive.

Kira: No, I don't think that's the difference. Most of the students here do it. In my faculty, they all seem to make appointments - usually to talk about something in the course that's worrying them, but sometimes just about something that (11)....., something they might want to specialise in. The lecturers must set aside certain times every week (12).....

Paul: That's good to hear. And how was your timetable? Was it a very busy year?

Kira: Very, very busy. They (13) Apart from lectures, we had practical sessions in a lot of subjects. We did these in small groups. I had to go and work four hours every week in a community pharmacy. Actually, I

enjoyed this very much – meeting new people all the time. Then in second semester, we had to get experience in hospital dispensaries, so every second day we went to one of the big hospitals and worked there. And (14).....
..... we had our assignments, which took me a lot of time. Oh, I nearly forgot, between first and second semesters, we had to work full-time for two weeks in a hospital.

Paul: That does sound a very heavy year. So are you pleased now that you did it? Do you feel (15).....?

Kira: Yeah, I do feel much more confident, which I suppose is the most important thing.

Paul: And have you got (16) who are studying from overseas?

Kira: Well, I suppose they need very good English. It would be much better if they spent more time learning English before they enter the university, because you can be in big trouble if you don't understand what people saying and you haven't (17).....

Paul: Anything else?

Kira: Well, as I said before, the biggest problem for me was (18).....
..... with the education system here.

Paul: It sounds as if it was a real challenge. Congratulations, Kira.

Kira: Thanks, Paul.

ANSWER KEY

(1) straight into third year Pharmacy	(10) something you didn't understand
(2) finished a course in my country	(11) might really interest them
(3) one of the big differences	(12) when they're available for students
(4) difficult to write assignments	(13) make you work very hard
(5) expect you to be critical	(14) on top of all that
(6) come from overseas countries	(15) some sense of achievement
(7) process of reading and writing	(16) any recommendations for people
(8) content of the lectures	(17) got time to translate
(9) what about the lecturers themselves	(18) a lack of familiarity

Section 4

Good morning. Today I'd like to present the findings of our Year 2 project on (1)..... throughout our city. I'll start by saying something about the background to the project, then talk a little bit (2)....., and then indicate some of our interim findings.

First of all, how did we choose our topic? Well, there are four of us in the group and one day while we were discussing a possible focus, two of the group mentioned that they had (3)..... - one of Britain's most interesting birds of prey - in their own city centre gardens and wondered why they were turning up in these gardens in great numbers. We were all very engaged by the idea of why (4) to inhabit a city garden. Why is it so popular with wildlife when the countryside itself is becoming less so?

The first thing we did was to establish what proportion of the urban land is (5)..... We estimated that it was about one fifth, and this was endorsed by looking at large-scale usage maps in the town land survey office- (6) Our own informal discussions with neighbours and friends led us to believe that many garden owners had interesting experiences to relate regarding wild animal sightings so we decided to survey garden owners from (7) Just over 100 of them completed a survey once every two weeks for twelve months- ticking off species they had seen from a pro forma list- and adding the names of any rarer ones. Meanwhile, we were doing our own observations in selected gardens throughout the city. We (8) because they were by far the most typical in the city. The whole point of the project was to look at the norm not the exception. Alongside this (9) , we were studying a lot of books about the decline of wild animals in the countryside and (10)..... for this.

So what did we find? Well, so much that I just won't have time to tell you about here. If you're interested in reading our more comprehensive findings, we've

(11)..... on the college website and of course any of the group would be happy to talk to you about them. Just email us.

What we've decided to present today is information about just three species - because we felt these gave a (12) at work in rural and urban settings as a whole.

The first species to generate a lot of interesting information was frogs. And there was a clear pattern here - they proliferate where there is suitable water. Garden ponds are on the increase, rural ponds are disappearing, leading to massive migration to the towns. Hedgehogs are also finding it easier to live in urban areas- this time because their predators are not finding it quite so attractive to leave their rural, environment, so hedgehogs (13) in cities. We had lots of sightings, so all in all we had no difficulties with our efforts to count their numbers precisely.

Our final species is the finest of bird singers, the song thrush. On the decline in the countryside, they are experiencing a resurgence in urban gardens because these days gardeners are buying lots of different plants which means there's an (14)..... around which is what they feed on. Another factor is the (15)- which is actually better in gardens than the countryside. Hard to believe it, but it's true. Incidentally, we discovered that a massive new survey on song thrushes is about to be launched, so you should (16) for that. Now, I'd be happy to answer any questions you may have...

ANSWER KEY

(1) wildlife found in gardens	(9) primary research on urban gardens
(2) about our research techniques	(10) thinking of possible causes
(3) seen yet more sparrowhawks	(11) produced detailed graphic representations
(4) wild animals would choose	(12) good indication of the processes
(5) taken up by private gardens	(13) have a better survival rate
(6) 24% to be precise	(14) extensive range of seeds
(7) different areas of the city	(15) provision of nesting places
(8) deliberately chose smaller ones	(16) keep an eye open

CAMBRIDGE 10

Test 1

Section 2

On behalf of LP Clubs, I'd like to welcome you all here today. My name's Sandy Fisher and I'm (1) here. Before we start our tour of the club I'll just run through some basic information about the facilities we have here, including recent improvements, and (2).....
..... ship available.

Our greatest asset is probably our swimming pool which at 25 metres isn't Olympic-sized, but now we've expanded it to eight lanes, it's much wider. This means there are rarely more than (3) at a time in each lane. Unfortunately, there isn't space for an outdoor pool here but the glass roof on the (4), which means you can enjoy something of the open-air experience on warmer days.

Our (5)has all the latest exercise equipment including ten new running machines, and a wide range of weight-training machines. Each member is given full training in (6)
and there is always a trainer on duty to offer help and advice. Although we do have adult only times after 6 and at certain times at weekends, children are well catered for. Older children continue to benefit from (7)
.....; anything from trampolining to yoga.

One thing all our members appreciate about us is that we take very good care of them. This starts on day one with your personal assessment. You are asked to fill in (8) of any health problems. One of our personal trainers will then go through this with you.

The trainer will then take you through the safety rules (9).....
..... in the fitness suite. During your next exercise session a personal trainer will work with you to make sure you understand these. It's very important to do this because we really do want to avoid having any sports injuries. There's a lot more to (10)simply lifting weights!

At the end of the personal assessment, the trainer will draw up a plan, outlining what you should try to (11) This will then be reviewed at the end of the six weeks.

Now, I'll just quickly run through the types of membership we have available. All members must pay a joining fee of £90 in addition to the rates for (12)..... Gold membership entitles you to free entry at all LP Clubs. There are now LP clubs in all major cities and towns so if you travel a lot this will be a great advantage.(13).....
£50 a month and joint membership for you and your partner will cost £75.

Premier membership is for professional people whose work commitments make it difficult for them to use the club during the day and so LP gives booking preferences to Premier members at peak times. This means you will find it easier to (14)..... that suit you. Reciprocal arrangements with other LP Clubs are available to Premier members. Premier membership is for individuals only, but you will be sent (15)The monthly fee is £65.

You don't have to have any special clothes or equipment when you visit the club. We (16) in the changing rooms, but it's very important to remember your photo card because you won't be able to get in without it.

For people who aren't working during the day then...

ANSWER KEY

(1) one of the fitness managers	(9) for using the equipment
(2) explain the types of member	(10) looking after yourself than
(3) a couple of people	(11) achieve within a six-week period
(4) swimming pool is partly retractable	(12) the monthly membership fees
(5) recently refurbished fitness suite	(13) Individual gold membership costs
(6) how to operate the equipment	(14) book the sessions at times
(7) a wide range of tuition	(15) passes for quests every month
(8) a questionnaire giving details	(16) provide robes and hairdryers

Section 3

JOHN: Erm ... hello Professor, I'm John Wishart. I'm working on my entry for (1)..... My tutor said you might be able to help me with it.

PROFESSOR: Ah, yes, I got a copy of your drawings. Come in and tell me about it. (2) is it?

JOHN: Well, it's an international design competition and we have to come up with a new design for a typical domestic kitchen appliance.

PROFESSOR: I see, and are there any special conditions? Does it (3)..... for example?

JOHN: Actually that was the focus in last year's competition. This year's different. We have to (4) to existing technology, using it in a way that hasn't been thought of before.

PROFESSOR: I see, that sounds tricky. And what kitchen appliance have you chosen?

JOHN: Well, I decided to choose the dishwasher.

PROFESSOR: Interesting, what made you choose that?

JOHN: Well, they're (5) in most Australian houses but they're all pretty boring and almost identical to each other. I think some people will be prepared to pay a little extra for something that looks different.

PROFESSOR: That's a nice idea. I see you've called your design "the Rockpool"; why is that?

JOHN: Basically because it looks like the rock pools you find on a beach. The (6)..... so that you can look down into it.

PROFESSOR: And there's a stone at the bottom. Is that just for decoration?

JOHN: Actually it (7) Instead of pushing a button, you turn the stone.

PROFESSOR: So it's really just a novel way of starting the dishwasher.

JOHN: That's right.

PROFESSOR: It's a really nice design, but what makes it innovative?

JOHN: Well, I decided to make a dishwasher (8).....
.....

PROFESSOR: In place of water and detergent? How will you manage that?

JOHN: The idea is to pressurise the carbon dioxide (9).....
..... The fluid is then released into the dishwasher where it cleans the dishes all by itself.

PROFESSOR: Sounds like a brilliant idea! Your system will totally do away with (10) So what happens once the dishes are clean?

JOHN: Well, to allow them to dry, the liquid carbon dioxide and the waste materials all go to an area (11) That's where the liquid is depressurised and so it reverts to a gas. Then the oil and grease are separated out and sent to the waste system.

PROFESSOR: It sounds like you've thought it all out very thoroughly. So, what happens to the carbon dioxide once (12)?
Not wasted I hope.

JOHN: Actually, that's where the real savings are made. The carbon dioxide is sent back to the cylinder and can be used again and again.

PROFESSOR: (13) Do you think it will ever be built?

JOHN: Probably not, but that's OK.

PROFESSOR: Well, I'm sure a lot of positive things will come out of your design.

PROFESSOR: Now, you seem to have thought about everything so what exactly did you need me to help you with?

JOHN: Well, my design has made it (14) of the competition and, in a few months' time, I have to give a presentation, and that's the part I was hoping you could help me with.

PROFESSOR: Right, well that should be easy enough. What have you managed to do so far?

JOHN: Well, I've got (15) how it will work and I've also written a 500-word paper on it.

PROFESSOR: I see. Well, if you want to stand a good chance of winning you really need a model of the machine.

JOHN: Yes, I thought I might but I'm having a few problems.

PROFESSOR: What is (16)? Let me guess - is it the materials?

JOHN: Yes. I want it to look professional but everything that's top quality is also very expensive.

PROFESSOR: Look, projects like this are very important to us. They really help lift our profile. So why don't you talk to the university about a grant? I can help you (17)..... if you like.

JOHN: That would be great.

PROFESSOR: You'd better show me this paper you've written as well. For a global competition such as this you need to (18) you've given are accurate and thorough.

JOHN: That would be a great help.

PROFESSOR: Is there anything else I can do?

JOHN: Well, I'm really ...

ANSWER KEY

(1) the Global Design Competition	(2) What sort of competition	(3) have to save energy
(4) adopt an innovative approach	(5) an everyday kitchen appliance	(6) top is made of glass
(7) does have a function	(8) that uses carbon dioxide	(9) so that it becomes a liquid
(10) the need for strong detergents	(11) called the holding chamber	(12) the process is complete
(13) What a terrific idea	(14) to the final stage	(15) detailed drawings to show
(16) the main difficulty so far	(17) fill out the application forms	(18) make sure the technical details

Section 4

Today we continue our series on ecology and conservation with a look at a particularly endangered (1) One in ten black bears is actually born with a white coat, which is the result of a special gene that surfaces in a few. Local people have named it the spirit bear. And according to the legends of these communities, its (2) a special power. Because of this, it has always been highly regarded by them so much that they do not speak of seeing it to anyone else. It is their way of protecting it when strangers visit the area.

The white bear's habitat is quite interesting. The bear's (3).....
..... rainforest is a complex one. The white bear relies on the huge centuries-old trees in the forest in many ways. For example, the old-growth trees have extremely long roots that help prevent erosion of the soil along the (4)..... Keeping these banks intact is important because these streams are home to salmon, which are the bear's main food source. In return, the bear's feeding habits nurture the forest. As the (5)....., they discard the skin and bones in great amounts on the forest floor, which provide vital nutrients. These produce lush vegetation that sustains thousands of other types of life forms, from birds to insects and more.

Today, the (6) the coast of the province of British Columbia on a few islands. There is great concern for their survival since it is estimated that (7) of these white bears remain. The best way to protect them is to make every effort to (8).....
..... of their forest environment -in other words, their ecosystem.

The greatest threat to the bear's existence is the loss of its habitat. Over many years, logging companies have stripped the land by (9).....
..... of trees. In addition, they have built roads which have fractured the areas where the bear usually feeds, (10) have also been lost. The logging of the trees along the streams has damaged the places where the bears fish. To make matters worse, the number of salmon in those streams is declining because there is no (11)
..... at the moment.

All these influences have a negative impact on the spirit bear's very existence, which is made all the more fragile by the fact that reproduction among these bears has (12).....

And so, what's the situation going forward? Community organizations, environmental groups and the British Columbia government are now (13).....
.....The government is now requiring logging companies to adopt a better logging method, which is a positive step. However, these measures alone may not be sufficient to ensure a (14)
..... bear in the future.

Other steps also need to be taken. While it is important to maintain the spirit bear's habitat, there also needs to be more emphasis on its expansion. (15).....
..... as it will also create space for other bears that are losing their homes...

ANSWER KEY

(1) member of the black bear family	(2) snowy fur brings with it	(3) strong relationship with the old - growth
(4) banks of the many fish streams	(5) bears eat the salmon	(6) spirit bear lives off
(7) less than two hundred	(8) preserve the delicate balance	(9) cutting down a large number
(10) and many hibernation sites	(11) legal limit on fishing	(12) always been disappointingly low
(13) working together on the problem	(14) healthy population of the spirit	(15) The move is justified

Test 2

Section 2

Good morning. I'm very pleased to (1) a little about two exciting new developments in the city: the Brackenside Open-Air Swimming Pool and the children's Adventure Playground in Central Park. As many of you may know, the (2) came from you, the public, in (3) which the City Council conducted last year. And they have been realised using money from the SWRDC - the South West Regional Development Commission.

First of all, Brackenside Pool. As many of the older members of the audience will remember, there used to be (4) on the sea front 30 years ago but it had to close when it was judged to be unsafe. For the design of this new heated pool, we were very happy to secure the (5)..... Ellen Wendon, who has managed to combine a charming 1930s design, which fits in so well with many of the other buildings in the area, with up-to-the-minute features such as a recycling system - the only one of its kind in the world - which (6) in the pool.

Now, there has been quite a bit of discussion in the local press about whether there would be enough room for the number of visitors we're hoping to attract, but the design is deceptive and there have been (7) Also, just in case you were wondering, we're on schedule for a June 15th opening (8): a testimony to the excellent work of local contractors Hickman's.

We hope that as many people as possible will be there on June 15th. We (9)..... Coral White to declare the pool open and

there'll be drinks and snacks available at the pool side. There'll also be a competition for the public to (10) we plan to have at the entrance: you will decide which famous historical figure from the city we should have.

And now, moving on to the Central Park Playground, which we're pleased to announce has just won the Douglas Award for safety: (11).....
.....only last week. The unique design is based on the concept of the Global Village, with the playground being divided into six areas showing different parts of the world- each (12) For example, there is a section on Asia, and this is represented by rides and equipment in the shape of snakes, orang-utans, tigers and so on – fauna native to the forests of the region. Moving south to the Antarctic – we couldn't (13)..... I'm afraid but opted instead for climbing blocks in the shape of mountains - I thought they could have had slides for the glaciers but the designers did want to (14) ! Then on to South America - and here the theme is El Dorado - games replicating the search for mines full of precious stones. And then moving up to North America, here (15)..... - I know the contribution of cinema and jazz was considered but the designers finally opted for rockets and the International Space Station. Eastwards to Europe then, and perhaps (16)..... of all the areas: medieval castles and other fortifications. Then last, but not least, moving south to Africa and a whole set of (17).....to represent the great rivers of this fascinating and varied continent.

Now, the opening date for our Global Playground is 10th July. And again we'd love to see you there - so make a date and come and see this magnificent, (18).....
..... in the heart of the city.

ANSWER KEY

(1) have this opportunity to say	(2) idea for these initiatives	(3) the extensive consultation exercise
(4) a wonderful open-air pool	(5) talents of internationally renowned architect	(6) enables seawater to be used
(7) rigorous checks about capacity	(8) date and well within budget	(9) have engaged award-winning actress
(10) decide on the sculpture	(11) the news came through	(12) with a representative feature
(13) run to an ice rink	(14) avoid being too literal	(15) there was considerable debate
(16) the most traditional choice	(17) wonderful mosaics and trails	(18) original new amenity right

Section 3

VICTOR: Right, well, for our presentation shall I start with the early life of Thor Heyerdahl?

OLIVIA: Sure. Why don't you begin with describing the type of boy he was, especially his passion for collecting things.

VICTOR: That's right, he had (1) And I think it's unusual for children to develop their own values and not join in their parents' hobbies; I'm thinking of how Heyerdahl wouldn't go hunting with his dad, for example.

OLIVIA: Yeah, he (2) by listening to his mother read to him. And quite early on he knew he wanted to become an explorer when he grew up. That came from his camping trips he went on in Norway I think...

VICTOR: No, it was climbing that he spent his time on as a young man.

OLIVIA: Oh, right... After university he married a classmate and together, they decided to experience living on a small island, to find out how harsh (3).....
.....

VICTOR: As part of their preparation before they left home, they learnt basic survival skills like building a shelter. I guess they needed that knowledge in order to live wild in a remote (4) , cut off by the sea, which is what they were aiming to do.

OLIVIA: An important part of your talk should be the radical theory Heyerdahl formed from (5) that he happened to find on the island. I think you should finish with that.

VICTOR: OK.

OLIVIA: All right, Victor, so after your part I'll talk about Thor Heyerdahl's adult life, continuing from the theory he had about Polynesian migration. Up until that time of course, academics had believed that humans first (6).....
..... in Polynesia from Asia, in the west.

VICTOR: Yes, they thought that travel from the east was impossible, because of the huge, empty stretch of ocean that (7) and the nearest inhabited land.

OLIVIA: Yes, but Heyerdahl spent ages (8)..... ocean currents and wind patterns to find if it was actually possible. And another argument was that there was no (9) in the communities lying to the east of Polynesia. But Heyerdahl knew they made lots of coastal voyages in locally built canoes.

VICTOR: Yes, or sailing on rafts, as was shown by the long voyage that Heyerdahl did next. It was (10) to undertake - sometimes I wonder if he did that trip for private reasons, you know? To show others that he could have spectacular adventures. What do you think, Olivia?

OLIVIA: Well, I think it was more a matter of simply trying out his idea, to see if migration from the east was possible.

VICTOR: Yes, that's probably it. And the poor guy suffered a bit at that time because the war forced him to stop his work for some years...

OLIVIA: Yes. When he got started again and (11)....., do you think it was important to him that he achieve it before anyone else did?

VICTOR: Um, I haven't read anywhere that that was his motivation. The most important factor seems to have been that he (12).....
..... and local materials to build his raft.

OLIVIA: Yes. I wonder how fast it went.

VICTOR: Well, it took them 97 days from South America to the Pacific Islands.

OLIVIA: Mm. And after that, Heyerdahl went to Easter Island, didn't he? We should mention (13) I think he sailed there in a boat made out of reeds.

VICTOR: No, that was later on in Egypt, Olivia.

OLIVIA: Oh, yes, that's right.

VICTOR: But what he wanted to do was talk to the local people about their old stone carvings and then make one himself to learn more about the process.

OLIVIA: I see. Well, what a great life. Even though many of his (14).....
....., he certainly left a lasting impression on many disciplines, didn't he? To my mind, he was the first person to (15).....
.....call practical archaeology. I mean, that they try to recreate something from the past today, like he did with his raft trip. It's unfortunate that his ideas about where Polynesians (16) completely discredited.

VICTOR: Yes. Right, well, I'll prepare a PowerPoint slide at the end that acknowledges our sources. I mainly used The Life and Work of Thor Heyerdahl by William Oliver. (17) he used were very sound, although I must say I found the overall tone somewhat old-fashioned. I think they need to do a new, revised edition.

OLIVIA: Yeah, I agree. What about the subject matter – I found it really challenging!

VICTOR: Well, (18)

OLIVIA: I thought the book had lots of good points. What did you think of...

ANSWER KEY

(1) his own little museum	(10) an incredibly risky journey
(2) preferred to learn about nature	(11) planned his epic voyage
(3) weather conditions shaped people's lifestyles	(12) used only ancient techniques
(4) location with few inhabitants	(13) the purpose of that trip
(5) examining mysterious ancient carvings	(14) theories have been disproven
(6) migrated to the islands	(15) establish what modern academics
(7) lies between the islands	(16) originated from have been
(8) studying the cloud movements	(17) I thought the research methods
(9) tradition of large ship-building	(18) it's a complex issue

Section 4

Well, I've been talking to managers in a number of businesses, and reading surveys about the future of management. And what I'm going to (1).....
..... is a few ideas about how the activity is likely to change in the next ten years. It isn't a scientific, statistical analysis - just some ideas for us to discuss.

One area I want to mention is business markets, and I'm sure a really (2).....
.....a major increase in competition, with companies from all round the world trying to sell similar products. Consumers will have much more choice for instance, (3) might be manufactured in the USA, China, Finland and dozens of other countries. At the same time, mergers and takeovers mean that governments are actually losing (4) We can probably all think of companies that exert a great deal of influence, which may be good for consumers. A third point I want to make about markets is that (5) , such as India, China, Brazil and Russia, demand is growing very fast. This is putting pressure on resources all over the world.

I think businesses are becoming more open to external influences. In particular, companies are consulting customers more and more before (6).....
..... Companies are finding out what they want and providing it, instead of making products and then trying to sell them, which is the model of years ago.

Another influence is that concerns about the environment will force manufacturers to extend product life cycles, to reduce the (7)..... And in some cases. regulation will need to be strengthened.

Many societies are much more fluid and democratic, and the structure of companies is changing to reflect that. I think we're going to see a (8).....
.....on teams created with a specific project in mind. And when they're completed, the teams will be disbanded and new ones formed.

More and more people see work as simply one part of their lifestyle, and (9)..... one, and as the workforce is shrinking in some countries, businesses are having to compete for staff instead of being able to choose among a lot of applicants. Typical examples that will attract and (10)..... ones like flexible hours and- something that has been made possible by advances in technology-remote working, with people based at their home, abroad, or almost anywhere they choose.

Management styles will almost certainly continue to change. Senior managers will require a lot (11).....that they've always needed. Above all they'll need great skills in leadership, so that their organisation can initiate and respond to change in a fast-moving world, where they face lots of competing (12)

In most of the world, the senior managers of large businesses are mainly men in their fifties and sixties. The predominant style of management will almost certainly become (13), caused above all, by more women moving into senior management positions.

Many of the changes are influenced by developments in the wider economy. The traditional emphasis of business was manufacturing, and of course the service sector is very important. But we shouldn't overlook the growing financial contribution of IP, that is, intellectual property. Some books and films generate

(14).....of related DVDS, music, games, clothes,
and so on.

Another point I'd like to make is that although I've been talking about companies,
one trend that they have to face is the (15)
..... for the same employer for years. Instead, more and more people are
becoming self-employed, to (16) over their
lives that they're unlikely to get from being employed.

OK, well that's all I want to say, so let's open it up for discussion.

ANSWER KEY

(1) present in this seminar	(9) not the most important
(2) significant development will be	(10) retain staff are traditional
(3) food products sold in Australia	(11) more than the efficiency
(4) power to major global corporations	(12) requirements and potential conflicts
(5) in the rapidly expanding economies	(13) more consultative and collaborative
(6) making their business decisions	(14) enormous sums from the sale
(7) amount of pollution and waste	(15) move away from-people working
(8) greater emphasis within companies	(16) gain the freedom and control

Test 3

Section 2

INTERVIEWER: Today we're pleased to have on the show Alice Bussell from the Dolphin Conservation Trust. Tell us about the Trust, Alice.

ALICE: Well, obviously its purpose is (1) all around the world. It tries to raise people's awareness of the problems these marine creatures are suffering because of pollution and other threats. It started ten years ago and it's one of (2) in the country – although it's still fairly small compared with the big players in animal protection. We are (3).....we do in education - last year we visited a huge number of schools in different parts of the country, going round to talk to children and young people (4) In fact, about thirty-five per cent of our members are children. The charity uses its money to support campaigns - for example, for changes in fishing policy and so forth. It hopes soon to be able to employ (5)- with dolphin expertise - to monitor populations. Of course, many people give their services on a voluntary basis and we now have (6), office work and other things.

I should also tell you about the award we won from the Charity Commission last year- for our work in education. Although it's not meant (7)..... for us, it has made our activities even more widely publicised and understood. In the long term it may not bring in extra members but we're hoping it'll have this effect.

INTERVIEWER: Is it possible to (8)?

ALICE: Yes. In several locations. And we have a big project in the east part of Scotland. This has long been (9)because it has very little shipping. However, that may be about to change soon because oil companies want to increase exploration there. We're (10).....
..... although there'll be little pollution from oil, exploration creates a lot of underwater noise. It means the dolphins can't rest and socialise.

This is how I became (11)in the first place. I had never seen one and I hadn't been particularly interested in them at school. Then I came across this story about a family of dolphins who (12).....
..... in the Moray Firth because of the oil companies and about a child who campaigned to save them. I couldn't put the book down - I was hooked.

INTERVIEWER: I'm sure our listeners will want to find out what they can do to help. You mentioned the (13) Can you tell us about that?

ALICE: Of course! People can choose one of (14).....
..... They receive a picture of it and news updates I'd like to tell you about four which are currently being adopted by our members: Moondancer, Echo, Kiwi and Samson. Unfortunately, Echo is being rather elusive this year and hasn't yet been sighted by our observers (15) that he'll be out there soon. All the others have been out in force - Samson and Moondancer (16)but it is Kiwi who's our real 'character' as she seems to love coming up close for the cameras and we've captured her on film hundreds of times. They all (17)-
Moondancer is very elegant and curves out and into the water very smoothly, whereas Samson has a lot of energy- he's always leaping out of

(18)..... You'd probably expect him to be the youngest - he's not quite - that's Kiwi – but Samson's the latest of our dolphins to be chosen for the scheme. Kiwi makes a lot of noise so we can often pick her out straight away. Echo and Moondancer are noisy too, but Moondancer's easy to find because she has a particularly large fin on her back, which makes her easy to identify. So, yes, they're all very different...

INTERVIEWER: Well, they sound a fascinating group...

ANSWER KEY

(1) to protect dolphins in seas	(10) campaigning against this because
(2) the fastest growing animal charities	(11) interested in dolphin conservation
(3) particularly proud of the work	(12) had to leave their home
(4) aged from 5 to 18	(13) 'Adopt a Dolphin' scheme
(5) its first full-time biologist	(14) our dolphins to sponsor
(6) volunteers working in observation	(15) but we remain optimistic
(7) an enormous amount of money	(16) are often photographed together
(8) see dolphins in UK waters	(17) have their own personalities
(9) a haven for dolphins	(18) the water with great vigour

Section 3

MIA: Hi, Rob. How's the course going?

ROB: Oh, hi, Mia. Yeah, great. I can't believe the first term's nearly over. I saw your group's performance last night (1)It was good.

MIA: Really? Yeah ... but now we have to write a report on the whole thing, (2)..... I don't know where to start. Like, I have to write about the role I played, the doctor, how I developed the character. Well, (3).....?

ROB: Er ... my grandfather was a doctor before he retired, and I just based it on him.

MIA: OK, but how? Did you talk to him about it?

ROB: He must have (4), but he never says much about his work, even now. He has a sort of authority though.

MIA: So how did you manage to capture that?

ROB: I'd ... I'd visualise what he must have been like in the past, when he was (5)..... listening to his patients.

MIA: OK, so that's what you explain in your report.

ROB: Right.

MIA: Then there's (6)- so in the first scene we needed to know how boring life was in the doctor's village in the 1950s, so when the curtain went up on the first scene in the waiting room, (7) before anyone spoke. And then people kept saying the same thing over and over, like 'Cold, isn't it?'

ROB: Yes, and everyone wore grey and brown, and just (8)

MIA: Yes, all those details of the production.

ROB: And I have to analyse how I functioned in the group - what I found out about myself. I know I was (9), when we couldn't agree.

MIA: Yes. So did one person emerge as the leader?

ROB: Sophia did. That was OK - she helped us work out exactly (10)
..... And that made me feel better. I suppose.

MIA: When you understood what needed doing?

ROB: Yes. And Sophia did some research, too. That was (11)
.....

MIA: Like what?

ROB: Well, she found these articles from the 1950s about how relationships between children and their parents, or between the public and people (12)
..... the police were shifting.

MIA: Interesting. And did you have any practical problems to overcome? Well, in the final rehearsal everything was going fine until the last scene - that's where the doctor's first patient appears on stage on his own. (13).....
.....?

ROB: Yes, and he had this really long speech, with the stage all dark except for one spotlight- and then (14)it was shining on the wrong side of the stage... but anyway we got that fixed, thank goodness.

MIA: Yes, it was fine on the night.

ROB: But while you're here, Mia, I wanted to ask you about the year abroad option. Would you recommend doing that?

MIA: Yes, definitely. It's (15) in another country for a year.

ROB: I think I'd like to do it, but it looks very competitive - there's only a limited number of places.

MIA: Yes, so next year when you are in the second year of the course, you need to work really hard in all (16)Only students with good marks get places - you have to prove that you know your subject really well.

ROB: Right. So how did you choose where to go?

MIA: Well, I decided I wanted a programme that would fit in with what I wanted to do after I graduate, so I looked for a university with (17) directing for example. It depends on you. Then about six months before you go, you have to email the scheme coordinator with your top three choices. I had a friend who missed the deadline and didn't get her first choice, so you do need to get a move on at that stage. You'll find that certain places are very popular with everyone.

ROB: And don't you have to (18) at that stage?

MIA: Yes.

ROB: Right. I'll get some of the final year students to give me some tips ... maybe see if I can read what they wrote.

MIA: I think that's a very good idea. I don't mind showing you what I did.

And while you're abroad don't make the mistake I made. I got so involved I forgot (19) for when I came back here for the final

year. Make sure you stay in touch so they know your choices for the optional modules. You don't want to miss out (20)

ROB: Right.

ANSWER KEY

(1) at the student theatre	(11) useful in developing our approach
(2) an in-depth analysis	(12) like bank managers or
(3) what was your starting point	(13) The one in the wheelchair
(4) all sorts of stories	(14) that stuck somehow so
(5) sitting in his consulting room	(15) a fantastic chance to study
(6) the issue of atmosphere	(16) your theatre studies modules
(7) there was that long silence	(17) emphasis on acting rather than
(8) sat in a row	(18) write a personal statement
(9) so frustrated at times	(19) all about making arrangements
(10) what to do, for the production	(20) doing your preferred specialisms

Section 4

Today, I want to talk about self-regulatory focus theory and how the actions of leaders can affect the way (1) Self-regulatory focus theory is a theory developed by Tori Higgins. He says that a person's focus at any given time is to either approach pleasure or avoid pain. (2)..... that each and every one of us has, and they cause us to have different kinds of goals. Promotion goals in different life situations emphasise achievement. Prevention goals are oriented towards (3).....

In a specific situation, our thoughts might focus more on promotion goals or more on prevention goals. The theory suggests that two factors affect which goals we are focusing on. First, (4)This factor is connected to a person's personality and says that each person (5)..... to either focus more on promotion goals or focus more on prevention goals as part of his or her personality. Second, there is a situational factor which means that the context we are in can make us more likely to focus on one set of goals or the other. For example, we are more likely to be thinking about pleasure and (6) when we are spending time with a friend. In contrast, if we are working on an important project for our boss, we are more likely to try to avoid making mistakes and therefore (7)..... in our mind.

Research has shown that the goals we are focusing on at a given time affect the way we think. For example, when focusing on promotion goals, people consider their ideal self. (8) They don't think about what they can lose, so they think in a happier mode. They feel more inspired to change.

When people are focusing on prevention goals, they think about their "ought" self. What are they supposed to be? What are people expecting from them? They (9)..... others. As a result, they experience more anxiety and try to avoid situations where they could lose.

Now that I have talked about the two focuses and how they affect people, I want to look at the idea that (10), or their style of leading, can affect the focus that followers adopt in a specific situation. In talking about leadership, we often mention transformational leaders and transactional leaders. Transformational leaders, when interacting with their followers.,

(11).....In their words and actions transformational leaders highlight change. Their speech is passionate and conveys a definitive vision. All of these things can encourage followers to think about what could be. In other words, they inspire a promotion focus in their followers.

(12) focus on developing clear structures that tell their followers exactly what is expected of them. While they do explain the rewards people will get for following orders, they emphasise more how a follower will be punished or that a follower won't get rewarded if his or her behaviour doesn't change. In short, they emphasise the (13) This emphasis will clearly lead followers to focus on avoiding punishment and problems. This is clearly a prevention focus.

In conclusion, it is important to understand that one focus is not necessarily better than the other one. For a designer who works in a field where a lot of innovation is needed, a (14) In contrast, a prevention focus which causes people to work more cautiously and produce higher quality work might be very appropriate for a job like a surgeon, for example. The main point of the research, though, is that the actions of (15)

whether people approach a situation with more of a promotion focus or more of a prevention focus.

ANSWER KEY

(1) followers approach different situations	(2) These are two basic motivations	(3) the avoidance of punishment
(4) there is a chronic factor	(5) has a basic tendency	(6) to have promotion goals
(7) have more prevention goals	(8) their aspirations and gains	(9) consider their obligations to
(10) the way leaders behave	(11) focus on their development	(12) In contrast, transactional leaders
(13) consequences of making a mistake	(14) promotion focus is probably better	(15) leaders can greatly influence

Test 4

Section 2

Welcome to Manham Port, where (1) are brought to life. All the family can enjoy a day out at Manham: visit our copper mine, see models of the machinery it used, have your photo taken in nineteenth-century costume, (2) how people lived at different stages throughout history, and especially how children studied, worked and played.

The port of Manham is located in beautiful and peaceful countryside, on a bend in the great River Avon, and developed here because it's (3) of the Avon - boats can go no higher up this river – and proved a handy place to load and unload cargo to and from the sea, which is (4) A small port was already established here when, about 900 years ago, tin was discovered nearby, though it wasn't (5) , when a tremendous need for metals of all kinds developed, that Manham expanded to become one of the busiest ports in the country. And because it was already so busy, prospectors began to (6) , and by the end of the nineteenth century, lead, copper, manganese and arsenic were added to the cargos leaving Manham.

In the early days, the ores had been smelted - or processed - in the same area they were mined. But, as demand grew, the smelting process required huge factory furnaces or fires to (7) and there was not enough coal in the local area, so the rocks containing minerals had to be shipped long distances.

Sadly, in the twentieth century, the great port of Manham declined, and thousands of workers were forced to (8) The building

at the port fell into disrepair, and the place became almost forgotten. But then, the Manham Trust was formed to (9) of the area. It organised scores of local volunteers to (10) the original outlines of the installations. It then brought in paid professionals to match installations with maps of (11) and to set about reconstructing it. Today you can see the results of this ambitious programme of restoration. The intention, and we believe this will be realised before the end of the year, is to return Manham Port to the condition it (12)as 'the greatest copper port in the country'.

But what can you do and see on your visit today? Here are just a few highlights. We suggest you start with the (13)Travel on converted mining trains and journey into the depths of the mountain along seams once worked by hundreds of miners. Watch out especially for the great pumping machines which rid the mine of water. But please be warned that, like all mines, ours is very dark and closed in and we do say (14) and also dogs should NOT be taken into the mine.

The next recommended visit is to the village school. While looking round the classrooms, (15) at our display of games, which is one of the largest in the world. And it's recommended that you time your visit to (16) This will give you the opportunity to ask lots of questions. Near the school is the beautiful old sailing ketch called 'The George'. You are welcome to board the boat and look round the cabins. Look out for the ship's wheel which was missing until only five years ago when it was dredged (17) by a local fisherman. We have no idea how it got there but it's been polished and proudly restored to its original

place on the boat. Please take care going down the ladders if you wish to (18)..... - we don't recommend you allow young children to use them.

So we hope you have a memorable visit to Manham Port and will tell your friends all about us.

ANSWER KEY

(1) a thousand years of history	(2) experience at first hand	(3) the highest navigable point
(4) over 23 miles away	(5) until the Industrial Revolution	(6) look for other minerals
(7) melt the metal from the rock	(8) emigrate out of the area	(9) conserve the historical resources
(10) remove undergrowth to find	(11) the original port complex	(12) reached at its peak
(13) visit to the copper mine	(14) that children under five	(15) take a special look
(16) coincide with a guided tour	(17) out of the silt	(18) visit the lower deck

Section 3

TIM: Hi, Laura – could you spare a few minutes to (1).....
.....you did last summer? I'm thinking of doing one
myself...

LAURA: Hi, Tim. Sure.

TIM: Didn't you do yours at (2)

LAURA: That's right... It's only a very small company and they needed someone to
produce a company brochure, and I wanted to get some business experience because
I'm interested in a career (3)a business
environment. It was good because I had overall responsibility for the project.

TIM: What kind of skills do you think you developed on the placement? I mean,
apart from the ones you already had. Did you have to (4).....
.....for the brochure, the layout and everything?

LAURA: We hired the services of a professional photographer for that. I did have to
use my IT skills to a certain extent because I cut and pasted (5)
....., but that didn't involve anything I hadn't done before.

TIM: Do you think you got any better at managing your time and prioritising things?
You always used to say you had trouble with that...

LAURA: Oh, definitely. There was so much pressure to (6)
.....And I also got better at explaining things and asserting my opinions,
because I had to have weekly consultations with the marketing manager and
(7).....

TIM: It sounds as if you got a lot out of it then.

LAURA: Absolutely. It was really worthwhile... But you know, the company
benefited too...

TIM: Yes, they must have done. After all, if they'd used (8)
.....to produce their brochure instead of doing it in-house,
presumably they'd have paid a lot more?

LAURA: Oh, yes. I worked it out - it would have been 250 per cent more. And I
thought the end result was good, even though we did everything on site. The
company has quite a powerful computer and I managed to (9)
..... from the university. The new brochure looks really
professional; it enhances the image of the company straight away.

TIM: So in the long run it should help them to attract clients, and
(10).....?

LAURA: That's the idea. Yeah.

TIM: Well, all in all it sounds very positive - I think I will go ahead and apply for a
placement myself. How do I go about it?

LAURA: It's easy enough to do, because there's a government agency called STEP
- S-T-E-P - that (11)You should start by
getting their booklet with all the details – I expect you can download one from their
website.

TIM: Actually, they've got copies in the psychology department – I've seen them
there. I'll just (12) and pick one up.

LAURA: Right. And then if I were you, after I'd looked at it I'd go over all the options
with someone...

TIM: I suppose I should ask my tutor's advice. He knows more about me than
anyone.

LAURA: (13) would be better, they've got more knowledge about the jobs market than your personal tutor would have.

TIM: OK...

LAURA: And then when you know what you want (14).....- you'll find their address in the booklet. And once you've registered they assign you to a mentor who looks after your application.

TIM: And then I suppose you just sit back and wait till you hear something?

LAURA: They told me at the careers office that it's (15)....., and get updates yourself by checking the website for new placement alerts. Your mentor is (16), but you can't rely on that.

TIM: I don't suppose it's a good idea to get in touch with companies directly, is it?

LAURA: Not really... But it is the company who notifies you if they want you to go for an interview. You get (17) or an email from personnel departments.

TIM: And do I reply directly to them?

LAURA: Yes, you do. STEP only (18)..... you've been made a job offer.

TIM: Right... So, once you've had an interview you should let your mentor know what the outcome is? I mean whether you're offered a job, and whether you've decided to accept it?

LAURA: That's right. They'll inform the careers office once a placement has been agreed, so you don't have to do that.

TIM: Is that all then?

LAURA: (19) Only once you've accepted an offer you'll probably have to supply a reference, because the placement will be conditional on that. And that's something you should ask your own tutor to provide. He (20) and also about your qualities, like reliability.

TIM: Well, thanks very much for the information – I'm starting to look forward...

ANSWER KEY

(1) talk about the work placement	(11) organises placements for students
(2) an environmental services company	(12) go to the office
(3) in occupational psychology in	(13) One of the career officers
(4) do all the artwork	(14) you can register with STEP
(5) text from marketing leaflets	(15) best to be proactive
(6) meet the project deadline	(16) supposed to keep you informed
(7) give him a progress report	(17) a letter of invitation
(8) a professional advertising agency	(18) gets involved again once
(9) borrow some scanning software	(19) More or less
(10) improve their sales figures	(20) knows about your academic ability

Section 4

Today we're going to look at (1), namely nanotechnology. So what is it? Nano means tiny, so it's science and engineering on the scale of atoms and molecules. The idea is that by (2)....., you can literally create anything. However, as we'll see, the science of the small has some big implications affecting us in many ways.

There's no doubt that nanotechnology promises so much for civilisation. However, all new technologies (3)..... And with nanotechnology, society often gets the wrong idea about its capabilities. Numerous science-fiction books and movies have raised people's fears about nanotechnology- with scenarios (4) into your body that monitor everything you do without you realising it, or self-replicating nano-robots that eventually take over the world.

So how do we safeguard such a potentially powerful technology? Some scientists recommend that nanoparticles be treated as new chemicals (5)..... and clear labelling. They believe that greater care should also be taken with nano-particles in laboratories and factories. Others have called for a withdrawal of new nano products such as cosmetics and a temporary halt to many kinds of nanotech research.

But as far as I'm concerned there's a need to plough ahead with the (6)..... I really believe that most scientists would welcome a way to guard against unethical uses of such technology. We can't go around thinking that all innovation is bad, all advancement is bad. As with the debate about any new

technology, it is how you use it that's important. So let's look at (7)
.....

Thanks to nanotechnology, there could be a major breakthrough in the field of transportation with the production of more durable metals. These could be virtually unbreakable, lighter and much more (8) that are 50 times lighter than at present. Those same improved capabilities will dramatically reduce the cost of travelling into space making it more accessible to ordinary people and opening up a totally new holiday destination.

In terms of technology, the computer industry will be able to shrink computer parts down to minute sizes. We need nanotechnology in order to create a new generation of computers that will work even faster and will have (9)..... but will be about the size of a sugar cube. Nanotechnology could also revolutionise the way that we generate power. The cost of solar cells will be drastically reduced so harnessing this energy will (10)..... than at present.

But nanotechnology has much wider applications than this and could have an enormous impact on our environment. For instance, tiny airborne nano-robots could be programmed to actually (11), which could lessen the impact of global warming on our planet. That's a pretty amazing thought, isn't it? On a more local scale, this new technology could help with the clean-up of environmental disasters as nanotechnology will allow us to remove oil and other contaminants from the (12) And, if nanotechnology progresses as expected - as a sort of building block set of about 90 atoms - then you could build anything you wanted from the bottom up. In terms of

production, this means that you only use what you need and so there wouldn't be any waste.

The notion that you could create anything at all has (13).....
..... It means that we'll eventually be able to replicate anything. This would have a phenomenal effect on our society. In time it could even lead to (14)..... through the introduction of machines that produce food to feed the hungry.

But it's in the area of medicine that nanotechnology may have its biggest impact. How we detect disease will change as tiny biosensors are (15).....
..... in minutes rather than days. There's even speculation nanorobots could be used to slow the ageing process, lengthening life expectancy.

As you can see, I'm very excited by the implications that could be available to us (16) Just how long it'll take, I honestly don't know.

ANSWER KEY

(1) an important area of science	(9) a million times more memory
(2) controlling and rearranging atoms	(10) be far more economical
(3) have their teething problems	(11) rebuild the ozone layer
(4) such as inserting little nanorobots	(12) water far more effectively
(5) with separate safety tests	(13) major implications for our health
(6) discoveries and applications of nanotechnology	(14) the eradication of famine
(7) some of its possible uses	(15) developed to analyse tests
(8) pliable leading to planes	(16) in the next few decades

CAMBRIDGE 11

Test 1

Section 2

Welcome to the Fiddy Working Heritage Farm. This (1)
.....An
d rural life in the English countryside at the end of the nineteenth century. So you'll
see a typical farm of that period, and like me, all the staff are dressed in clothes of
that time.

I (2).....
.....before
we go any further. As it's a working farm, please don't frighten or injure the animals.
We have a lot here, and many of them are breeds that are now quite rare.

And (3)
.....some
of them have sharp points which can be pretty dangerous, so please don't touch them.
We don't want any accidents, do we?

The ground is very uneven, and you (4)
..... so
I'm glad to see you're all wearing shoes – we always advise people to do that

Now, children of all ages are very welcome here, and usually even very young
children love the ducks and lambs, so do bring them along next time you come.

I don't think any of you have brought dogs with you, but in case you have, I'm afraid
they'll have to stay in the car park, unless they're guide dogs. I'm sure you'll
understand that they could cause a lot of problems on a farm.

Now let me (5)

.....The building where you bought your tickets is the New Barn, immediately to your right, and we're now at the beginning of the main path to the farmland - and of course the car park is on your left. The scarecrow you can see in the car park in the corner, beside the main path, is a traditional (6)

..... but our scarecrow is a permanent sculpture. It's taller than a human being, so you can see it from quite a distance.

If you look ahead of you, you'll see a maze. It's opposite the New Barn, beside the (7).....

.....just over there. The maze is made out of hedges which are too tall for young children to see over them, but it's quite small, so you can't get lost in it!

Now, can you see the bridge (8)

..... If you want to go to the café, go towards the bridge and turn right just before it. Walk along the (9).....

..... you come to. The building was originally the schoolhouse, and it's well over a hundred years old.

As you may know, we run skills workshops here, where you can learn (10)

..... You can see examples of the work, and talk to someone about the courses, in the Black Barn. If you take the side path to the right, here, just by the New Barn, you'll come to the Black Barn just where the path first bends.

Now I mustn't forget to tell you about picnicking, as I can see some of you have brought your lunch with you. You can picnic in the field though do clear up behind you, of course. Or (11)

.....
there's one near the farmyard: just after you cross the bridge, there's a covered picnic spot on the right.

And the last thing to mention is Fiddy House itself. From here you can cross the bridge then walk along the footpath, through (12)

.....
That goes to the house. and it'll give you a lovely view of it. It's certainly worth a few photographs, but as it's a private home, I'm afraid you can't go inside.

Right. Well, if you're already, we'll set off on our tour of the farm.

ANSWER KEY

1. open-air museum gives you the experience of agriculture
2. must give you some advice and safety tips
3. do stay at a safe distance from the tools
4. might slip if you're wearing sandals
5. give you some idea of the layout of the farm
6. figure for keeping the birds away from crops
7. side path that branches off to the right
8. crossing the fish pool further up the main path
9. side path and the café's on the first bend
10. traditional crafts like woodwork and basket-making
11. if you'd prefer a covered picnic area
12. the field to the left of the farmyard

Section 3

Lisa: OK, Greg, so I finally managed to read the article you mentioned - the (1)

Greg: About the study of college students done by Akira Miyake and his team? Yeah. I was interested that the researchers were (2)
.....That's an unusual combination.

Lisa: Yeah. I got a little confused at first about which students the study was based on. They weren't actually majoring in physics - they were (3)
.....
That's science, technology, engineering and

Greg:and math. Yes, but they were all doing physics courses as part of their studies.

Lisa: That's correct. So as I understood it, Miyake and co started from the fact that women are (4)
.....and
also that on average, the women who do enroll on these courses perform more poorly than the men. No one really knows why this is the case.

Greg: Yeah. But what the researchers wanted to find out was basically what they could do about the (5)
.....But
in order to find a solution they needed to find out more about the nature of the problem.

Lisa: Right – now let's see if I can remember ... it was that in the physics class, the female students thought the male students all (6)
.....

was that it? And they thought that the men expected them to get poor results in their tests.

Greg: That's what the women thought, and that made them nervous, so they did get poor results. But actually they were wrong. No one was (7).....
.....
at all.

Lisa: Anyway, what Miyake's team did was quite simple - getting the students to do some writing before they went into the physics class. What did they call it?

Greg: Values-affirmation - they had to write an essay (8)
.....
not particularly to do with the subject they were studying, but more general things like music, or people who mattered to them.

Lisa: Right. So the idea of doing the writing is that this gets the students thinking in a positive way.

Greg: And putting these thoughts into words can relax them and help them overcome the (9).....
.....

Yeah. But what the researchers in the study hadn't expected was that this one activity raised the women's physics grades from the C to the B range.

Lisa: A huge change. Pity it wasn't to an A, but still! No, but it does suggest that the women were (10).....
.....
.the men.

Greg: Yes. Mind you, Miyake's article left out a lot of details. Like, did the students do the writing just once, or several times? And had they been told why they were doing the writing? That might have affected the results.

Lisa: You mean, if they know the researchers thought, it might help them to improve, then they'd (11)
.....?

Greg: Exactly.

Greg: So anyway, I thought for our project we could do a similar study, but investigate whether it really was the writing activity that had that result.

Lisa: OK. So we could ask them to do a writing task about something completely different ... something more factual? Like a general knowledge topic.

Greg: Maybe ... or we could have half the students doing a writing task and half doing something else, like an oral task.

Lisa: Or even, half do the same writing task as in the original research and (12)
Then we'd see if it really is the topic that made the difference, or something else.

Greg: That's it. Good. So at our meeting with the supervisor on Monday we can tell him we've decided on our project. We should have our aims ready by then. I suppose we need to read the original study - the article's just a summary.

Lisa: And there was another article I read, by Smolinsky. It was about her research on how women and men perform in mixed teams in class, compared with single-sex teams and on their own.

Greg: Let me guess the women were better at teamwork

Lisa: That's what I expected, but actually the men and the women got the same results whether they were working in teams or on their own. But I guess it's not that relevant to us.

Greg: What worries me anyway is how we're going to get everything done in the time.

Lisa: We'll be OK now we know what we're doing. Though I'm not clear how we assess whether the (13)
.....or not.

Greg: No. We may need some advice on that. The main thing's to make sure we have the right size sample, not too big or too small.

Lisa: That shouldn't be difficult. Right, what do we need to do next? We could (14)
.....or perhaps we should just make an appointment to see one of the science professors. That'd be better.

Greg: Great. And we could even get to observe one of the classes.

Lisa: What for?

Greg: Well ... OK maybe let's just go with your idea. Right, well ...

ANSWER KEY

1. one about the study on gender in physics

2. actually a mix of psychologists and physicists
3. majoring in what's known as the STEM disciplines
4. underrepresented in introductory physics courses at college
5. relatively low level of the women's results
6. assumed that women weren't any good at physics
7. making any assumptions about the female students
8. focusing on things that were significant to them
9. psychological factors that lead to poor performance
10. seriously underperforming beforehand, in comparison with
11. just try to fulfill that expectation
12. half do a factual writing task
13. students in our experiment actually make any progress
14. have a look at the timetable for the science classes

Section 4

I've been looking at ocean biodiversity, that's the diversity of species that live in the world's oceans. About 20 years ago biologists developed the idea of what they called 'biodiversity hotspots'. These are the (1)
.....
so one example is Madagascar. These hotspots are significant because they allow us to (2)
biologists can identify hotspots on land, fairly easily, but until recently, very little was known about (3)
.....,
and no one even knew if hotspots existed there.

Then a Canadian biologist called Boris Worm did some research in 2005 on data on ocean species that he got from the fishing industry. Worm located five hotspots for large ocean predators like sharks, and (4).....

.....
The main thing he'd expected to find was that they had very high concentrations of food, but to his surprise that was only true for four of the hotspots- the (5)

.....
..... But what he did find was that in all cases, the water at the surface of the ocean had relatively high temperatures, even when it was cool at greater depths, so this seemed to be a factor in (6)

.....
..... However, this wasn't enough on its own, because he also found that the water needed to have enough oxygen in it-so these two factors seemed necessary to support the high metabolic rate of these large fish.

A couple of years later, in 2007, a researcher called Lisa Ballance, who was working in California, also started looking for ocean hotspots, but not for fish - what she was interested in was marine mammals, things like seals. And she found three places in the oceans which were hotspots, and what these had in common was that these hotspots were (7)

.....
and this seems to be the sort of place that has lots of the (8)

.....
So now people who want to protect the species that are endangered need to get as much information as possible. For example, there's an international project called the Census of Marine Life. They've been surveying oceans all over the world, including the Arctic. One thing they found there which stunned other researchers was that there were large numbers of species which live below the ice - sometimes

(9).....
.....Some of these species had never been seen before. They've even found species of octopus living in these conditions. And other scientists working on the same project, but researching very different habitats on the ocean floor, have found (10)
..... attracted to them by the warmth and nutrients there.

However, biologists still don't know how serious the threat to their survival is for each individual species. So a body called the Global Marine Species Assessment is now creating a list of endangered species on land, so they consider things like the size of the population - how many members of one species there are in a particular place - and then they (11)
....., although this is quite difficult when you're looking at fish, because they're so mobile, and then thirdly they calculate the rate at which the decline of the species is happening.

So far only 1,500 species have been assessed, but they want to increase this figure to 20,000. For each one they assess, they use the data they collect on that species to produce a map showing its distribution. Ultimately they will be able to use these to figure out not only where most species are located but also where they are most threatened.

So finally, what can be done to retain the diversity of species in the world's oceans? Firstly, we need (12)
....., places where marine species are protected. We have some, but not enough. In addition, to preserve species such as leatherback turtles, which live out in the high seas but have their nesting sites on the American coast, we need to create corridors for migration, so they can get from one area to another safely. As well as this, action needs to be taken to lower

the (13)

.....

of endangered species. And finally, there's the problem of 'bycatch'. This refers to the catching of unwanted fish by fishing boats – they're returned to the sea, but they're often dead or dying. If these (14)

.....,

so that only the fish wanted for consumption were caught, this problem could be overcome.

OK. So does anyone have any...

ANSWER KEY

1. areas which have the greatest mixture of species
2. locate key areas for focusing efforts at conservation
3. species distribution and diversity in the oceans
4. looked at what they had in common
5. remaining hotspot was quite badly off in that regard
6. supporting a diverse range of these large predators
7. all located at boundaries between ocean currents
8. plankton that some of these species feed on
9. under a layer up to 20 metres thick.
10. large numbers of species congregating around volcanoes
11. look at their distribution in geographical terms
12. to set up more reserves in our oceans
13. levels of fishing quotas to prevent overfishing
14. commercial fishing boats used equipment which was more selective

Test 2

Section 2

Hi. Great to see you! I'm Jody, and I'll be (1)

.....

you're working here at the Amersham Theatre. I'll tell you something about the theatre now, then take you to meet two of the other staff.

It's an old building, and it's been modernised several times. In fact, as you can see, we're (2)

The interior has just been repainted, and we're about to start on the exterior of the

building - that'll be a big job. The work's (3)
.....a
n elevator. I hope you're happy running up and down stairs! When the theatre was
built, people were generally slimmer and shorter than now, and the seats were very
close together. We've replaced them with larger seats with more legroom. This
means fewer seats in total, but we've taken the opportunity to install seats that can
easily be moved, to create different acting spaces. We've also (4)
.....
..... like using them for meetings.

We try hard to involve members of the public in the theatre. One way is by organising
backstage tours, so people can be shown round the building and learn how a theatre
operates These are proving very popular. What we're finding is that people want to
have lunch or a cup of coffee while they're here, so we're
(5).....

..... We have a bookshop, which specialises in books about drama, and that
attracts plenty of customers. Then there are two large rooms that will be decorated
next month, and they'll be available for hire, for conferences and private functions,
such as parties. We're also considering hiring out costumes to amateur drama clubs.
Now I want to tell you about our workshops. We recently started a program of
workshops that anyone can join. Eventually we intend to run courses in acting, but
we're waiting until we've got the right people in place as trainers. That's proving
more difficult than we'd expected! There's a big demand to learn about (6)

....., and our lighting workshop has already started, with great success. We're going
to start one on sound next month. A number of people have enquired about
workshops on make-up, and that's something we're considering for the future. A
surprise success is the workshop on making puppets – we happen to have someone

working here who does it as a hobby, and she offered to run a workshop. It was so popular we're now running them every month!

Now, (7)
.....The auditorium, stage and dressing rooms for the actors are all below ground level. Here on the ground floor we have most of the rooms that the public doesn't see. The majority are internal, so they have windows in the roof to light them.

Standing here in the foyer, you're probably wondering why the box office isn't here, where the public would expect to find it. Well, you might have noticed it on your way in - although it's part of this building, it's next door, with a separate entrance from the road.

For the theatre manager's office, you go (8)
.....turn right, and it's the room at the end of the corridor, with the door on the left.

The lighting box is (9)....., and it's at the back of the building. When you're through the double doors, turn left, turn right at the water cooler. and right again at the end. It's the second room along that corridor. The lighting box has a window into the auditorium, which of course is below us.

The (10)....., turn right, and it's the first room you come to on the right-hand side. And finally, for the moment, the room where I'll take you next - the relaxation room. So if you'd like to come with me ...

ANSWER KEY

1. looking after both of you for the first month
2. carrying out a major refurbishment at the moment
3. running over budget, so we've had to postpone installing
4. turned a few storerooms over to other purposes
5. looking into the possibility of opening a café in due course
6. the technical side of putting on a production
7. a word about the layout of the building
8. across the foyer and through the double doors
9. where the computerised stage lighting is operated
10. artistic director's office is through the double doors

Section 3

Helen: I've brought my notes on our Biology Field Trip to Rocky Bay, Colin, so we can work on our report on the research we did together.

Colin: OK. I've got mine too. Let's look at the aims of the trip first.

Helen: Right. What did you have?

Colin: I just (1)
..... of
procedures used on a field trip. But we need something about what causes different
organisms to choose particular habitats

Helen: I agree. And something about finding out (2)
.....?

Colin: In our aims? But we weren't really looking at that.

Helen: I suppose not. OK, now there's the list of equipment we all had to bring on the field trip. What did they tell us to bring a ruler for?

Colin: It was something about measuring the slope of the shore, but of course we didn't need it because we were measuring wind direction, and we'd brought the compass for that...

Helen: But not (3)
.....!
Didn't Mr. Blake make a fuss about us leaving that behind.

Colin: Yeah. He does go on. Anyway it was easy to get one from another of the students.

Helen: Now, the next section's the procedure. I sent you the draft of that.

Colin: Yeah. It was clear, but I don't think we need all these details of what time we left and what time we got back and how we divided up the different research tasks.

Helen: OK. I'll look at that again.

Colin: Then we have (4).....
.....

So let's begin with how we measured wave speed. I was surprised how straightforward that was.

Helen: I'd expected us to have some sort of high-tech device, not just stand there and count the number of waves per minute. Not very precise, but I suppose it was good enough. But the way we measured the amount of salt was interesting.

Colin: In the water from the rock pools?

Helen: Yeah, oh, I wanted to check the chemicals we used in the lab when we analysed those samples - was it potassium chromate and silver nitrate?

Colin: That's right.

Helen: OK. And we need the map of the seashore. You just left that to me. And I had to do it while the tide was low, well that was OK, but the place I started it from was down on the beach then I realised I should have gone up higher to get better visibility, so I had to start all over again. But at least I'd got the squared paper or I'd
(5)

Colin: Yes. It looks good. We could (6)
.....
and see if we need to make any changes.

Helen: I had a look but I couldn't find anything. But you took some pictures, didn't you?

Colin: Yeah. I'll email you them if you want

Helen: OK. I'll make my amendments using those, then I can scan it into our report. Great.

Helen: Now when we get to our findings, I thought we could (7)
.....
we identified on the shore and the problems organisms face in each zone. So for the highest area

Colin: ...the splash zone?

Helen: Yeah, we found mostly those tiny shellfish that (8)
.....

Colin: But not from other organisms that might eat them, predators?

Helen: No, that's not the main danger for them. But the shells prevent them from drying out because they're in the open air for most of the time.

Colin: Right. And since they're exposed, they need to be able to find (9)
....., so they don't get too hot. Then in the middle and lower zones nearer the sea, we need to discuss the effects of wave action.

Helen: Yes, and how organisms develop structures to (10)
....., or even destroyed by being smashed against the rocks.

Colin: I haven't done anything on the geological changes. I don't know what to put for that.

Helen: No, we weren't concentrating on that. Maybe we need to find some websites.

Colin: Good idea, I've got the lecture notes from Mr. Blake's geology course, but they're too general. But we could ask him which books on our Reading List might be most helpful.

Helen: Right. OK, now I did a (11)
..... in
our research, but I don't know if you agree. For example, the size of the sample, and whether it's big enough to make any general conclusions from. But I thought actually we did have quite a big sample.

Colin: We did. And our general method of observation seemed quite reliable. But we might not be all that (12)
.....

Helen: Yeah, we might have missed some organisms – if they were hiding under a rock, for example. I wasn't sure about the way we described their habitats. I decided it was probably OK.

Colin: Yeah, and the (13)
.....,
but they weren't very detailed, but they were adequate in this context. I'm not sure we identified all the species correctly though.

Helen: OK, we'd better mention that. Now, how ...

ANSWER KEY

1. put something about getting experience of the different sorts
2. how to protect organisms in danger of dying out
3. the piece of string to hold up in the air
4. to describe our method of investigation in detail
5. have had problems drawing it all to scale
6. get a map of the region off the internet
7. divide them up into the different zones
8. have strong hard shells that act as protection
9. some sort of shelter or cover themselves up
10. prevent themselves from being swept away
11. draft of the section of sources of possible error
12. accurate as far as the actual numbers go
13. descriptions we gave of the smaller organisms

Section 4

We've been discussing the factors the architect has to consider when designing domestic buildings. I'm going to (1)
.....,
and I'll illustrate this by referring to the new Taylor Concert Hall that's recently been completed here in the city.

So, as with a domestic building, when designing a public building, an architect needs to consider the function of the building - for example, is it to be used (2)
.....? The second thing the architect needs to think about is the context of the building, this includes its physical location, obviously, but it also includes the social meaning of the building, how it relates to the people it's built for. And finally, for important public buildings, the architect may also be looking for (3)
....., a sort of metaphor for the building and the way in which it is used.

Let's look at the new Taylor Concert Hall in relation to these ideas. The location chosen was a site in a run-down district that (4).....
.....
..... It was occupied by a factory that had been empty for some years. The whole area was some distance from the (5)
.....
..... and shopping centre, but it was only one kilometre from the ring road. The site itself was bordered to the north by a canal which had once been (6)
.....
.....
when the area was used for manufacturing.

The architect chosen for the project was Tom Harrison. He found the main design challenge was the location of the site in an area that (7)
.....
..... To reflect the fact that the significance of the building in this (8)
....., he decided to create a building centred around the idea of a mystery- something whose meaning still has to be discovered. So how was this reflected in the design of the building? Well, Harrison decided (9)
..... and to make use of the presence of water on the site. As people approach the entrance they therefore have to cross over a bridge. He (10)
..... as they see the building first from a distance, and then close-up, and the initial impression he wanted to create from the shape of the building as a whole was that of a box. The first side that people see, the southern wall, is just a high, flat wall uninterrupted by any windows. This might (11)
..... of the building that the person approaching is intrigued and wonders what will be inside. And this flat wall also has another purpose. At night time, projectors are switched on and it functions as a huge screen, or to which images are projected.

The auditorium itself seats 1500 people. The floor's supported by ten massive pads. These are constructed from rubber, and so are (12)
.....
..... and prevent them from affecting the auditorium. The walls are made of several layers of honey-coloured wood, all sourced from local beech trees. In order to (13)

.....
and to amplify the sound, they are not straight, they are curved. The acoustics are also (14)

.....
and the type of music being played. In order to achieve this, there are nine movable panels in the ceiling above (15)

.....,
and the walls also have curtains which can be opened or closed to change the acoustics.

The reaction of the public to the new building has generally been positive. However, the evaluation of some critics has been less enthusiastic. In spite of Harrison's efforts to use local materials, they criticise the style of the design as being international rather than local, and say it doesn't (16).....

.....
for which it is built.

ANSWER KEY

1. move on now to consider the design of public buildings
2. primarily for entertainment or for education, or for administration
3. a central symbolic idea on which to base the design
4. has been ignored in previous redevelopment plans
5. high-rise office blocks of the central business district
6. used by boats bringing in raw materials
7. had no neighbouring buildings of any importance
8. quite run-down location was as yet unknown
9. to create pedestrian access to the building
10. wanted to give people a feeling of suspense
11. sound off-putting, but it supports Harrison's concept
12. able to absorb any vibrations from outside
13. improve the acoustic properties of the auditorium
14. adjustable according to the size of orchestra
15. the orchestra which are all individually motorized
16. reflect features of the landscape or society

Test 3

Section 2

Man: First of all, let me thank you all for coming to this public meeting, to discuss the future of our town. Our first speaker is Shona Ferguson, from Barford town council. Shona.

Shona: Thank you. First (1)
.....,
then 'll be asking you for your comments on developments in the town.

Well, as you don't need me to tell you, Barford has changed a great deal in the last 50 years. These are some of the main changes.

Fifty years ago, buses linked (2)
.....an
d villages. Most people used them frequently, but not now, because the bus companies concentrate on just the routes that attract most passengers. So parts of the town are no longer served by buses. Even (3)
.....
has had little impact on passenger numbers. It's sometimes said that bus fares are too high, but (4)
.....
higher than they were 50 years ago.

Changes in the road network are affecting the town. The centre was recently closed to traffic on a trial basis, making it much safer for pedestrians. The impact of this is being measured. (5).....
.....in
most main roads, are being used far more than was expected reducing traffic and

improving air quality. And although (6)

.....
have failed, we haven't given up hope of persuading the government to change its mind.

Shopping in the town centre has changed over the years. Many of us can remember when (7)

.....
Numbers have been falling for several years, despite efforts to attract shoppers, for instance by opening new car parks. Some people combine shopping with visits to the town's restaurants and cafés. Most shops are small independent stores, which is good, but many people (8)

..... in
nearby large towns, as there are so few well-known chain stores here.

Turning now to medical facilities, the town is served by family doctors in several medical practices- fewer than 50 years ago, (9).....

.....
Our hospital closed 15 years ago, which means journeys to other towns are unavoidable. On the other hand, there are more dentists than there used to be.

Employment patterns have changed, along with almost everything else. The number of schools and colleges has increased, making that the main employment sector.

Services, such as (10)

.....
and surprisingly, perhaps, manufacturing hasn't seen the decline that has affected it in other parts of the country.

Now I'll very quickly outline current plans for some of the town's facilities, before asking for your comments.

As you'll know if you regularly use the car park at the railway station, it's usually full. The railway company applied for (11)

....., but that was refused. Instead, the company has bought some adjoining land, and this will be used to increase the number of parking spaces.

The Grand, the old cinema in the high street, will close at the end of the year, and reopen on a different site. You've (12)

..... The plan is to have three screens with fewer seats rather than just the one large auditorium in the old cinema.

I expect many of you shop in the indoor market. It's become more and more shabby-looking, and because of (13)

..... The good news is that it will close for six weeks to be made safe and redecorated, and the improved building will open in July.

Lots of people use the library, including school and college students who go there to study. The council has managed to secure funding to keep the library open later into the evening, twice a week. We would like to (14)

..... but this is by no means definite.

There's no limit on access to the nature reserve on the edge of town, and this will continue to be the case. What will change though, is that the council will (15)

..... Instead it will become the (16) in the country.

OK, now let me ask you ...

ANSWER KEY

1. I'll briefly give you some background information
2. virtually every part of the town and the neighbouring towns
3. replacing old uncomfortable buses with smart new ones
4. in relation to average incomes, fares are not much
5. The new cycle paths, separating bikes from cars
6. the council's attempts to have a bypass constructed
7. the town was crowded with people going shopping
8. prefer to use supermarkets and department stores
9. but each catering for far more patients.
10. website design and accountancy, have grown in importance,
11. permission to replace it with a multi-story car park
12. probably seen the building under construction
13. fears about safety it was threatened with demolition
14. enlarge the building in the not-too-distant future,
15. no longer be in charge of the area
16. responsibility of a national body that administers most nature reserves

Section 3

Jeremy: Hello, Helen. Sorry I'm late.

Helen: Hi, Jeremy, no problem. Well we'd better (1)
.....,
I suppose.

Jeremy: Yeah. I've looked at the drawings you've done for my story, 'The Forest',
and I think they're brilliant - they really (2)
.....
when I was writing it.

Helen: I'm glad you like them.

Jeremy: There are just a few suggestions I'd like to make.

Helen: Go ahead.

Jeremy: Now, I'm not sure about the drawing of the cave - it's got trees all around it,
which is great, (3)
.....,
isn't it? I think it needs some action.

Helen: Yes, there's nothing happening. Perhaps I should add the boy - Malcolm, isn't
it? would be walking up to it.

Jeremy: Yes, let's have Malcolm in the drawing. And what about putting in a tiger
– the one that he makes friends with a bit later? Maybe it could be sitting under a
tree washing itself.

Helen: And the tiger stops in the middle of what it's doing when it sees Malcolm
walking past.

Jeremy: That's a good idea. OK, I'll have a go at that.

Helen: Then there's the drawing of the crowd of men and women dancing. They're just outside the forest, and there's a lot going on.

Jeremy: That's right, you (4)
.....,
but I thought it would be too crowded. Do you think it works like this?

Helen: Yes, I like what you've done. The only thing is, could you add Malcolm to it, without changing what's already there

Jeremy: What about having him sitting on the tree trunk on the right of the picture?

Helen: Yes, that would be fine.

Jeremy: And do you want him watching the other people?

Helen: No, he's been left out of all the fun, so I'd like him to be crying – (5)
.....,
where he's laughing at the clowns in the carnival

Jeremy: Right, I'll do that.

Helen: And then the drawing of the people ice skating in the forest.

Jeremy: I wasn't too happy with that one. Because they're (6)
.....
aren't they?

Helen: That's right, and it's frozen over. At the moment it doesn't look quite right.

Jeremy: Mm, I see what you mean, I'll have another go at that.

Helen: And I like the wool hats they're wearing. Maybe you could give each of them a scarf. as well.

Jeremy: Yeah, that's easy enough. They can be (7)
.....
they're skating really fast.

Helen: Mm, great. Well that's all on the drawings.

Jeremy: Right. So you've finished writing your story and I just need to finish illustrating it, and my story and your drawings are done.

Helen: So the next thing is to decide what exactly we need to write about in the report that goes with the stories, and how we're going to divide the work

Jeremy: Right, Helen.

Helen: What do you think about including a (8)
.....,Jeremy?
That's probably quite important.

Jeremy: Yeah. Well, you've had most of the good ideas so far. How do you feel about drafting something, then we (9)
.....?

Helen: OK, that seems reasonable. And I could include something on how we came up with the ideas for our two stories, couldn't I?

Jeremy: Well I've started writing something about that, so why don't you do the same and we can include the two things.

Helen: Right. So (10)
.....?D
o we need to write about what we think they show, like the value of helping other people, all that of thing?

Jeremy: That's going to come up later, isn't it? I think everyone in the class is going to read each other's stories and come up with their own interpretations, which we're going to discuss

Helen: Oh, I missed that. So it isn't going to be part of the report at all?

Jeremy: No. But we need to write about the illustrations, because they're (11)
.....
of reading the stories. It's probably easiest for you to write that section, as you know more about drawing than I do.

Helen: Maybe, but I find it quite hard to write about. I'd be happier if you did it.

Jeremy: OK. So when do you think.

ANSWER KEY

1. work out where we are on our project
2. create the atmosphere I had in mind
3. but the drawing's a bit too static
4. wanted them to be watching a carnival procession
5. that'll contrast nicely with the next picture
6. supposed to be skating on grass,
7. streaming out behind the people to suggest
8. section on how we planned the project as a whole
9. can go through it together and discuss it
10. what about our interpretation of the stories
11. an essential element of children's experience

Section 4

So what I'm going to talk about to you today is something called Ethnography. This is a type of research (1)

..... It was first developed for use in anthropology, and it's also been used in sociology and communication studies. So what's it got to do with business, you may ask. Well, businesses are finding that ethnography can offer them (2)

....., either present or future, as well as providing valuable information about their attitudes towards existing products. And ethnography can also help companies to design new products or services that customers really want.

Let's look at some examples of how ethnographic research works in business. One team of researchers did a (3).....

.....They watched how cooks used measuring cups to measure out things like sugar and flour. They saw that the cooks had to check and recheck the contents, because although the measuring cups had numbers inside them. The cook couldn't see these easily. So a new design of cup was developed to overcome this problem, and it was a top seller. (4)

..... how cell phones were used in Uganda, in Africa. They found that people who didn't have their own phones could pay to use the phones of local entrepreneurs. Because these (5)

....., they were eager to know how much time they'd spent on

the call so far. So the phone company designed phones for use globally with this added feature.

Ethnographic research has also been carried out in computer companies. In one company, IT systems administrators were observed for several weeks. It was found that a large amount of their work involved (6).....

....., but that they didn't have a standard way of exchanging information from spreadsheets and so on, So the team (7) that would help them to do this.

In another piece of research, a team observed and talked to nurses working in hospitals. This led to the recognition that the nurses needed to (8) no matter where they were. This led to the development of a portable computer tablet that allowed the nurses to check records in locations throughout the hospital.

Occasionally, research can be done even in environments where the researchers can't be present. For example, in one project done for an airline, respondents used their smartphones to record information during airline trips in a study aiming at (9)

So what makes studies like these different from ordinary research? Let's look at some of the general principles behind ethnographic research in business. First of all, the researcher has to be completely open-minded, he or she hasn't thought up a hypothesis to be tested, as is the case in other types of research, Instead, they wait for the participants in the research to inform them as far as choosing the participants

themselves is concerned, that's not really all that different from ordinary research criteria according to which the participants are chosen may be something (10).....

....., or the researchers may select them according to the income or they might try to find set of people who all use a particular product, for example. But it's absolutely (11).....

..... As well as the criteria I've mentioned, they have to be comfortable talking about themselves and being watched as they go about their activities. Actually, most researchers say that people open up pretty easily, maybe because they're often in their own home or workplace.

So what makes this type of research special is that it's not just a matter of sending a questionnaire to the participants, instead the research is (12)

..... of what they are doing at the time.

But that doesn't mean that the researcher never talks to the participants. However, unlike in traditional research, in this case it's the participant rather than the researchers who decides what direction the interview will follow. This means that (13)

..... his or her own ideas on the participant.

But after they've said goodbye to their participants and got back to their office, the researchers' work isn't finished. Most researchers estimate that 70 to 80 percent of their time is spent not on the collecting of data but on its analysis - looking at photos, listening to recordings and transcribing them, and so on. The researchers may (14)

.....
..... And to determine what's significant,
they don't (15)
....., instead they try to identify a pattern of
some sort in all this data, and to discern the meaning behind it. This can result in
some (16)
..... the whole design process.

ANSWER KEY

1. aimed at exploring the way human cultures work
2. deeper insight into the possible needs of customers
3. project for a company manufacturing kitchen equipment
4. Another team of ethnographic researchers looked at
5. customers paid in advance for their calls
6. communicating with colleagues in order to solve problems
7. came up with an idea for software
8. access the computer records of their patients
9. tracking the emotions of passengers during a flight
10. as simple as the age bracket they fall into
11. crucial to recruit the right people as participants
12. usually based on first-hand observation
13. there's less likelihood of the researcher imposing
14. end up with hundreds of pages of notes
15. focus on the sensational things or the unusual things
16. compelling insights that can in turn feedback to

Test 4

Section 2

Good morning, and welcome to the museum, one with a remarkable range of exhibits, which I'm sure you'll enjoy. My name's Greg, and I'll tell you about the various collections as we go around. But before we go, let me just (1)

.....
Well, for one thing, we have a (2)

.....,
many by very well-known artists. I'm sure you'll recognise several of the paintings. This is the gallery that attracts the largest number of visitors, so it's best to go in early in the day, before the crowds arrive.

Then there are the nineteenth-century paintings. The museum was opened in the middle of that century, and several of the artists each donated one work - to get the museum started, as it were. So they're of special interest to us – we feel closer to them than to other works.

The (3)
....., but I'm afraid it's currently closed for refurbishment. You'll need to come back next year to see it properly, but a number of the sculptures have been moved to other parts of the museum.

Around the world is a temporary exhibition - you've probably seen something about it on TV or in the newspapers. It's created a great deal of interest, because it presents objects from every continent and many countries, and (4)
..... why they were made, who for, and so on.

Then there's the collection of coins. This is what you might call a focused, specialist collection, because all the coins come from this country, and were produced between two thousand and a thousand years ago. And many of them were discovered by ordinary people digging their gardens, and donated to the museum!

All our (5)
.....when he died in 1878. And in the terms of his will, we're not allowed to add anything to that collection: he believed it was perfect in itself, and we don't see any reason to disagree!

OK, that was something about the collections, and now here's some more practical information, in case you need it. Most of the museum facilities are downstairs, in the basement, so you go down the stairs here. When you reach the bottom of the stairs, you'll find yourself in a sitting area, with comfortable chairs and sofas where you can (6)
.....
of the museum

We have a very good restaurant, which serves excellent food all day, in a relaxing atmosphere. To reach it, when you get to the bottom of the stairs, (7)
.....
then turn right into the corridor. You'll see the door of the restaurant facing you. If you just want a snack, or if you'd like to eat somewhere with facilities for children, we also have a café. (8)
.....
you'll need to go straight ahead, turn right into the corridor, and the café is immediately on the right.

And talking about children, there are baby-changing facilities downstairs: cross the sitting area, continue straight ahead along the corridor on the left, and you and your baby will (9)
.....

The cloakroom, where you should leave coats, umbrellas and any large bags, is on the left-hand side of the sitting area. It's through the last door before you come to the corridor.

There are toilets on every floor, but (10)
.....
when you get down there.

OK, now if you've got anything to leave in the cloakroom, please do that now, and then we'll start our tour.

ANSWER KEY

1. give you a taste of what we have here
2. fine collection of twentieth and twenty-first century paintings
3. sculpture gallery has a number of fine exhibits
4. provides information about their social context
5. porcelain and glass was left to the museum by its founder,
6. have a rest before continuing your exploration
7. go straight ahead to the far side of the sitting area,
8. When you reach the bottom of the stairs
9. find the facilities on the left-hand side.
10. in the basement they're the first rooms on the left

Section 3

Supervisor: Hi, Joanna, good to meet you. Now, before we discuss your new research project, I'd like to hear something about the psychology study you did last year for your Master's degree. So how did you choose your subjects for that?

Joanna: Well, I had six subjects, all professional musicians, and all female. Three were violinists and there was also a cello player and a pianist and a flute player. They were (1)
.....
and they'd done quite extensive tours in different continents, and quite a few had won prizes and competitions as well.

Supervisor: And they were quite young, weren't they?

Joanna: Yes, between 25 and 29 - the mean was 27.8. I wasn't (2)
.....,
but this is something that's just taken for granted these days, and they all had.

Supervisor: Right. Now you collected your data through telephone interviews, didn't you?

Joanna: Yes. I realised if I was going to interview leading musicians, it'd only be possible over the phone because they're so busy. I recorded them using a telephone recording adaptor. I'd been worried about the quality, but it worked out all right. I (3)
.....
with each subject, sometimes longer.

Supervisor: Did doing it on the phone make it more stressful?

Joanna: I'd thought it might it was all quite informal though and in fact they seemed very keen to talk. And I don't think using the phone meant I got less rich data rather the opposite in fact.

Supervisor: Interesting. And you were looking at how performers dress for concert performances?

Joanna: That's right. My research investigated the way players see their role as a musician and how this is linked to the type of clothing they decide to wear. (4)

.....
When I started, I was more interested in trying to investigate the impact of what was worn on those listening, and also whether someone like a violinist might adopt a different style of clothing from say, someone playing the flute or the trumpet.

Supervisor: It's interesting that the choice of dress is up to the individual, isn't it?

Joanna: Yes, you'd expect there to be rules about it in orchestras, but that's quite rare

Supervisor: You only had women performers in your study. Was that because male musicians are less worried about fashion?

Joanna: I think a lot of the men are very much influenced by fashion, but in (5)

.....
they'd really upset audiences if they strayed away from quite narrow boundaries.

Supervisor: Hmm. Now, popular music has quite different expectations. Did you read Mike Frost's article about the dress of women performers in popular music?

Joanna: No.

Supervisor: He points out that a lot of female singers and musicians in (6)

.....

....., and wear less feminine clothes, like jeans instead of skirts, and he suggests this is because otherwise they'd just be discounted as trivial.

Joanna: But you could argue they're just wearing what's practical ... I mean, a pop music concert is usually a pretty energetic affair.

Supervisor: Yes, he doesn't make that point, but I think you're probably right. I was (7)
.....
at a musical performance when it came to the choice of dress.

Joanna: The subjects I interviewed felt this was really important. It's all to do with what we understand by performance as a public event. They believed the audience had certain expectations and it was up to them as performers to (8)
.....

Supervisor: ...they weren't afraid of looking as if they'd made an effort to look good

Joanna: Mmm. I think in the past the audience would have had those expectations of one another too, but that's not really the case now, not in the UK anyway.

Supervisor: No.

Joanna: And I also got interested in what sports scientists are doing too, with regard to clothing.

Supervisor: (9)
.....,
aren't they, because the movements they carry out are very intensive and repetitive, so I'd imagine some features of sports clothing could (10)
..... of this sort of thing.

Joanna: Yes, but musicians don't really consider it. They (11)
.....,
but that's as far as they go.

Supervisor: Anyway, coming back to your own research, do you have any idea where
you're going from here?

Joanna: I was thinking of doing a study using an audience, including...

ANSWER KEY

1. all very highly regarded in the music world
2. specifically looking for artists who'd produced recordings
3. managed at least a 30-minute interview
4. But that focus didn't emerge immediately
5. social terms the choices they have are more limited
6. popular music tends to dress down in performances
7. interested by the effect of the audience
8. fulfill these expectations, to show a kind of esteem ...
9. Musicians are quite vulnerable physically
10. safeguard the players from the potentially dangerous effects
11. avoid clothing that obviously restricts their movements

Section 4

As we saw in the last lecture, a major cause of climate change is the rapid rise in the level of carbon dioxide in the atmosphere over the last century. If we could reduce the amount of CO₂, perhaps the rate of climate change could also be slowed down.

One (1).....

.....
of the soil that plants grow in, with regard to absorbing CO₂. Rattan Lal, a soil scientist from Ohio State University, in the USA, claims that the world's agricultural soils could potentially absorb 13 per cent of the carbon dioxide in the atmosphere –

(2)

..... And research is going on into how this might be achieved.

Lal first came to the idea that soil might be valuable in this way not through an interest in climate change, but (3)

.....
and the people dependent on it. Carbon-rich soil is dark, crumbly and fertile, and retains some water. But erosion can occur if soil is dry, which is a likely effect if (4)

.....
..... Erosion is of course bad for people trying to grow crops or breed animals on that terrain. In the 1970s and '80s. Lal was studying soils in Africa so devoid of organic matter that the ground had become extremely hard, like cement. There he met a pioneer in the study of global warming, who suggested that carbon from the soil had moved into the atmosphere. This is now looking increasingly likely.

Let me explain. For millions of years, carbon dioxide levels in the atmosphere have been regulated, in part, by a natural partnership between plants and microbes - tiny

organisms in the soil. Plants absorb CO₂ from the air and (5)

.....
..... While a proportion of these carbon products remain in the plant, some transfer from the roots to fungi and soil microbes, which store the carbon in the soil.

The invention of agriculture some 10,000 years ago (6)

.....
and led to the loss of carbon from the soil. When humans started draining the natural topsoil, and ploughing it up for planting, (7)

..... This created carbon dioxide and released it into the air. And in some places, grazing by domesticated animals has removed all vegetation, releasing carbon into the air. Tons of carbon have been stripped from the world's soils - where it's needed - and pumped into the atmosphere.

So what can be done? Researchers are now coming up with evidence that even modest changes to farming can significantly help to reduce the amount of carbon in the atmosphere.

Some growers have already started using an approach known as regenerative agriculture. This aims to (8)

.....
through established practices. These include keeping fields planted all year round, and increasing the variety of plants being grown. Strategies like these can significantly increase the amount of carbon stored in the soil, so agricultural researchers are now building (9)

.....

One American investigation into the potential for storing CO₂ on agricultural lands is taking place in California. Soil scientist Whendee Silver of the University of California, Berkeley, is (10)
.....
in the state. She and her students are testing the effects on carbon storage of the compost that is created from waste – both agricultural, including manure and cornstalks, and waste produced in gardens, such as leaves, branches, and lawn trimmings.

In Australia, soil ecologist Christine Jones is testing another promising soil enrichment strategy. Jones and 12 farmers are working to build up soil carbon by cultivating grasses that stay green all year round. Like composting, (11)
.....; Jones now hopes to show that it can be applied on working farms and that the resulting carbon capture can be accurately measured.

It's hoped in the future that projects such as these will demonstrate the role that farmers and other land managers can (12)
..... For example, in countries like the United States, where most farming operations use large applications of fertiliser, changing such long-standing habits will require a change of system. Rattan Lal argues that farmers should receive payment not just for the corn or beef they produce, but also for the carbon they can store in their soil.

Another study being carried out ...

ANSWER KEY

1. potential method involves enhancing the role
2. the equivalent of the amount released in the last 30 years
3. rather out of concern for the land itself
4. it contains inadequate amounts of carbon
5. transform it into sugars and other carbon-based substances
6. disrupted these ancient soil-building processes
7. they exposed the buried carbon to oxygen
8. boost the fertility of soil and keep it moist
9. a case for their use in combating climate change.
10. conducting a first-of-its-kind study on a large cattle farm
11. the approach has already been proved experimentally
12. play in reducing the harmful effects of greenhouse gases.

CAMBRIDGE 12

Test 5

Section 2

Good morning everyone. My name's Jay Parkins and I'm the restaurant manager. And I understand that none of you've (1)

Well, you might be feeling a bit nervous now, but most of our kitchen assistants say they enjoy the work. OK. they might get shouted at sometimes, but it's nothing personal, and they're pleased that they have so many different things to do, which means they never get bored. And I'll tell you straightaway that if you do well, we might think about (2)

Right, well, you've all shown up on time, which is an excellent start. Now I'm glad to see none of you have unsuitable footwear, so that's good - you need to be careful as the floors can get very wet and slippery. Those of you with long hair (3)

but some of you'll need to remove your rings and bracelets - just put them somewhere safe for today, and remember to leave them at home tomorrow, (4)

Now it's going to be a busy day for you all today - we don't have get tables free for this evening, and only a few for lunch. Fortunately, we've got our Head Chef back - he was away on holiday all last week which meant the other chefs had extra work. Now, I'll tell you a bit more about the job in a minute but first, some general regulations. For all of you, whatever your age, there's some equipment you mustn't

use until you've been properly trained, like the (5)
.....

Then I think there are two of you here who are under 18 - that's Emma and Jake, isn't it? Right, so for you two, (6)
.....

And of course none of you are allowed to use the electric mixer until you've been shown how it works.

Now you may have heard that this can be a stressful job, and I have to say that can be true. You'll be (7)
.....,

though you'll have the chance to do overtime after that as well if you want to. But however long the hours are, you'll get a break in the middle. What you will find is that you're (8)
.....

so if you're not fit now you soon will be! You'll find you don't have much chance to take it easy - when someone tells you to do something you need to do it straightaway - but at least we do have a very (9)
.....

Now let me tell you about some of the people you need to know. So as I said, I'm Joy Parkins and I decide who does what during the day and how long they work for. I'll be trying to get you to work with as many different people in the kitchen as possible, so that you learn while you're on the job. One person whose name you must remember is David Field. If you injure yourself at all, even if it's really minor, you must report to him and he'll make sure the (10)
.....

He's trained to give basic treatment to staff himself, or (11)

.....

Then there's Dexter Wills - he's the person you need to see if you smash a plate or something like that. Don't just leave it and hope no one will notice - it's really important to get things noted and replaced or there could be problems later. And finally, there's Mike Smith. He's the member of staff who takes care of all the stores of perishables, so if you notice we're getting low in flour or sugar or something, make sure you (12)

.....

OK, now the next thing ...

ANSWER KEY

1. had any previous experience as kitchen assistants?
2. moving you up and giving you some more responsibility.
3. have got it well out of the way,
4. as they can be a safety hazard.
5. waste disposal system for example, for health and safety reasons
6. the meat slicer is out of bounds
7. working an eight-hour day for the first week
8. on your feet all day long, lifting and carrying.
9. efficient air conditioning system compared with some kitchens.
10. incident is recorded and you get the appropriate treatment
11. he'll send you off somewhere else if necessary
12. let him know so he can put in an order.

Section 3

TRUDIE: OK, Stewart. We need to start planning our paper on public libraries.

(1)
.....?

STEWART: Well, there's so much we could look into. How libraries have changed over the centuries, for instance, or how different countries organise them. What do you think, Trudie?

TRUDIE: Maybe we should concentrate on this country and try and (2)
.....,
like the fact that far more people can read than a century ago, and that the local population may speak lots of different languages.

STEWART: We could include something about changes in the source of funding, too.

TRUDIE: Yes, but remember we're only supposed to write a short paper, so it's probably best if we don't go into funding in any detail.

STEWART: Right. Well, shall we just brainstorm a few ideas, to get started?

TRUDIE: OK. We (3)
.....,
particularly the internet. Now that lots of books have been digitalised, people can access them from their own computers at home.

STEWART: And if everyone did that, libraries would be obsolete.

TRUDIE: Yes.

STEWART: But the digitalised books (4)
.....,

aren't they? And copyright in this country lasts for 70 years after the author dies. So you won't find the latest best-seller or up-to-date information.

TRUDIE: That's an important point. Anyway, I find it hard to concentrate when I'm reading a long text on a screen. I'd much rather read a physical book. And it takes longer to read on a screen.

STEWART: Oh, I prefer it. I suppose it's just a personal preference.

TRUDIE: Mm. I expect that libraries will go on evolving in the next few years. Some have (5)
.....,
like local clubs meeting there. I think that'll become even more common.

STEWART: I'd like to think so, and that they'll still be serving their traditional function, but I'm not so sure. (6)
.....

What I'm afraid will happen is that books and magazines will all disappear, and there'll just be rows and rows of computers. They won't look anything like the libraries we're used to.

TRUDIE: Well, we'll see.

TRUDIE: I've just had an idea. Why don't we (7)
..... as
background to our paper?

STEWART: Yes, that'd be interesting, and raise all sorts of issues. Let's make a list of possible things we could ask about, (8)
.....

For instance, um, we could interview some of the staff, and find out whether the library has its own budget. or if that's controlled by the local council.

TRUDIE: And what their policies are. I know they don't allow food, but I'd love to find out what types of noise they ban - there always seems to be a lot of talking, but never music. I don't know if that's a policy or it just happens.

STEWART: Ah. I've often wondered. Then there are things like how the library is affected by employment laws. (9)
.....,
facilities for staff, and so on.

TRUDIE: Right. Then there are other issues relating to the design of the building and how customers use it. Like (10)
.....?
They'd need floor coverings that aren't slippery, and emergency exits, for instance. Oh, and another thing - there's the question of the kind of insurance the library needs to have, in case anyone gets injured.

STEWART: Yes, that's something else to find out. You know something I've often wondered?

TRUDIE: What's that?

STEWART: Well, you know they've got an archive of local newspapers going back years? Well, next to it they've got the (11).....
.....

I wonder why it's there. Do you know what his connection was with this area?

TRUDIE: No idea. Let's add it to our list of thing to find out. Oh I've just thought - you know people might ask in the library about local organisations, like sports clubs?

Well. I wonder if they keep a database, or whether they just look online.

STEWART: Right. I quite (12)

.....

a library that's open to the public and one that's part of a museum, for example - they must be very different.

TRUDIE: Mmm. Then something else I'd like to know is ...

ANSWER KEY

1. Have you thought of an angle yet

2. relate the changes in libraries to external developments
3. obviously need to look at the impact of new technology
4. that are available online for free are mostly out of copyright
5. already become centres where community activities take place
6. There are financial implications, after all.
7. make an in-depth study of our local public library
8. then work out some sort of structure
9. I suppose there are rules about working hours
10. what measures does the library take to ensure their safety
11. diary of a well-known politician from the late 19th century.
12. fancy finding out what the differences are between

Section 4

(1)

Today I'm going to talk about four of them: collaboration, hard work, creativity and excellence. Most people would say they're all 'good things'. I'm going to suggest that's an over-simple view.

The trouble with these values is that they're theoretical concepts, removed from the reality of day-to-day business. (2)

what may happen as a result. They can actually cause damage, which is not at all the intention.

Business leaders generally try to do the right thing. But all too often the right thing backfires, if those leaders (3)

that arise. The values can easily get in the way of what's actually intended.

OK. So the first value I'm going to discuss is collaboration. Er, let me give you an example. On a management training course I once attended, we were put into groups and (4)

using building blocks that we were given. The rule was that everyone in the team had to move at least one building block during the construction. This was intended to encourage teamwork.

But it was really a job best done by one person. The other teams tried to (5)

.....,

with everyone getting in each other's way. Our team leader solved the challenge brilliantly. She simply asked everyone in the team to move a piece a few centimetres, to comply with the rule, and then let the person in the team with an aptitude for puzzles like this build it alone. We finished before any other team. My point is that the task wasn't really suited to teamworking, so why make it one?

Teamwork can also (6)

.....
In the case of a smartphone that a certain company launched, one director wanted to target the business market, and another demanded it was aimed at consumers. The company wanted both directors to be involved, so gave the product a consumer friendly name, but marketed it to companies. (7)

.....
It would have been better to let one director or the other have his way, not both.

Now industriousness, or hard work. It's easy to mock people who say they work hard: after all, a hamster running around in a wheel is working hard - and getting nowhere. Of course (8)

.....
Otherwise it wastes the resources that companies value most - time and energy. And that's bad for the organisation.

There's a management model that groups people according to four criteria: clever, hard-working, stupid and lazy. Here 'lazy' means having a (9)

.....,
it doesn't mean trying to avoid work altogether. Most people display two of these characteristics, and the most valuable people are those who are both clever and lazy: they possess intellectual clarity, and they don't rush into making decisions. They

(10)

.....
spent by the stupid and hard-working group. Instead of throwing more man-hours at a problem, the clever and lazy group looks for a more effective solution.

Next we come to creativity. This often works well – (11)

.....,
for example, might lead to increased sales. But it isn't always a good thing.

Some advertising campaigns are remembered for their creativity, without having any effect on sales. This happened a few years ago with the launch of a chocolate bar: subsequent research showed that plenty of consumers remembered the adverts, but had no idea what was being advertised. The trouble is that the (12)

.....,
and wrongly assumes the audience for the campaign will share that feeling.

(13)

.....
may seem more creative than a company that only has a few, but it may be too creative, and make smaller profits. Creativity needs to be targeted to solve a problem that the company has identified. Just coming up with more and more novel products isn't necessarily a good thing.

And finally, excellence. We all know companies that claim they 'strive for excellence', but it takes a long time to achieve excellence. In business, (14)

.....
than having the best product. A major study of company performance compared pioneers - that is, companies bringing out the first version of a particular product - with followers, the companies that copied and improved on that product. The study

found that (15)
.....,
while the followers achieved less than half that, only 13 percent - even though their product might have been better.

Insisting on excellence in everything we do is time-consuming, wastes energy and (16)
.....

Sometimes, second-rate work is more worthwhile than excellence. ‘Make sure it’s excellent’ sounds like a good approach to business, but the ‘just-get-started’ approach is likely to be more successful.

ANSWER KEY

1. In public discussion of business, we take certain values for granted
2. Pursue values by all means, but be prepared for
3. adopt values without understanding and managing the side effects
4. had to construct a bridge across a stream
5. collaborate on building the structure, and descended into confusion
6. lead to inconsistency - a common cause of poor sales.
7. The result was that it met the needs of neither group.
8. hard work is valuable, but only when properly targeted
9. rational determination not to carry out unnecessary tasks
10. come up with solutions to save the time and energy
11. creating an attention-grabbing TV commercial
12. creator derives pleasure from coming up with the idea
13. A company that brings out thousands of new products
14. being first with a product is more profitable
15. the pioneers commanded an average market share of 29 percent
16. leads to losing out on opportunities

Test 6

Section 2

Right. I've now almost (1)
....., so
I'll bring you up to date with what I know.

As you know, we're flying first to Munich, on Monday the 4th.

The flight is at 11.30, so it's too early to have lunch at the airport. I suggest we meet there for coffee at 10, which should give us plenty of time for breakfast before we leave home.

When we arrive in Munich, we'll be met at the airport by Claus Bauer. Claus works for a tour operator, and he'll look after us for the time we'll be in Germany. He's already (2)
.....,
and he's also arranged for an officer of the National Theatre in Munich to show us round the theatre one afternoon during our stay.

Now last time we discussed this trip, I didn't have the precise cost for hotel rooms, but now I have. The normal rate at the hotel where we're staying is 150 euros a night for a double room. I'd hoped to get that down to 120 euros, but in fact I've been able to negotiate a rate of 110. That'll be (3)
..... by
the end of this week.

On Tuesday, the day after our arrival, I had hoped we could sit in on a rehearsal at one of the theatres, (4)
....., so

instead we'll have a coach trip to one of the amazing castles in the mountains south of Munich.

On Tuesday evening, we'll all have dinner together in a restaurant near our hotel. From talking to you all about your preferences, it was clear that (5)

.....
for some of you. Some of you suggested an Italian restaurant, but I must confess that I decided to book a Lebanese one, as we have plenty of opportunities to go to an Italian restaurant at home.

On Wednesday afternoon, the director of the play we're going to see that evening will talk to us at the theatre. She'll (6)

.....,
including how she chose the actors, and, as the play we're going to see is a modern one, how she worked with the playwright.

Right. Now I'd just like to make a few points about the plays we're going to see, partly because it might influence your choice of clothes to take with you!

The play we're seeing on Wednesday evening is a modern one, and we're going to the premiere, so it'll be quite a dressy occasion, though of course you don't have to dress formally. I gather it's rather a multimedia production, with amazing lighting effects and a soundtrack of electronic music, though unfortunately (7)

.....
On Thursday we're seeing a play that was first performed last year, (8)

.....
since the birth in the town of a well-known scientist. We're going to see a revival of that production, which aroused a lot of interest.

Friday's play will really make you think hard about what clothes to pack, as it'll be in the garden of a palace. It's a beautiful setting, but I'd better warn you, there won't be much protection from the wind.

On Saturday, we're going by coach to a theatre in another town, not far from Munich. This will be the opening of a drama festival, and the mayor and (9)

.....
.....

After the performance, the mayor is hosting a reception for all the audience, and there'll be a band playing traditional music of the region.

And after having a day off on Sunday, our final play is on Monday, and (10)

.....

which dates back to the 14th century. The performance marks the fifty years that (11)

and the play is the (12)

.....

all those years ago. And the day after that, we'll be flying back home. Now have you got any questions before I ...

ANSWER KEY

1. succeeded in finalising plans for our tour
2. liaised with the managers of the theatres we're going to visit
3. reflected in the final payment which you'll need to make
4. but unfortunately that's proved very difficult to arrange
5. a typical local restaurant would be too meat-oriented
6. describe the whole process of producing a play
7. the playwright is ill and is unlikely to be able to attend.
8. when it was commissioned to mark a hundred years
9. all the other dignitaries of the town will be attending.
10. it's in the stunning setting of the old Town Hall
11. the lead actor has been on stage,
12. one where he made his first professional appearance

Section 3

BETH: Oh good morning. You must be James. I'm Beth Cartwright - please call me Beth.

JAMES: Thank you.

BETH: Now as this is your first (1).....
.....,

I'd like to find out something about you. Why did you decide to take this course?

JAMES: Well, my mother is Danish, and although we always lived in England, she used to talk about her home a lot, and that made me want to visit Denmark. We hardly ever did, though - my mother usually went on her own. But whenever her relations or friends were in England they always came to see us.

BETH: I see. (2)
.....,

one of the languages you'll be studying.

JAMES: I can get by when I talk to people, though I'm not terribly accurate.

BETH: Now you probably know that you'll spend the third year of the course abroad. Have you had any thoughts about that?

JAMES: I'm really looking forward to it. And although Denmark (3)
.....,

I'd love to spend the time in Iceland.

BETH: Oh, I'm sure it can be arranged. Do you have any plans for when you graduate? A lot of students go on to take a master's degree.

JAMES: I think the (4)

.....
I'm interested in journalism, and I quite like the idea of moving to Scandinavia and writing for magazines. I'd find that more creative than translating, which I suppose most graduates do.

BETH: OK. Now how are you finding the courses you're taking this term, James?

JAMES: Well, I'm really enjoying the one on Swedish cinema.

BETH: That'll continue next term, but the one on Scandinavian literature that's running at the moment (5)

.....
Oh, and by the way, if you're interested in watching Danish television programmes - there's going to be a course on that the term after next.

JAMES: That sounds good.

BETH: Have you started thinking about the literature paper that you have to write in the next few weeks?

JAMES: Yes, my first choice would be to do something on the Icelandic sagas.

BETH: Hmm. The trouble with that is that a lot of people choose that topic, and it can be difficult to get hold of the books you'll need. Why not leave that for another time?

JAMES: Right.

Beth You might (6)

.....
JAMES: I've read or seen several plays in translation, so that would be a good idea.

Beth Fine. I'll put you down for that topic.

JAMES: Right. So what would you advise me to aim at in the paper?

Beth First I suggest you avoid (7)

.....
That approach certainly has its place. but I think you first need to get an understanding of the literature in the context of the society in which it was produced - who it was written for, how it was published, and so on. I also think that's more (8)

.....
JAMES: OK, that sounds reasonable.

JAMES: Could I ask for some advice about writing the paper I'm working on about the Vikings? I have to do that this week, and I'm a bit stuck.

BETH: Of course. Have you decided yet what to write about?

JAMES: No, I haven't. There's so much that seems interesting - Viking settlement in other countries, trade, mythology...

BETH: Well, what I suggest is that you read an assignment a student wrote last year, which is kept in the library. It's short and well-focused, and I'm sure you'll find it helpful. I'll give you the details in a moment. Textbooks usually cover so many topics, it can be very difficult to choose just one.

JAMES: OK. I've got a DVD of the film about the Vikings that came out earlier this year. Should I watch that again?

BETH: If it's the one I am thinking of, hmm, I'd ignore it - it's more fantasy than reality. But I've got a recording of a documentary that you should watch. (9)

.....
.....

which I think will help you to focus your topic.

JAMES: Right.

JAMES: So then should I work out an outline?

BETH Yes. Just headings for different sections, at this stage. And then you should
(10)

.....

and take notes which you organise according to those headings.

JAMES: I see.

BETH: Then (11)

.....

under each heading. Make sure that this skeleton (12)

.....

JAMES: OK. Thanks, that's very helpful.

ANSWER KEY

1. tutorial since you started on the Scandinavian Studies course
2. So I assume you already speak Danish
3. seems the obvious place to go, because of my family connections
4. four years of the undergraduate course will be enough for me
5. will be replaced by more specialised courses
6. find modern novels or 19th century playwrights interesting.
7. taking one writer and going into a great deal of detail.
8. fruitful than placing it within the history of the genre.
9. It makes some interesting and provocative points,
10. start looking for suitable articles and books to draw on
11. put short phrases and sentences as bullet points
12. makes sense and flows properly, before writing up the paper in full.

Section 4

Over the years, (1)

.....

After all, there was a time when workers had no rights at all, and laboured in appalling conditions. Conditions have improved a lot, (2)

.....

And human resources managers nowadays need to be able to deal with it when necessary.

What is conflict in the workplace? Definitions vary, but I'm taking it to refer to a whole range of behaviours that the victim finds unacceptable, (3)

.....

.....

- physical violence. Much of this is covered by the term bullying, by which I mean one or more people (4)

.....

who is in a weaker position. Although all behaviour like this is a form of conflict, not all conflict can be described in these terms.

As with all human behaviour, there are numerous reasons for it. But often it's caused by someone who (5)

.....

someone else, in order to feel that they aren't at the lowest level in a hierarchy or a group of people.

In some cases, one person simply dislikes the other, on the basis that the personality of one is (6)

.....

A general habit of optimism in one person could make them (7).....
.....
- not that that justifies treating them badly, of course.

Some conflicts arise when people are more interested in promoting themselves and their team than in the company as a whole. These conflicts are called 'structural', and could come about, for example, when a sales team believe they are the only people in the business who do any useful work, (8)

Conflict obviously affects the individuals concerned - the situation is likely to be very stressful for victims, resulting in their absence from work, possibly for months. For the company, (9), it can spiral out of control, and even lead to the breakdown of the business.

Some interesting work with chief executives - CEOs - has uncovered some of the reasons why they may treat colleagues badly. Many CEOs combine two opposing characteristics: confidence - that is, (10)
.....
- with a high level of anxiety, a fear of missing targets, whether set by themselves or by the directors of the company. This combination can make them (11)

In a high-pressure work environment, such characteristics become problematic. And (12)
.....
where colleagues, managers and board members are all trying to achieve their own visions. When they can't agree on strategic issues and on where they see the business going, there are real problems.

For managers at lower levels within the organisation, (13)

.....
- where the chief executive gives orders and everyone else has to obey - would see more conflict than others. Interestingly, though, (14)
....., can suffer more, when uncertainty about who to report to leads to conflicting demands.

Now I'll say a little about dealing with the type of conflict that has harmful effects.

Of course the ideal is (15)

.....
A good manager, at any level, will make efforts to earn the respect of the people they work with, particularly those who report to them. That will involve politeness in all communications, and treating them as equals who happen to have a different role within the organisation.

Sometimes, of course, conflict does occur, and can get out of hand. In such cases the human resources department often gets involved. However, if one of the parties in a conflict (16)

.....
the chief executive, then an external mediator might be able to help. By talking to both sides, and trying to find the truth of what's been happening, they can build a clear picture of the situation, and give feedback that both sides will accept, precisely because they're independent.

ANSWER KEY

1. attitudes towards workers have changed considerably
2. but conflict in the workplace is still common
3. from minor, harmless arguments to at the opposite extreme
4. behaving abusively or aggressively against another
5. feels the need to show their superiority over
6. in some way incompatible with that of the other person.
7. intolerant of a colleague who's constantly pessimistic
8. and look down on behind-the-scenes administrators.
9. if no effort is made to deal with conflict
10. the belief that they're capable of great achievements
11. respond badly to anyone who questions their decisions.
12. it's particularly difficult to tackle the situation
13. it might seem that an autocratic form of management
14. a company with a more democratic business model
15. to prevent it arising in the first place
16. sees human resources as simply a mouthpiece for

Test 7

Section 2

In this session in your training day we're going to look at some of the more specialised holidays we offer at BC Travel. Now, the travel business is very competitive and it's important to be aware of how the market's changing and developing. In terms of age groups, the over 65s are an important market, and one that's increasing steadily year on year. (1)

.....
and that figure shows no sign of rising. The biggest market at present is still the youngest group, the 16 to 30s, but this group's also seen the biggest drop over the last few years, (2)

.....
holidays taken by the 55 to 64-year-olds. As far as the 43 to 54-year-olds are concerned, bookings there are steady, but I have to say we haven't seen the increase we expected.

One trend we're noticing with nearly all age groups is the growing popularity of holidays in which clients do some kind of specialised activity. I'm not talking here about adventure holidays, where clients take part in high-risk activities (3)

.....
Activity holidays usually involve rather less high-risk sports, or things like art and music. They're not necessarily cheaper than ordinary holidays, often the opposite, in fact. But they do often take place outside the main tourist centres, which (4)....

.....
.....

the local people and customs, and many say this is one of the most positive features of these holidays. Of course, they offer the chance to develop a new skill or talent, but clients often say that more than this, it's the chance to create lasting relationships

(5)
.....

Let me give you some examples of BC Travel activity holidays. Our painting holidays take place in four different centres in France and Italy and they're very popular (6)

We've got an excellent team of artists to lead the classes - some of them have been with us from the start, and five additional ones will be joining us this year so that we can offer a greater number of classes in each centre.

(7)
.....

I know a lot of agents offer holidays where clients cook recipe related to one particular country, usually the one they're staying in, but we focus on dishes from a great many different ones. (8)

good quality, organic ingredients - that's more or less a given nowadays - and there are generally some meat-free recipes included.

(9)
.....

from Iceland to Vietnam, and clients have the opportunity to see some stunning scenery. Groups are small, no more than eight, so clients can have one-on-one tuition

during the holiday, and (10)
.....

At the end of each holiday an exhibition is held of the photographs taken so that clients can see one another's work and receive valuable feedback from the tutor.

Finally, let me tell you about our fitness holidays. In Ireland and Italy we run one-week general fitness classes for all ages and levels of fitness. Clients start the course with a consultation with a trainer, and together they draw up an individual programme. As well as improving general fitness, clients find that they (11)
..... in their daily lives.

In Greece, we have a two-week holiday for clients who want to do something about their weight. This has all the features you'd expect, like a personalised diet programme, but one of its most popular features is that the exercise classes are all held on the beach. People say (12)
.....

Finally, we offer several holidays in Morocco. One very popular one is the mountain biking holiday. Bikes are provided and there are different routes according to people's ability. We offer one (13).....
....., which is particular popular.

OK, so that's about all the time I have today, so thank you very much ...

ANSWER KEY

1. The fewest holidays are taken by the 31 to 42-year-olds,
2. whereas there's a noticeable growth in the number of
3. like white water rafting just for the thrill of it
4. gives an opportunity for clients to find out more about
5. with other like-minded people that's the main draw.
6. with clients of all abilities from beginners onwards.
7. As far as cooking holidays are concerned,
8. Apart from that, you'll find the usual emphasis on
9. Our photography holidays take place in a wide range of countries
10. excursions are arranged with fully-trained guides.
11. end up losing much of the stress they've built up
12. it's far preferable to being in a gym.
13. which is tailored to the needs of families

Section 3

NATALIE: Dave, I'm worried about our case study. I've done a bit of reading, but I'm not sure what's involved in actually writing a case study - I missed the lecture where Dr Baker talked us through it.

DAVE: OK, well it's quite straightforward. We've got our focus - that's tourism at the Horton Castle site. And you said you'd done some reading about it.

NATALIE: Yes, I found some articles and made notes of the main points.

DAVE: Did you remember to (1)
.....?

NATALIE: Sure. I know what a pain it is when you forget that.

DAVE: OK, so we can compare what we've read. Then we have to decide on a particular problem or need at our site. And then think about who we're going to interview to get more information.

NATALIE: OK. So who'd that be? The people who work there? (2)
.....?

DAVE: Yes, both those groups. So we'll have to go to the site to do that, I suppose. But we might also do some of our interview away from the site - we could even contact some people here in the city, (3)
.....

NATALIE: OK. So we'll need to think about our interview questions and fix times and places for the meetings. It's all going to take a lot of time.

DAVE: Mmm. And if we can, we should ask our interviewees (4)
.....

NATALIE: And photographs?

DAVE: I think we have plenty of those already. But Dr Baker also said we have to establish with our interviewees whether we can identify them in our case study, or whether they want to be anonymous.

NATALIE: Oh, I wouldn't have thought of that. OK, once we've got all this information, I suppose we have to analyse it.

DAVE: Yes, put it all together and choose (5)
.....,
and analyse that carefully to find out if we can identify any trends or regularities there. That's the main thing at this stage, (6)
.....

NATALIE: OK. And then once we've analysed that, what next?

DAVE: Well, then we need to think about what we do with the data we've selected to make it as clear as possible to our readers. Thing like graphs, or tables, or charts.

NATALIE: Right.

DAVE: Then the case study itself is mostly quite standard; we begin by presenting the problem, and (7)
.....,
but the thing that surprised me is that in a normal report we'd end with some suggestions to deal with the problem or need we identified, but in a case study we end up with a question or a series of questions to our readers, and they decide what ought to be done.

NATALIE: Oh, I hadn't realised that.

NATALIE: So basically, the problem we're addressing in our case study of the Horton Castle site is why so few tourists are visiting it. And we'll find out more from our interviews, but I did find one report on the internet that suggested that one reason might be because (8)

.....

DAVE: I read that too, but that report was actually written ten years ago, when the road there was really bad, but that's been improved now. And I think there's plenty of fascinating stuff there for a really good day out, but you'd never realise it from the castle website - maybe that's the problem.

NATALIE: Yes. it's really dry and boring.

DAVE: I read somewhere a suggestion that what the castle needs is a visitor centre. So we could have a look for some information about that on the internet. What would we need to know?

NATALIE: Well, who'd use it for a start. It'd be good to (9)

.....

like school parties or retired people, but I think we'd have to talk to staff to get that information.

DAVE: OK. And as we're thinking of suggesting a visitor centre we'd also have to look at potential problems. I mean, obviously it wouldn't be cheap to set up.

NATALIE: No, but it could be a really good investment. And as it's on a historical site, (10)

.....

I expect. That might be hard.

DAVE: Right, especially as the only possible place for it would be at the entrance, and that's right in front of the castle.

NATALIE: Mmm.

DAVE: But it could be a good thing for the town of Horton. (11)

.....
Once they've left school and got any skills or qualifications, the young people all get out as fast as they can to get jobs in the city, and the only people left are children and those who've retired.

NATALIE: Right. Something else we could investigate would be the potential damage that tourists might cause to the castle site, I mean their environmental impact. At present the tourists can just wander round wherever they want, but (12)

.....
like sticking to marked ways. And there'd need to be guides and wardens around to make sure these were enforced.

DAVE: Yes, we could look at that too. OK, well ...

ANSWER KEY

1. keep a record of where you got the information from
2. And presumably some of the tourists too
3. like administrators involved in overseeing tourism.
4. if they can bring along some numerical data that we can add to support our findings.
5. what's relevant to the problem we're focusing on
6. rather than concentrating on details or lots of facts.
7. giving some background, then go through the main sections
8. as far as transport goes, access is difficult.
9. know what categories the visitors fell into too,
10. it'd need to get special planning permission.
11. At present it's a bit of a ghost town.
12. if numbers increase, there might have to be some restrictions

Section 4

OK, so we've been (1)

.....
can affect wildlife. Now I'll discuss a particular example. Let's take a look at mercury. Mercury's one of the 120 or so elements that make up all matter, and it has the symbol Hg. It's a shiny, silvery substance. You may have seen it in old-fashioned thermometers, (2)

.....
now because it's highly toxic.

But the problem is that the amount of mercury in the environment's increasing. The main reason for this is the power plants used to produce electricity. The main source of energy that most of them use is still coal, and when it's burned it releases mercury into the atmosphere. (3)

.....,
and if it's ingested by a fish it's not excreted, it stays in the fish's body and it enters the food chain. So it's been known for some time that birds which eat fish may be affected, but what wasn't known until quite recently is that those that eat insects can also be affected.

So a woman called Claire Varian-Ramos is doing some research on how this is affecting birds.

And rather than looking at how many birds are actually killed by mercury poisoning, (4)

.....

And these may be to do with the behaviour of the birds, or with the effect of mercury on the way their brain works, so whether it leads to problems with memory, for example. And she's particularly focusing on the effects of mercury on bird song.

Now, the process of song learning happens (5)

.....,
and what you may not know is that a young bird seems to acquire this skill by listening to the songs produced by its father, rather than by any other bird.

And Varian-Ramos has already found in her research that if young male birds are exposed to mercury. (6)

.....,
then the songs they produce aren't as complex as those produced by other birds.

(7)

.....
is likely to have an impact on male birds in a natural situation, because it can mean that they're less attractive to female birds, and so it can affect their chances of reproduction.

Now the way she's carrying out this research is worth thinking about. She's using a mixture of studies using birds kept in laboratories, and studies carried out outdoors in the wild. (8)

.....
that you don't get all the variables you would in a natural setting, so the experimenter has a much higher level of control, and that means they can be more confident about their results in some ways. And of course they don't have to worry about going out and finding the birds in order to observe them.

(9)

.....?
Well, because many birds are migratory, they may be transporting mercury far from contaminated sites. For example, it's been found that ducks who'd been feeding at a contaminated site were later shot by hunters over a thousand kilometres away, and presumably eaten. But these birds likely had mercury levels high enough (10)

.....
In addition, going back to song learning by birds, we saw that this may be affected by mercury contamination. Well, we also know that in humans, mercury (11)
.....,
and in fact this process is very similar in the brain regions it involves and even the genes that are involved. But mercury contamination has other important implications for humans as well. It's now known that an unborn child can be affected if the food eaten (12)
.....,
and these effects can be quite substantial.

In the end, it (13)
.....
human economic wellbeing or environmental wellbeing. It's true there are (14).....
.....,
but these will need billions of dollars to implement, and increase costs for everyone. Some argue that's too much to pay to protect wildlife. But as we've seen, the issues go beyond that, and I think it's an issue we need to consider very carefully.

ANSWER KEY

1. looking at how man-made changes in our environment

2. but it's not used much for domestic purposes
3. Some of this gets deposited into lakes and rivers
4. she's looking for more subtle sub-effects
5. at a particular stage in the birds' development
6. If they eat food contaminated with mercury
7. So quite low-level exposure to mercury
8. The lab-based studies have the advantage
9. So what are the implications here for humans
10. to warrant concern for human consumption.
11. causes developmental delays in the acquisition of language
12. by its mother contains high levels of mercury
13. comes down to whether more value is placed on
14. new regulations for mercury emissions from power plants

Test 8

Section 2

Welcome to this podcast about the Sheepmarket, which is one of the oldest parts of the city. As its name suggests, there was originally a market here where farmers brought their sheep, but now it's been redeveloped into a buzzing, vibrant area of the city, which is also (1)

.....
The nearby university has always meant the area's popular with students, who come in to enjoy the lively nightlife, but now (2)

.....
and design are buying up the new apartments recently built here to replace the small houses where the market workers used to live.

The narrow old side streets are great places for finding original pictures, (3)

.....,
as well as local produce like fruit and vegetables. There's also lots of pavement cafes where you can have a coffee and watch tourists from all over the world go by. The oldest buildings in the area are on the main streets, including the city's first department store, built in the 1880s, which is still open today.

The Sheepmarket is a centre for fashion, and there's a policy of encouraging new young designers. The Young Fashion competition is (4)

.....
fashion. This year they've been asked to design an outfit based on ideas from the music and technology that's part of their everyday life, using both natural and manmade fibres. The garments will be judged by (5)

.....

.....,
and the winning entries will be modelled at a special gala evening.

Parking at the Sheepmarket is easy. (6)

.....
on the roadsides which are fine if you just want to stay for an hour or two, but if you want to spend the day there it's better to park in one of the four underground car parks. It's not expensive and if you can present a receipt from one of the local stores, you'll not be charged at all. After six pm many of the car parks have a flat rate which varies but it is usually very reasonable.

The Sheepmarket is one of the main centres for art and history in the whole of the country.

If you look at our map, you'll see some of the main attractions there. Most visitors start from Crawley Road, at the bottom of the map. The Reynolds House is one of the oldest houses in the city, and is open to the public. It's on the north side of Crawley Road, (7)

.....
The area's particularly interested for its unusual sculptures. 'The Thumb' is just what its name suggests. but it's about 10 metres high. You'll see it on Hill Road, across the road from the Bank.

The Museum's got a particularly fine collection of New Zealand landscapes. It's on the east side of the Sheepmarket on City Road. It's on the other side of the road from the public gardens, (8).....

.....

The Contemporary Art Gallery (9)

.....
not far from the public gardens. The road ends at the gallery - it doesn't go anywhere else. That's open every day except Mondays.

The Warner Gallery specialises in 19th-century art. It's on City Road, near the junction with Crawley Road, (10)

.....
It's open on weekdays from 9 to 5, and entry is free.

Finally, if you're (11)

.....,
the place to go is Nucleus. You need to go from Crawley Road up through Station Square and east along Hill Road until (12)

.....
Go up there and it's on your right - if you get to city Road you've gone too far.

ANSWER KEY

1. home to one of the city's fastest-growing communities.
2. graduates embarking on careers in the worlds of fashion
3. jewellery and ceramics which won't break the bank
4. open to local young people who are passionate about
5. a panel of experts and fashion designers
6. There are plenty of pay and display car parking spaces
7. next to the footpath that leads to the public gardens.
8. immediately facing the junction with Hill Road.
9. is on a little road that leads off Station Square,
10. on the same side of the road as the public gardens
11. interested in purchasing high quality artwork
12. you get to a small winding road turning off

Section 3

KATIE: Joe, you know I'm giving a presentation in our film studies class next week?

JOE: Yes.

KATIE: Well, could we discuss it? I could do with getting someone else's opinion.

JOE: Of course, Katie. What are you going to talk about?

KATIE: It's about film adaptations of Shakespeare's plays. I've got very interested in (1)

.....

JOE: Uhuh.

KATIE: So I thought I'd start with Giannetti. who's a professor of film and literature, and in one of his books he came up with (2)

.....

how faithful they are to the original plays and novels.

JOE: Right.

KATIE: I've already made some notes on that, so I just (3)

.....

I thought that next I'd ask the class to come up with the worst examples of Shakespeare adaptations that they've seen, and to say why. That should be more fun than having their favourite versions.

JOE: Yes, I can certainly think of a couple!

KATIE: Right. Next I want to talk about Rachel Malchow. I came across something on the internet about her work on film adaptations, and I was thinking of showing some film clips to illustrate her ideas.

JOE: Will you have enough time, though? Both to prepare and during the presentation? After all, I doubt if you'll be able to find all the clips you want.

KATIE: Hmm. Perhaps you're right. OK. well. I'd better do some slides instead, saving how various films relate to what she says. That should encourage discussion.

JOE: Mmm.

KATIE: Next I want to say something about how plays may be chosen for adaptation (4)
.....
when the film is made.

JOE: You mean things like patriotism, or the role of governments?

KATIE: Exactly. It's quite tricky, but I've got a few ideas I'd like to discuss.

KATIE: And finally I want to talk about a few adaptations, (5)
.....,
and make some comments on them. Do you know the Japanese film - Ran?

JOE: I haven't seen it. It was based on Shakespeare's King Lear, wasn't it?

KATIE: That's right. It was a very (6)
.....,
but moving it to 16th century Japan instead of 16th century Britain. So for example the king's daughters become sons, because in Japanese culture at that time, women couldn't succeed to the throne.

JOE: OK. I hope you're going to talk about the 1993 film of Much Ado About Nothing, I think that's one of the best Shakespeare films. It really brings the play to life, doesn't it?

KATIE: Yes. I agree. And I think filming it in Italy, where the play is set, makes you see what life was like at the time of the play.

JOE: Absolutely, Right, what's next?

KATIE: Er, next. I thought Romeo & Juliet the 1996 film, which moves the action into the present day.

JOE: Yes, it worked really well, I thought – (7)

.....
to two competing business empires, even though they're speaking in the English of the original play.

KATIE: You'd expect it would sound really bizarre, but I found I soon got used to it.

JOE: Me too.

KATIE: Then I thought I'd include a real Hollywood film, one that's intended to (8)
.....
.....

JOE: There must be quite a number of those.

KATIE: Yes, but I've picked the 1996 film of Hamlet It included every line of the text, but it's more like a typical action hero movie - there are (9)
..... of
the play

JOE: All show and no substance.

KATIE: Exactly. Then there's Prospero's Books, based on The Tempest. (10)
.....

.....
JOE: Didn't it include dance and singing and animation, as well as live actors?

KATIE: Yes. it did. I also want to mention Looking for Richard. Did you ever see it?

JOE: No. but I've read about it. It was (11)

.....
from Richard III, wasn't it?

KATIE: That's right. It's more a way of looking (12)

.....
- the play is really just the starting point. And that'll be where I finish.

JOE: Well, it sounds as though it'll be very interesting.

ANSWER KEY

1. all the different approaches that film directors take.
2. a straightforward classification of film adaptations based on

3. need to sort those out before the presentation
4. because they're concerned with issues of the time
5. that I think illustrate a range of approaches
6. loose adaptation, using the same situation and story
7. changing the two feuding families in the original
8. appeal to a mass commercial audience.
9. loads of special effects, but no unifying interpretation
10. That was really innovative, from a stylistic point of view.
11. a blend of a documentary with a few scenes
12. into how people nowadays connect with the playwright

Section 4

This lecture will be about the science of acoustics, the study of sound, (1)

.....

As an acoustic engineer myself, I think this is an area where we're likely to see great changes. In the past, researching urban soundscapes was simple. We measured levels of sound in decibels, so I used to take my sound meter and I measured the noise somewhere, and then I might (2)

..... the sound became annoying.

With data like this, acoustic engineers have been able to build up what we call noise maps, maps of the sound environment. But actually these aren't a lot of use. What they do show is that the highest noise levels are generally on roads - well, that's not really very surprising.

But there's quite a lot going on that these maps don't show, because they can't (3)

.....

So they ignore important issues such as the noise someone might hear from the open windows or gardens of their neighbours - and this sort of noise can be quite significant in summer. We don't have any databases on this sort of information. As well as that, (4)

.....

the fact that people vary in their perceptions of noise - so someone like me with years of working in acoustics might be very different from you in that regard.

But anyway, (5)

.....,

they've been useful in providing information and raising awareness that noise matters, we need to deal with it and so it's a political matter. And that's important - we need rules and regulations because noise can cause all sorts of problems.

Those of you who are city-dwellers know that things go on 24 hours a day, so (6)

It's also known that noise can lead to a rise in levels of stress, due to (7)

of the blood. And there are other problems as well, for instance if schoolchildren don't have a quiet place to study, their work will suffer.

Now, one problem with decibel measurement is that it doesn't differentiate between different types of noise. Some types of sounds that most people would probably think of as nice and relaxing (8)

- think of the sound made by a fountain in a town square, for example. That's not necessarily something that we'd want to control or reduce. So maybe researchers should consider these sorts of sounds in urban design. This is going to be tricky because just measuring decibel levels isn't going to help us here. (9)

studying people's emotional response to sound by using questionnaires and so on.

So what exactly do people want to hear in an urban environment? (10)

results that at first sight seem contradictory – (11)

so it needs to be lively, with sounds like the clack of high heels on a pavement or the hiss of a coffee machine, but these mustn't be too intrusive, because at the same time we need to be able to relax.

One of the major problems in achieving this will be getting architects and town planners to use the research. Apart from studying the basics of acoustics, these people receive very little training in this area. But in fact they should be (12)

.....
the experience of urban living, whereas at present they tend to see it as something to be avoided or reduced as far as possible, or something that's just a job for engineers like the street drainage system.

What's needed is for noise in (13)

.....
as something that has the qualities of an art form. If we acknowledge this, then we urgently need to know what governs it and how designers can work with it. We need to develop a complex understanding of many factors. What is the relationship between sound and culture? What can we learn from disciplines such as psychology about the way that (14)

.....,
and the way that sound affects our thought and feelings? Can we learn anything from physics about the nature of sound itself?

Today's powerful technologies can also help us. To show us their ideas and help us to imagine the effect their buildings will have, architects and town planners already use virtual reality - but these programs are silent. In the future such programs could use realistic sounds, meaning that soundscapes could be explored before being built.

So hopefully, using (15)
.....,
the city of the future will be a pleasure to the ears as well as the eyes.

ANSWER KEY

1. in relation to urban environments such as cities
2. ask a sample of people to say at what level
3. capture the complex way that sound varies overtime
4. these records of sound levels take no account of
5. even though these noise maps are fairly crude
6. city-dwellers often suffer from interrupted sleep
7. physical changes in the body affecting the composition
8. might well score quite highly in decibel levels
9. Instead, many researchers are using social science techniques
10. Some recent interdisciplinary research has come out with
11. a city needs to have a sense of activity
12. regarding sound as an opportunity to add to
13. cities to be regarded as an aesthetic quality,
14. sound interacts with human development and social relationships
15. the best technology we can lay our hands on

CAMBRIDGE 13

Test 1

Section 2

Good morning everyone, my name's Phil Sutton, and I'm chairman of the Highways Committee. We've (1)

.....
about the new regulations for traffic and parking we're proposing for Grandford. I'll start by summarising these changes before we open the meeting to questions.

So, why do we need to make these changes to traffic systems in Granford? Well, we're very (2)

.....
It's been especially noticeable with the increase in heavy traffic while they've been building the new hospital. But it's (3)

.....
of all kinds that's concerning us. To date there's not been any increase in traffic accidents, but that's not something we want to see happen, obviously.

We recently carried out a survey of local residents, and their responses were interesting. People were very (4)

.....
due to cars parked along the sides of the roads. We'd expected complaints about the congestion near the school when parents are (5)

.....,
but this wasn't top of the list, and nor were noise and fumes from trucks and lorries, though they were mentioned by some people.

We think these new traffic regulations would make a lot of difference. But we still have a long way to go. We've (6)
.....,
just, so they can be covered by the Council. But, of course, (7)
.....
if we don't have a way of making sure that everyone obeys them, and that's an area we're still working on with the help of representatives from the police force.

OK, so this slide shows a map of the central area of Granford, with the High Street in the middle and School Road on the right. Now, we already (8)
.....
at the junction with Station Road, but we're planning to have another set at the other end, at the School Road junction, to regulate the flow of traffic along the High Street.

We've decided we definitely need a pedestrian crossing. We considered putting this on School Road, just outside the school, but in the end we decided that could lead to a lot of traffic congestion so we decided to locate it on the High Street, (9)
.....

That's a very busy area, so it should help things there.

We're proposing some changes to parking. At present, parking isn't allowed on the High Street outside the library, but we're going to change that, and allow parking there, but not at the other end of the High Street near School Road.

There'll be a new "No Parking" sign on School Road, just by the entrance to the school, forbidding parking for 25 metres. This should improve visibility for drivers and pedestrians, especially (10).....
.....

As far as disabled drivers are concerned, at present they have parking outside the supermarket, but lorries also use those spaces, so we've got two new disabled parking spaces (11)

.....
It's not deal, but probably better than the present arrangement.

We also plan to widen the pavement on School Road. We think we can (12).....

.....
just before you get to the school, on the same side of the road.

Finally, we've (13)

.....
for the supermarket, so lorries will only be allowed to stop there before 8 am. That's the supermarket on School Road - we kept to the existing arrangements with the High Street supermarket.

OK, so that's about it. Now, would anyone...

ANSWER KEY

1. called this meeting to inform members of the public
2. aware that traffic is becoming an increasing problem
3. the overall rise in the volume of traffic
4. concerned about the lack of visibility on some roads
5. dropping off their children or picking them up
6. managed to keep our proposals within budget
7. it's no good introducing new regulations
8. have a set of traffic lights in the High Street
9. crossing the road in front of the supermarket
10. on the bend just to the north of the school
11. on the side road up towards the bank
12. manage to get an extra half-metre on the bend
13. introduced new restrictions on loading and unloading

Section 3

Emma: We've got to choose a topic for our experiment, haven't we, Jack? Were you thinking of something to do with seeds?

Jack: That's right. I thought we could (1)

Emma: OK. Any particular reason? I know you're hoping to work in plant science eventually

Jack: Yeah, but practically everything we do is going to feed into that. No, (2)

.....
in the third year that I might do so I thought it might be useful for that. If I choose that option, I don't have to do a dissertation module.

Emma: Good idea.

Jack: Well, I thought for this experiment we could look at the relationship between seed size and the way the seeds are planted. So, (3)

.....,
and see which grow best.

Emma: OK. We'd need to allow time for the seeds to come up.

Jack: That should be fine if we start now. A lot of the other possible experiments need quite a bit longer.

Emma: So that'd make it a good one to choose. And I don't suppose it'd need much equipment; (4).....

Though that's not really an issue, we've got plenty of equipment in the laboratory

Jack: Yeah. We need to (5)

.....
with it though. I'm sure our aim's OK. It's not very ambitious but the assignment's only ten percent of our final mark, isn't it? But we need to be sure we're the only ones doing it.

Emma: Yeah, it's only five percent actually, but it'd be a bit boring if everyone was doing it.

Jack: Did you read that book on seed germination on our reading list?

Emma: The one by Graves? (6)

.....,
though it wasn't that relevant there. It would be for this experiment, though. I found it quite hard follow – lots about the theory, which I hadn't expected.

Jack: Yes, I'd been hoping for something more practical. It does include (7)

.....
though.

Emma: Yes, that was interesting.

Jack: I read an article about seed germination by Lee Hall.

Emma: About seeds that lie in the ground for ages and only germinate after a fire?

Jack: That's the one. I knew a bit about it already, but not about this research. His

(8)

.....
and the proportion of seeds that germinated was done in a lot of detail - very impressive.

Emma: Was that the article with (9)
.....?

They were very clear.

Jack: I think those diagrams were in another article.

Emma: Anyway, shall we have a look at the procedure for our experiment? We'll need get going with it quite soon.

Jack: Right. So the first thing we have to do is find our seeds. I think vegetable seeds would be best. (10).....
.....?

So, how many sorts do we need? About four different ones?

Emma: I think that would be enough. There's be quite a large number of seeds for each one.

Jack: Then, for each seed we need to find out how much it weighs, and also measure its dimensions, and we need to keep a careful record of all that.

Emma: (11)
.....

And we also need to decide how deep we're going to plant the seeds - right on the surface, a few millimetres down, or several centimetres.

Jack: OK. So then we get planting. Do you think we can plant several seeds together in the same plant pot?

Emma: No. I think we need a different one for each seed.

Jack: Right. And we'll need to label them – we can use different coloured label, then we wait for the seeds to germinate – (12)
.....,

depending on what the weather's like. Then we see if our plants have come up, and write down how tall they've grown.

Emma: Then all we have to do is look at our numbers, and see if there's any relation between them.

Jack: That's right. So...

ANSWER KEY

1. look at seed germination, how a seed begins to grow.
2. there's an optional module on seed structure and function

3. we could plant different sized seeds in different ways
4. we're not doing chemical analysis or anything
5. have a word with the tutor if we're going to go ahead
6. I looked through it for my last experiment
7. references to the recent findings on genetically-modified seeds,
8. analysis of figures comparing the times of the fires
9. the illustrations of early stages of plant development
10. And obviously they mustn't all be the same size
11. That'll be quite time-consuming
12. I reckon that'll be about three weeks

Section 4

Hi. Today we're going to be looking at animals in urban environments and I'm going to be telling you about some research on how they're affected by these environments.

Now, (1)

.....,

the sorts of massive changes that usually happen over millions of years. And we used to think that only a few species could adapt to this new environment. (2)

.....

is the crow, and there's been various studies about how they manage to learn new skills. Another successful species is the pigeon because they're able to perch on ledges on the walls of city buildings, (3)

.....

But in fact, we're now finding that these early immigrants were just the start of a more general movement of animals into cities, and of adaptation by these animals to city life. And one thing, that researchers are finding especially interesting is the speed with which they're doing this - (4)

.....

- these animals are changing fast. Let me tell you about some of the studies that have been carried out in this area, So, in the University of Minnesota, a biologist called Emilie Snell-Rood and her colleagues (5)

.....

such as mice and gophers that had been collected in Minnesota, and that are now kept in museums there. And she looked at specimens that had been collected over the last hundred years, which is a very short time in evolutionary terms. And she found that during that time these (6)

.....

when compared to rural mammals. Now, we can't be sure this means they're more intelligent, but since the sizes of other parts of the body didn't change, it does suggest that something cognitive was going on. And Snell-Rood thinks that this change might (7)

.....
- having to look in different places to find food for example, and coping with a whole new set of dangers. Then over in Germany at the Max Planck Institute, there's another biologist called Catarina Miranda who's done some experiments with blackbirds living in urban and rural areas. And, she's been looking not at their anatomy but at their behaviour. So as you might expect, she's found that the urban blackbirds tend to be quite bold - they're prepared to (8)

.....
their country counterparts. But there's one type of situation. that does seem to frighten the urban blackbirds, and that's anything new - anything they haven't experienced before. And if you think about it, that's quite sensible for a bird living in the city.

Jonathan Atwell, in Indiana University, is looking at how a range of animals respond to urban environments. He's found that when (9)

.....
by reducing the amount of hormones such as corticosterone into their blood. It's a sensible- seeming adaptation. A rat that gets scared every time a subway train rolls past won't be very successful. There's just one more study. I'd like to mention which is by Sarah Partan and her team, and they've been looking at (10)

.....,
and they've found that a routine part of their communication is carried out by waving their tails You do also see this in the country, (11)

.....,

possibly because it's effective in a noisy environment. So what are the long-term implications of this? One possibility is that we may see completely new species developing in cities. But on the other hand, it's possible that not all of these adaptations will be permanent. Once (12)
....., it may no longer need the features it's developed.

ANSWER KEY

1. in evolutionary terms, urban environments represent huge upheavals
2. One species which is well known as being highly adaptable
3. just like they once perched on cliffs by the sea
4. we're not talking about gradual evolution here
5. looked at specimens of urbanised small mammals
6. small mammals had experienced a jump in brain size
7. reflect the cognitive demands of adjusting to city life
8. face up to a lot of threats that would frighten away
9. they're under stress their endocrine systems react
10. how squirrels communicate in an urban environment
11. but it's much more prevalent in cities
12. the animal's got accustomed to its new environment

Test 2

Section 2

Thanks for coming everyone. OK, so this meeting is for new staff and staff who

(1).....
.....

So basically, the idea is that we allow staff to give up some of their work time to help on various charity projects to benefit the local community. We've been doing this for the last 5 years and it's been very successful.

(2).....
.....

The company will pay for eight hours of your time. That can be used over one or two days all at once, (3)

.....

There are some staff who enjoy volunteering so much they also give up their own free time for a couple hours every week. It's completely up to you. Obviously, many people will have family commitments and aren't as available as other members of staff.

(4)

.....

Because they felt they were doing something really useful, nearly everyone agreed that volunteering made them feel more motivated at work. They also liked (5)

.....

and felt valued by them. One or two people also said it was a good thing to have on their CVs.

One particularly successful project last year was the Get Working Project. (6)

.....
in the area get back to work. Our staff were able to help them improve their telephone skills, such as writing down messages and (7)

.....,
which they had found quite difficult. This is something many employers look for in job applicants - and something we all do without even thinking about, every day at work.

We've got an exciting new project starting this year. Up until now, we've mainly focused on projects to do with education and training. And we'll continue with our reading project in schools and our work with local charities. But we've also (8)

.....
.....
in Redfern Park. So if any of you fancy being outside and getting your hands dirty, this is the project for you.

I also want to mention the annual Digital Inclusion Day, which is coming up next month. The aim of this is (9)

.....
And this year, instead of hosting the event in our own training facility, we're using the ICT suite at Hill College, as it can hold far more people.

We've invited over 60 people from the Silver Age Community Centre to take part, so we'll need a lot of volunteers to help with this event.

If you're interested in taking part, please go to the volunteering section of our website and complete the relevant form. We won't be providing any training for this

(10)

if you've never done it before. By the way, don't forget to tell your manager about any volunteering activities you decide to do.

The participants on the Digital Inclusion Day really benefited. The majority were in their seventies, though some were younger and a few were even in their nineties!

Quite a few owned both a computer and a mobile phone, (11)

They generally knew how to do simple things, like send texts, but weren't aware of recent developments in mobile phone technology. A few were (12)

they couldn't see the point of updating their skills. But that soon changed.

The feedback was very positive. The really encouraging thing was that participants all said they felt much more confident about using (13)

who prefer this form of communication to phoning or sending emails. A lot of them also said playing online games would help them (14)

They weren't that impressed with being able to order their groceries online, as they liked going out to the shops, but some said (15)

or the weather was really bad. One thing they asked about was using tablets for things like reading newspaper - some people had been given tablets as presents but had never used them, so that's something we'll make sure we include this time...

ANSWER KEY

1. haven't been involved with our volunteering projects yet.
2. Participating doesn't necessarily involve a huge time commitment.
3. or spread over several months throughout the year
4. Feedback from staff has been overwhelmingly positive.
5. building relationships with the people in the local community
6. This was aimed at helping unemployed people
7. speaking with confidence to potential customers
8. agreed to help out on a conservation project
9. to help older people keep up with technology
10. but you'll be paired with an experienced volunteer
11. but these tended to be outdated models
12. keen to learn but most were quite dismissive at first
13. social media to keep in touch with their grandchildren
14. make new friends and keep their brains active.
15. it would come in handy if they were ill

Section 3

Tutor: Ah, come in, Russ.

Russ: Thank you.

Tutor: Now you wanted to (1)
.....
- you're due to give it in next week, aren't you?

Russ: That's right. And I'm really struggling. I chose the topic because I didn't know much about it and wanted to learn more, but now I've read so much about it, in a way there's too much to say - I could talk for much longer than the twenty minutes I've been allocated. Should I assume the other students don't know much, (2)
....., or should I try and make them share my fascination with a particular aspect?

Tutor: You could do either, but you'll need to have it clear in your own mind.

Russ: Then I think I'll give an overview

Tutor: OK. Now, one way of approaching this is to (3)
.....

Russ: Uh-huh.

Tutor: On the other hand, you could talk about the numerous ways that nanotechnology is being applied.

Russ: You mean things like thin films on camera displays to make them water-repellent, and (4)
.....

Tutor: Exactly. Or another way would be to focus on its impact in one particular area, say medicine, or space exploration.

Russ: That would make it easier to focus. Perhaps I should do that.

Tutor: I think that would be a good idea.

Russ: Right. How important is it to include slides in the presentation?

Tutor: They aren't essential, by any means. And there's (5)

.....

whatever slides you can find. While it can be good to include slides, you could

(6)

.....

You might find it better to leave them out.

Russ: I see. Another thing I was wondering about was how to start. I know presentations often begin with "First I'm going to talk about this, and then I'll talk about that", but I thought about asking the audience what they know about nanotechnology.

Tutor: That would be fine if you had an hour or two for the presentation, but you might find that you can't do anything with the answers you get, and it simply (7) ...

.....

.....

Russ: So, maybe I should mention a particular way that nanotechnology is used, to focus people's attention

Tutor: That sounds sensible.

Russ: What do you think I should do next? I really have to plan the presentation today and tomorrow.

Tutor: Well, (8)

.....

you've made, take a small piece of paper, and write a single short sentence that ties together the whole presentation it can be something as simple as "Nanotechnology is already improving our lives". (9)

.....

You can always modify that sentence later, if you need to.

Russ: OK.

Tutor: OK now let's think about actually giving the presentation. You've only given one before, if I remember correctly, about an experiment you'd been involved in.

Russ: That's right. It was pretty rubbish!

Tutor: (10)

.....

With regard to the structure, I felt that (11)

.....

Be careful not to do that in next week's presentation.

Russ: OK.

Tutor: And you made very little eye contact with the audience, because you were looking down at your notes most of the time. You need to be looking at the audience (12)

Russ: Mmm.

Tutor: (13)

.....

Every time you showed a slide, you turned your back on the audience so you could look at it - you should have been looking at your laptop. And you kept scratching

your head, so I found myself wondering, when you were next going to do that, instead of listening to what you were saying.

Russ: Oh dear. What did you think of the language? I knew that not everyone was familiar with the subject, so I tried to make it as simple as I could.

Tutor: Yes, that came across. You used a few words that are specific to the field, but you always explained what they meant, (14)

.....

Russ: Uh-huh.

Tutor: I must say (15)

.....

They were good summary of your presentation, which people would be able to refer to later on. So well done on that.

Russ: Thank you.

Tutor: Well, I hope that helps you with next week's presentation.

Russ: Yes, it will. Thanks a lot.

Tutor: I'll look forward to seeing a big improvement, then.

ANSWER KEY

1. consult me about your class presentation on nanotechnology
2. and give them a kind of general introduction
3. work through developments in chronological order
4. additives to make motorcycle helmets stronger and lighter.
5. a danger of tailoring what you say to fit
6. end up spending too long looking for suitable ones
7. eats into the short time that's available.
8. initially I think you should ignore all the notes
9. Then start planning the content around that
10. Let's say it was better in some respects than in others
11. you ended rather abruptly, without rounding it off.
12. and only occasionally glancing at your notes
13. Your body language was a little odd
14. so the audience wouldn't have had any difficulty understanding
15. the handouts you prepared were well-thought out

Section 4

Today, (1)

by focusing on what is called episodic memory and what can happen if this is not working properly. (2)

Episodic memories allow us to mentally travel back in time to an event from the past. Episodic memories include various details about these events, for example, when an event happened and other information such as the location. To help understand this concept, try to remember the last time you ate dinner at a restaurant. The ability to remember where you ate, who you were with and the items you ordered are all features of an episodic memory. Episodic memory is (3).....

This is the type of (4)

everyone else - that is your general knowledge of the world. To build upon a previous example, remembering where you parked your car is an example of episodic memory, but your understanding of what a car is and how an engine works are examples of semantic memory. Unlike episodic memory, semantic memory isn't dependent on recalling personal experiences. Episodic memory can be thought of as (5)

encoding, consolidation and retrieval. The initial step is called encoding. This involves the process of receiving and registering information, which is necessary for creating memories of information or events that you experience. The degree to which you can (6)

.....
you give to an event while it's actually happening. Being distracted can make effective encoding very difficult. Encoding of episodic memories is also influenced by how you process the event. For example, if you were introduced to someone called Charlie, you might make the connection that your uncle has the same name. Future recollection of Charlie's name is much easier if you have a strategy to help you encode it. (7)

.....
an episodic memory, is the process by which memories of encoded information are (8)

.....
Consolidation is most effective when the information being stored can be linked to an existing network of information. Consolidation makes it possible for you to store memories for later retrieval indefinitely. Forming strong memories depends on the frequency with which you try to retrieve them. (9)

.....
if they aren't used very often. The last step in forming episodic memories is called retrieval, which is the conscious recollection of encoded information. Retrieving information from episodic memory depends upon semantic, olfactory, auditory and visual factors. (10)

.....
For example, when recalling where you parked your car you may use the colour of a sign close to where you parked. You actually have to mentally travel back to the moment you parked. There are (11)

that can affect episodic memory. These range from Alzheimer's to schizophrenia to autism. An impairment of episodic memory can have a profound effect on individuals' lives. For example, the symptoms of schizophrenia can be reasonably well-controlled by medication; however, patients' episodic memory may still be impaired and so they are often unable to return to university or work. Recent studies have shown that (12)

.....
can help improve their episodic memory. Episodic memories can help people connect with others, for instance by sharing intimate details about their past something individuals with autism often have problems with. This may be caused by an absence of a sense of self. This is essential for the storage of episodic memory, and has been (13)

.....
Research has shown that treatments that improve memory may also (14)

.....
One study looked at a..

ANSWER KEY

1. we'll be continuing the series of lectures on memory
2. Episodic memory refers to the memory of an event or 'episode'
3. distinct from another type of memory called semantic memory
4. factual memory that we have in common with
5. a process with several different steps of memory processing
6. successfully encode information depends on the level of attention
7. Memory consolidation, the next step in forming
8. strengthened, stabilised and stored to facilitate later retrieval
9. Memories can fade or become harder to retrieve
10. These help episodic memory retrieval by acting as a prompt.
11. a wide range of neurological diseases and conditions
12. computer-assisted games designed to keep the brain active
13. found to be impaired in children with autism.
14. have a positive impact on children's social development

Test 3

Section 2

So, if you're one of those people who hasn't found the perfect physical activity yet, here is something to think about which might help you make the right decision for you. The first question to ask yourself is whether you would enjoy training in a gym.

Many people (1)

.....

having to (2)

.....

You often have to go very early or late as some gyms can get very crowded. But with regular training, you'll see a (3)

.....

Running has become incredibly popular in recent years. That's probably got a lot to do with the fact that (4)

.....

Anyone can run, even if you can only run a few meters to begin with, but make sure you get the right shoes. (5)

.....

pair and they don't come cheap. Another great thing about running is that you can do at any time of day or night, the only thing that may stop you is snow and ice.

Swimming is another really good way to build fitness. What attracts many people is that you can swim in an indoor pool at any time of year. On the other hand, (6)

.....

It's hard to chat to people while you're swimming lengths. Cycling has become almost as popular as running in recent years. That's probably because as well as improving their fitness, many people say (7).....

.....
in a park or in the countryside can be fun, provided the conditions are right. Of course, only fanatics go out in the wind and rain.

Yoga is a good choice for those of you looking for exercise which (8)

.....
It's a good way of building strength and with the right instructors, there's less chance of hurting yourself than with other more active sports. But don't expect to find it easy. It can be surprisingly challenging, especially for people who aren't very flexible.

Getting a personal trainer is a good way to start your fitness program. (9)

.....
but if you've got someone there to encourage you and help you achieve your goals, you're less likely to give up. Make sure you (10)

..... or
you could do yourself permanent damage.

Whatever you do, don't join a gym (11).....

.....
So many people waste lots of money by (12)

.....
What happens to their good intentions, I don't think people suddenly stopped caring about improving their fitness or decide they have more important things to do. I think people lose their interest when (13)

.....

That's when they give up hope and stop believing they'll ever achieve their goals.

Also what people sometimes don't realize when they start is that (14)

.....-

work to keep training week after week, and lots of people don't have that kind of commitment.

One thing you can do to help yourself is to set manageable goals. Be realistic and don't push yourself too far. Some people advise writing goals down, but (15)

.....

Give yourself a really nice treat every time you reach one of your goals, and

(16)

.....

It's a journey, there are bound difficulties on the way.

ANSWER KEY

1. are put off by the idea of
2. fit a visit to the gym into their busy day
3. big difference in relatively short space of time.
4. it's a very accessible form of exercise
5. It's worth investing in a high quality
6. it can be quite boring or solitary
7. being out in the fresh air
8. focuses on developing both a healthy mind and body
9. Obviously, there can be significant costs involved,
10. get someone with a recognised qualification though
11. unless you're sure you'll make good use of it
12. signing up for membership and then hardly ever go
13. they don't think they're making enough progress
14. it takes a lot of determination and hard
15. I think it's better to have a flexible approach
16. don't get too upset if you experience setbacks

Section 3

Tutor: OK, Jim. You wanted to see me about your textile design project.

Jim: That's right. I've been looking at how (1)
.....
like cotton and wool.

Tutor: Why did you choose that topic?

Jim: Well, I got a lot of useful ideas from the museum, you know, at that exhibition of textiles. (2)
.....
Years ago, I went to a carpet shop with my parents when we were on holiday in Turkey, and I remember all the amazing colours.

Tutor: They might not all have been natural dyes.

Jim: Maybe not, but for the project. I decided to follow it up. And I found a great book about a (3)
.....
used for dyes.

Tutor: So in your project, you had to include a practical investigation

Jim: Yeah. (4)
.....
I was going to just look at one type of fibre for example, like cotton...

Tutor: ...and see how different types of dyes affected it?

Jim: Yes. Then I decided to include others as well so I looked at cotton and wool and nylon

Tutor: With just one type of dye?

Jim: Various types, (5)
.....

Tutor: OK.

Jim: So, I did the experiments last week. (6)
.....

I found a website which supplied them, they came in just a few days, but I also made some of my own.

Tutor: That must have taken quite a bit of time.

Jim: Yes, I'd thought it'd just be a matter of a teaspoon or so of dye, and actually that wasn't the case at all. Like I was using one vegetable, beetroot, for a red dye, (7) ...

.....
So it all took longer than I'd expected.

Tutor: (8)

Jim: I did use one. That was a yellow dye, an artificial one

Tutor: Tartrazine?

Jim: Yeah. I used it on cotton first. It came out a great colour, but (9)

.....
I'd been going to try it out on nylon, but I abandoned that idea.

Tutor: Were you worried about health issues?

Jim: I'd thought if it's a legal food colouring, it must be safe.

Tutor: Well, (10)

.....
Tutor: So what natural dyes did you look at?

Jim: Well, one was turmeric. The colour's great, it's a really strong yellow. It's generally used in dishes like curry.

Tutor: It's meant to be quite good for your health when eaten, but you might find (11)

.....
- a few washes, and it's gone.

Jim: Right. I used beetroot as a dye for wool. When I chop up beetroot to eat I always end up with bright red hands, (12).....

.....

Disappointing.

Tutor: There's a natural dye called Tyrian purple. Have you heard of that?

Jim: Yes. It comes from a shellfish, and it was worn in ancient times but only by important people as it was so rare I didn't use it.

Tutor: (13)

.....

one researcher managed to get hold of some recently. (14)

..... by

chemical dyes nowadays. Did you use any black dyes?

Jim: Logwood. That was quite complicated. I had to prepare the fabric so the dye would take.

Tutor: I hope you were careful to wear gloves.

Jim: Yes. I know the danger with that dye.

Tutor: Good. It can be extremely dangerous if it's ingested. Now, (15)

.....?

Like cochineal, for example?

Jim: Yes. I didn't actually make that, I didn't have time to start crushing up insects to get the red colour and anyway they're not available here, but I managed to get the dye quite easily from a website. But it cost a fortune I can see why it's generally just used in cooking, and in small quantities.

Tutor: Yes, it's very effective, but that's precisely why it's not used as a dye.

Jim: I also read about using metal oxide. Apparently you can allow iron to rust while it's in contact with the fabric, and that colours it.

Tutor: Yes, that works well for dyeing cotton. But you have to be careful as the metal can actually affect the fabric and so you can't (16)

..... in

this way. And the colours are quite subtle, not everyone likes them. Anyway it looks as if you've done a lot of work...

ANSWER KEY

1. a range of natural dyes can be used to colour fabrics
2. But I've always been interested in anything to do with colour.
3. botanic garden in California that specializes in plants
4. At first I couldn't decide on my variables
5. including some that weren't natural, for comparison.
6. I used some ready-made natural dyes
7. and I had to chop up a whole pile of it
8. One possibility is to use food colourings.
9. when I rinsed the material, the colour just washed away
10. it can occasionally cause allergic reactions
11. it's not permanent when it's used as a dye
12. but the wool ended up just a sort of watery cream shade
13. It fell out of use centuries ago though
14. But that shade of purple can be produced
15. presumably you had a look at an insect-based dye
16. expect to get a lot of wear out of fabrics treated

Section 4

Last week, we started looking at reptiles, including crocodiles and snakes. Today, I'd like us to have a look at another reptile - the lizard - and in particular, at some studies that have been done on a particular type of lizard whose Latin name is *tiliqua rugosa*. (1)

.....
because it's quite slow in its movements and spends quite a lot of its time dozing under rocks or lying in the sun.

I'll start with a general description. Sleepy lizards live in Western and South Australia, where they're quite common. Unlike European lizards, which are mostly small, green and fast-moving, sleepy lizards are brown, (2)

..... is the colour of their tongue, which is dark blue, (3)

..... which is bright pink. And they're much bigger than most European lizards. They have quite a varied diet including insects and even small animals, but they mostly eat plants of varying kinds. Even though they're quite large and powerful, with strong jaws that can crush beetles and snail shells, they also have quite a few predators. Large birds like cassowaries were one of the main ones in the past but nowadays they're more likely to be caught and killed by snakes. (4)

....., but is man-made, quite a large number of sleepy lizards are killed by cars when they're trying to cross highways. One study carried out by Michael Freake at Flinders University investigated the methods of navigation of these lizards. Though they move slowly they can travel quite long distances. And he found that even if they

were (5)
.....

they could usually find their way back home as long as they could see the sky - they didn't need any other landmarks on the ground. Observations of these lizards in the wild have also (6)
.....

Unlike most animals, it seems that they the relatively monogamous returning to the same partner year after year. And the male and female also stay together for a long time, both before and after the birth of their young. It's quite interesting to think about the possible reasons for this. It could be that, as to do with protecting their young -(7)
.....

..... if they have both parents around. But in fact observers have noted that (8)
.....,

they have hardly any contact with their parents. So, there's not really any evidence to support that idea. (9)
.....

that male lizards in monogamous relationships tend to be bigger and stronger than other males. So maybe the male lizards stay around so they can give the female lizards protection from other males. But again, we're not really sure. Finally I'd like to mention another study that (10).....
.....

I was actually involved in this myself. So we caught some lizards in the wild and we developed a tiny GPS system that would allow us to track them and we fixed this onto their tails. Then we set the lizards free again and we were able to track them for twelve days and gather data not just about their location, but even about how many

steps they took during this period. One surprising thing we discovered from this is that (11)

.....
we expected - it seems that they were actually trying to avoid one another. So why would that be? Well, again we have no clear evidence, (12)

.....
quite serious injuries to one another so maybe this avoidance is a way of preventing this or self-preservation, if you like. But we need to collect a lot more data before we can be sure of any of this.

ANSWER KEY

1. This is commonly known as the sleepy lizard,
2. but what's particularly distinctive about them
3. in contrast with the lining of their mouth
4. Actually another threat to their survival isn't a predator at all
5. taken some distance away from their home territory
6. revealed that their mating habits are quite unusual
7. you'd expect them to have a much better chance of survival
8. once the babies have hatched out of their eggs
9. Another suggestion based on the observation
10. involves collecting data by tracking the lizards
11. there were far fewer meetings between lizards than
12. but the hypothesis is that male lizards can cause

Test 4

Section 2

Hi everyone, welcome to the Snow Centre. My name's Annie. I hope you enjoyed the bus trip from the airport - we've certainly got plenty of snow today! Well, you've come to New Zealand's premier snow and ski centre, and we've (1)

.....

Most visitors come here for the cross-country skiing, where you're on fairly flat ground for most of the time, (2)

.....

There are marked trails, but you can also leave these and go off on your own and that's an experience not to be missed. You can go at your own speed - it's great aerobic exercise if you really push yourself or if you prefer you can just (3)

.....

This afternoon, you'll be going on a dog-sled trip. You may have seen our dogs on TV recently racing in the winter sled festival. If you want you can have your own team for the afternoon and (4)

.....

Or if you'd prefer, you can just sit back in the sled and enjoy the ride as a passenger.

At the weekend we have the team relay event, and you're all welcome to join in. We have a local school coming along, and a lot of the teachers are taking part too.

(5)

.....,

and there's a medal for everyone who takes part. Participants are in teams of two to four, and each team must complete four laps of the course.

For your final expedition, you'll head off to Mount Frenner wearing a pair of special snow shoes which allow you to walk on top of the snow. This is an area where miners once searched for gold, though there are very few traces of their work left now. When the snow melts in summer, (6)

It's a long ascent though not too steep, and walkers generally (7)

You'll spend the night in our hut half-way up the mountain. That's included in your package for the stay. It's got cooking facilities, firewood and water for drinking. For washing, we (8)

We can take your luggage up on our snowmobile for you for just ten dollars a person. The hut has cooking facilities so you can make a hot meal in the evening and morning, but you need to take your own food.

The weather on Mount Frenner can be very stormy. In that case stay in the hut - generally the storms don't last long. (9)

in time to catch the airport bus – they'll probably not be running away. We do have an emergency locator beacon in the hut but only use that if it's a real emergency, like if someone's ill or injured.

Now, let me tell you something about the different ski trails you can follow during your stay here.

Highland Trail's (10)

This trail's been designed to give (11)

.....
their age or skill, but it's also ideal for experts to practise their technique.

Then there's Pine Trail, if you're nervous about skiing, leave this one to the experts!
You follow a steep valley looking right down on the river below - scary! But if
you've fully mastered the techniques needed for hills, it's great fun.

Stony Trail's a good choice once you've got a general idea of the basics. There are
one or two tricky sections, but nothing too challenging. (12)

.....
and enjoy the afternoon sunshine.

And finally, Loser's Trail. This starts off following a gentle river valley but the last
part is quite (13)

.....
– if it's snowing or windy, check with us before you set out to make sure the trail's
open that day.

Right, so now if you'd like to follow me, we'll get started.

ANSWER KEY

1. a whole load of activities for you during your week here.
2. rather than going down steep mountainsides
3. glide gently along and enjoy the beautiful scenery.
4. learn how to drive them, following behind our leader on the trail.
5. Participation rather than winning is the main focus
6. the mountain slopes are carpeted in flowers and plants
7. take a couple of days to get to the summit and return.
8. recommend you use melted snow, though, to conserve supplies
9. Don't stress about getting back here to the centre
10. directly accessible from where we are now
11. first-timers an experience they'll enjoy regardless of
12. There's a shelter half-way where you and take a break
13. exposed, so the snow conditions can be challenging

Section 3

Jack: I've still got (1)
.....

Alice: Me too. What did you learn from doing the project about your own shopping habits?

Jack: Well, I've always had to check labels for traces of peanuts in everything I eat because of my allergy. (2)
..... to check how healthy a product is.

Alice: This project has actually taught me to read the labels much more carefully. I (3)
.....
like "low in fat". But I now realise that the "healthy" yogurt I've bought for years is full of sugar and that it's actually quite high in calories.

Jack: (4)
.....
Did you have any idea how many calories they contain? I was amazed.

Alice: Yes, because unless you read the label really carefully, you wouldn't know that the nutritional values given are for half a pizza.

Jack: When most people eat the whole pizza. Not exactly transparent is it?

Alice: Not at all. But I expect it won't stop you from buying pizza?

Jack: Probably not, no! I thought comparing the different labelling systems used by food manufacturers was interesting, I think (5)
.....

Alice: Which one did you prefer?

Jack: I liked the traditional daily value system best - the one which tells you what proportion of your (6)

.....
I'm not sure it's the easiest for people to use, but at least you get the full story. I like to know all the ingredients in a product - not just how much fat, salt and sugar they contain.

Alice: But it's good supermarkets have been (7)

.....
Jack: Yes. There just needs to be more consistency between labelling systems used by different supermarkets, in terms of portion sizes, etc.

Alice: Mmm. The labels on the different brands of chicken flavour crisps were quite revealing too, weren't they?

Jack: Yeah. I don't understand (8)

.....
when they only contain artificial additives.

Alice: I know. I'd at least have expected them to contain a small percentage of real chicken.

Jack: Absolutely.

Alice: I think having nutritional food labeling has been a good idea, don't you? I think it will change people's behaviour and stop mothers, in particular, buying the wrong things.

Jack: But didn't that study kind of prove the opposite? People didn't necessarily stop buying unhealthy products

Alice: They only said that might be the case. Those findings weren't that (9)
.....

I think more research has to be done.

Jack: Yes, I think you're probably right.

Jack: What do you think of the traffic-light system?

Alice: I think supermarkets like the idea of having a colour-coded system - red, orange or green - for levels of fat, sugar and salt in a product.

Jack: (10)
.....

And not on all products. Why do you suppose that is?

Alice: Pressure from the food manufacturers. (11)
.....

flagging up how unhealthy their products are.

Jack: I'd have thought it would have been compulsory. It seems ridiculous it isn't.

Alice: I know. And what I couldn't get over is the fact that it was brought in without enough consultation - (12)
.....

Jack: That is a bit weird I suppose there's an argument for doing the research now when consumers are familiar with this system.

Alice: Yeah, maybe.

Jack: The participants in the survey were quite positive about the traffic-light system.

Alice: Mmm. But I don't think they targeted the right people. They (13)

.....
because these labels are designed to be accessible to them.

Jack: Yeah. But it's good to get feedback from all socio-economic groups. (14)

Alice: No. But if they hadn't interviewed participants face-to-face they could have used a much bigger sample size I wonder why they chose that method?

Jack: Dunno. How were they selected? Did they volunteer or were they approached?

Alice: I think they volunteered. The thing that wasn't stated was how often they bought package food - all we know is how frequently they used the supermarket.

ANSWER KEY

1. loads to do for our report on nutritional food labels
2. But beyond that I've never really been concerned enough
3. tended to believe claims on packaging
4. Ready meals are the worst... comparing the labels on supermarket pizzas was a real eye-opener.
5. the kind of labelling system used makes a big difference
6. required daily intake of each ingredient the product contains
7. making an effort to provide reliable information for customers.
8. how they can get away with calling them chicken flavour
9. conclusive and it was quite a small-scale study
10. But it's not been adopted universally
11. Hardly surprising that some of them are opposed to
12. a lot of experts had deep reservations about it.
13. should have focused on people with low literacy levels
14. And there wasn't much variation in their responses.

Section 4

In my presentation, I'm going to talk about coffee, and its importance both in economic and social terms. We think it was first drunk in the Arab world, (1)

.....
before the 1500s, although of course that doesn't mean that people didn't know about it before then. However, there is evidence that coffee was (2).....

.....
Ethiopia, in the northeast of Africa. In the early sixteenth century, it was being bought by traders, and gradually its use as a drink spread throughout the Middle East. It's also known that in 1522 in the Turkish city of Constantinople, which was the centre of the Ottoman Empire, (3)

.....
By the mid-1500s, coffee bushes were being cultivated in the Yemen and for the next hundred years this region produced most of the coffee drunk in Africa and the Arab world. (4)

.....
is its effect on social life. It was rarely drunk at home, but instead people went to coffee houses to drink it. These people, usually men, would meet to drink coffee and chat about issues of the day. But at the time, this chance to share ideas and opinions (5).....

.....
and in 1623 the ruler of Constantinople demanded the destruction of all the coffee houses in the city, although after his death many new ones opened, and coffee consumption continued. In the seventeenth century, coffee drinking spread to Europe, and here too coffee shops became places where ordinary people, nearly always men could meet to exchange ideas, Because of this some people said that

(6).....

.....
The opportunity they provided for people to meet together outside their own homes and to discuss the topics of the day (7)

.....,
and many social movements and political developments (8)

....., In the late 1600s, the Yemeni (9)

.....
and coffee production started to spread around the world, helped by European colonisation. Europeans set up coffee plantations in Indonesia and the Caribbean and production of coffee in the colonies skyrocketed. Different types of coffee were produced in different areas, and it's interesting that the names given to these different types like Mocha or Java coffee, were often taken from the port they were shipped to Europe from. But if you look at the labour system in the different colonies, there were some significant differences. In Brazil and the various Caribbean colonies, coffee was grown in huge plantations and the workers there were almost all slaves. But this wasn't the same in all colonies, for example in Java. which had been colonised by the Dutch, the peasants grew coffee and passed proportion of this onto the Dutch (10)

.....
But whatever system was used, under the European powers of the eighteenth century, coffee production was very closely linked to colonisation, coffee was grown in (11)

.....
from Europe, and it became nearly as important as sugar production, which was

grown under very similar conditions. However, coffee prices were not yet low enough for people to drink it regularly at home so most (12)

.....
and it still remained something of a luxury item. In Britain, however a new drink was introduced from China, and started to become popular, gradually taking over from coffee although at first it was (13)

.....
This was tea, and by the late 1700s it was being widely drunk. However, when the USA gained independence from Britain in 1776, they identified this drink with Britain and coffee remained the preferred drink in the USA as it still is today. So by the early nineteenth century coffee (14)

.....
But during this century production boomed and coffee prices started to fall. This was partly because (15)

.....
which were cheaper and more efficient. So now working people could afford to buy coffee, it wasn't a drink for the middle classes. And this was at a time when large parts of Europe were starting to work in industry. And sometimes this meant their work didn't stop when it got dark; they might have to continue throughout the night. (16)

.....
- it wasn't just a drink people drank in the morning for breakfast.

There were also changes in cultivation...

ANSWER KEY

1. but there's hardly any documentary evidence of it
2. originally gathered from bushes growing wild in
3. the court physician approved its use as a medicine
4. What's particularly interesting about coffee
5. was seen as something that was potentially dangerous,
6. these places performed a similar function to universities
7. had an enormous impact on social life
8. had their origins in coffee house discussions
9. monopoly on coffee production broke down
10. so it was used as means of taxation
11. ever-increasing quantities to satisfy the growing demand
12. coffee consumption still took place in public coffee houses
13. so expensive that only the upper classes could afford it
14. was already being widely produced and consumed
15. new types of transportation had been developed
16. So the use of coffee as a stimulant became important

CAMBRIDGE 14

Test 1

Section 2

Good morning everyone. My name's Janet Parker and I'm the human resources manager. We're very happy to welcome you to your new apprenticeship. I hope that the next six months will be a positive and enjoyable experience for you.

I'd like to start with some general advice about being an apprentice. Most of you have very little or no experience of working for a big organisation and the first week or so may be quite challenging. (1)

.....
.....
.....
.....
.....
.....
.....
.....

You'll be spending time in different departments during your first week so make an effort to talk to as many people as possible about their work - you'll make some new friends and find out lots of useful information.

(2)

.....
.....
.....
.....
.....
.....

Of course, this doesn't mean they'll actually do any of your work for you - instead they'll be asking you about what goals you've achieved so far, as well as helping you

to identify any areas for improvement. You can also discuss your more long-term ambitions with them as well.

Now I just want to run through a few company policies for our apprenticeship scheme with you... Most importantly, the internet. (3).....

.....
.....
.....
.....
.....

Some of you have already asked me about flexible working. (4).....

.....
.....
.....
.....
.....

I want to make sure there's no confusion about our holiday policy. (5)

.....
.....
.....
.....
.....

Please speak to your supervisor if this is going to be a problem.

(6)

.....
.....
.....

.....
.....
Obviously, we understand that people do have commitments outside work, so don't worry if there are times when you are unavailable. As you know, we don't have a formal dress code here - you may wear casual clothes as long as they're practical - and the only restriction for shoes we have is on high heels for health and safety reasons. Comfortable shoes like trainers are preferable.

There's a heavily subsidised canteen on site where you can get hot meals or salads cheaply. Snacks and drinks are also provided - so we've decided to introduce a no packed lunch policy. This is partly to encourage healthy eating at work and partly to stop people from eating at their workstation, which is unhygienic.

OK moving on to ...

ANSWER KEY

1. There will be a lot of new information to take in but don't worry too much about trying to remember everything. The important thing is to check with someone if you're not sure what to do - you'll find your supervisor is very

approachable and won't mind explaining things or helping you out. You're here to learn so make the most of that opportunity.

2. As well as having a supervisor, you'll each be assigned a mentor. This person will be someone who's recently completed an apprenticeship and you'll meet with them on a weekly basis. Their role is to provide help and support throughout your apprenticeship.
3. As part of your job you'll be doing some research online so obviously you'll have unlimited access for that but please don't use it for personal use - you'll have your own phones for that.
4. After your probationary three-month period - some of you will be eligible for this - but it will depend on which department you're in and what your personal circumstances are. So please don't assume you'll automatically be permitted to do this.
5. Apart from any statutory public holidays we ask that you don't book any holidays until after your six-month apprenticeship has finished. Time off should only be taken if you are unwell.
6. You'll be expected to work a 40-hour week but there may be opportunities to do overtime during busy periods. Although you're not required to do this, it can be a valuable experience - so we advise you to take it up if possible.

Section 3

TUTOR: OK, so what I'd like you to do now is to talk to your partner about your presentations on urban planning. You should have done most of the reading now, so I'd like you to share your ideas, and talk about the structure of your presentation and what you need to do next.

CARLA: OK Rob. (1)
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ROB: Yeah. And cities are growing so quickly - I mean, we know that more than half the world's population lives in cities now.

CARLA: Yeah, though that's all cities, not just ones on the coast. But most of the biggest cities are actually built by the sea. I'd not realised that before.

ROB: Nor me. And what's more, a lot of them are built at places where rivers come out into the sea. But apparently this can be a problem.

CARLA: Why?

ROB: (2)
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CARLA: So these are brought downstream to the cities?

ROB: Right. Hmm. Did you read that article about Miami, on the east coast of the USA?

CARLA: No.

ROB: Well, apparently back in the 1950s they built channels to drain away the water in case of flooding.

CARLA: Sounds sensible.

ROB: Yeah, they spent quite a lot of money on them. (3)..... If there's a lot of rain, the water can't run away, there's nowhere for it to go. The whole design was faulty.

CARLA: So what are the authorities doing about it now?

ROB: I don't know. I did read that they're aiming to stop disposing of waste water into the ocean over the next ten years.

CARLA: But that won't help with flood prevention now, will it?

ROB: No. (4)
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CARLA: Right. Really, though, coastal cities can't deal with their problems on their own can they? I mean, they've got to start acting together at an international level instead of just doing their own thing.

ROB: Absolutely. (5)
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CARLA: Yes, if they ever do.

CARLA: So I think we've probably got enough for our presentation. It's only fifteen minutes.

ROB: OK. (6)

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It's all to do with communications and so on.

CARLA: Yes. We should mention some geographical factors, things like wetlands and river estuaries and coastal erosion and so on. We could have some maps of different cities with these features marked.

ROB: On a handout you mean? Or some slides everyone can see?

CARLA: Yeah, that'd be better.

ROB: It'd be good to go into past mistakes in a bit more detail. Did you read that case study of the problems there were in New Orleans with flooding a few years ago?

CARLA: Yes. (7)

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OK. So that's probably enough background.

CARLA: So then we'll go on to talk about what action's being taken to deal with the problems of coastal cities.

ROB: OK. What else do we need to talk about? Maybe something on future risks. looking more at the long term, if populations continue to grow.

CARLA: Yeah. We'll need to do a bit of work there, I haven't got much information, have you?

ROB: No. We'll need to look at some websites. Shouldn't take too long.

CARLA: OK. (8)

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We've got people from quite a lot of different places

ROB: That'd be interesting, if we have time, yes. So now shall we...

ANSWER KEY

1. I'm glad we chose quite a specific topic - cities built next to the sea. It made it much easier to find relevant information.

2. Well, as the city expands, agriculture and industry tend to spread further in and along the rivers, and so agriculture moves even further inland up the river. That's not necessarily a problem, except it means more and more pollutants are discharged into the rivers.
3. But what they didn't take into account was global warming. So they built the drainage channels too close to sea level, and now sea levels are rising, they're more or less useless
4. Really they just need to find the money for something to replace the drainage channels, in order to protect against flooding now. But in the long term they need to consider the whole ecosystem.
5. The thing is, everyone knows what the problems are and environmentalists have a pretty good idea of what we should be doing about them, so they should be able to work together to some extent. But it's going to be a long time before countries come to a decision on what principles they're prepared to abide by.
6. So I suppose we'll begin with some general historical background about why coastal cities were established. But we don't want to spend too long on that, the other students will already know a bit about it.
7. We could use that as the basis for that part of the talk. I don't think the other students will have read it, but they'll remember hearing about the flooding at the time
8. And I think we should end by talking about international implications. Maybe we could ask people in the audience.

Section 4

Producing enough energy to meet our needs has become a serious problem. (1)

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For a number of years now, scientists have been working out how we can derive energy from renewable sources, such as the sun and wind, without causing pollution. Today I'll outline marine renewable energy - also called ocean energy - which harnesses the movement of the oceans.

Marine renewable energy can be divided into three main categories: wave energy, tidal energy and ocean thermal energy conversion, and I'll say a few words about each one.

First, wave energy. Numerous devices have been invented to harvest wave energy, with names such as Wave Dragon, the Penguin and Mighty Whale, and research is going on to try and come up with a really efficient method. This form of energy has plenty of potential, as the source is constant, and there's no danger of waves coming to a standstill. Electricity can be generated using onshore systems, using a reservoir, or offshore systems. But the problem with ocean waves is that they're erratic, with the wind making them travel in every direction. (2)

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The second category of marine energy that I'll mention is tidal energy. One major advantage of using the tide, rather than waves, as a source of energy is that it's predictable: we know the exact times of high and low tides for years to come.

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One current plan is to create a tidal lagoon on the coast of Wales. This will be an area of water within a bay at Swansea, sheltered by a U-shaped breakwater, or dam, built out from the coast. (4)

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Then, in order to release the stored water, gates in the breakwater are opened. It pours powerfully out of the lagoon, driving the turbines in the breakwater in the opposite direction and again generating thousands of megawatts of electricity. As there are two high tides a day, this lagoon scheme would generate electricity four times a day, every day, for a total of around 14 hours in every 24 - and enough electricity for over 150,000 homes.

This system has quite a lot in its favour, unlike solar and wind energy it doesn't depend on the weather, the turbines are operated without the need for fuel, so it doesn't create any greenhouse gas emissions, and very little maintenance is needed.

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There are other forms of tidal energy, but I'll go on to the third category of marine energy ocean thermal energy conversion. This depends on there being a big difference in temperature between surface water and the water a couple of kilometres below the surface, and this occurs in tropical coastal areas. The idea is to bring cold water up to the surface using a submerged pipe. The concept dates back to 1881, when...

ANSWER KEY

1. Demand is rising rapidly, because of the world's increasing population and expanding industry. Burning fossil fuels, like gas, coal and oil seriously damages the environment and they'll eventually run out
2. This adds to the difficulty of creating efficient technology: ideally all the waves would travel smoothly and regularly along the same straight line. Another drawback is that sand and other sediment on the ocean floor might be stopped from flowing normally, which can lead to environmental problems.
3. For tidal energy to be effective, the difference between high and low tides needs to be at least five metres, and this occurs naturally in only about forty places on Earth. But the right conditions can be created by constructing a tidal lagoon, an area of sea water separated from the sea.
4. The breakwater will contain sixteen hydro turbines, and as the tide rises, water rushes through the breakwater, activating the turbines, which turn a generator to produce electricity. Then, for three hours as the tide goes out, the water is held back within the breakwater increasing the difference in water level, until it's several metres higher within the lagoon than in the open sea.
5. It's estimated that electricity generated in this way will be relatively cheap, and that manufacturing the components would create more than 2,000 jobs, a big boost to the local economy. On the other hand, there are fears that lagoons might harm both fish and birds, for example by disturbing migration patterns, and causing a build-up of silt, affecting local ecosystems.

Test 2

Section 2

We'll be arriving at Branley Castle in about five minutes, but before we get there I'll give you a little information about the castle and what our visit will include.

So in fact there's been a castle on this site for over eleven hundred years. The first building was a fort constructed in 914 AD for defence against Danish invaders by King Alfred the Great's daughter, who ruled England at the time. In the following century, after the Normans conquered England, the land was given to a nobleman called Richard de Vere, and he built a castle there that stayed in the de Vere family for over four hundred years.

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She stayed there for four nights and apparently it was very luxurious, but unfortunately it was destroyed a few years later by fire.

In the seventeenth century the castle belonged to the wealthy Fenys family, who enlarged it and made it more comfortable. However, by 1982 the Fenys family could no longer afford to maintain the castle, even though they received government support, and they put it on the market. (2)

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As well as that, in every room there are booklets giving information about what the room was used for and the history of the objects and furniture it contains.

The castle park's quite extensive. At one time sheep were kept there, and in the nineteenth century the owners had a little zoo with animals like rabbits and even a baby elephant. Nowadays the old zoo buildings are used for public displays of paintings and sculpture. The park also has some beautiful trees, though the oldest of all, which dated back 800 years, was sadly blown down in 1987.

Now, you're free to wander around on your own until 4.30, but then at the end of our visit we'll all meet together at the bottom of the Great Staircase. (3)

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Now if you can take a look at your plans, you'll see Branley Castle has four towers, joined together by a high wall, with the river on two sides.

Don't miss seeing the Great Hall. That's near the river in the main tower, the biggest one, which was extended and redesigned in the eighteenth century.

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Don't go on to the north gate - there's no way up from there.

There'll shortly be a show in which you can see archers displaying their skill with a bow and arrow. The quickest way to get there is to take the first left after the main entrance and follow the path past the bridge, then you'll see it in front of you at the end.

If you like animals there's also a display of hunting birds - falcons and eagles and so on. (5)

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It's about ten minutes' walk or so.

And finally the shop. It's actually inside one of the towers, but the way in is from the outside. Just take the first left after the main entrance go down the path and take the first right. It's got some lovely gifts and souvenirs.

Right, so we're just arriving...

ANSWER KEY

1. However, when Queen Elizabeth I announced that she was going to visit the castle in 1576 it was beginning to look a bit run down, and it was decided that

rather than repair the guest rooms, they'd make a new house for her out of wood next to the main hall.

2. It was eventually taken over by a company who owned a number of amusement parks, but when we get there I think you'll see that they've managed to retain the original atmosphere of the castle. When you go inside, you'll find that in the state rooms there are life-like moving wax models dressed in costumes of different periods in the past, which even carry on conversations together
3. We'll then go on to the long gallery, where there's a wonderful collection of photographs showing the family who owned the castle a hundred years ago having tea and cakes in the conservatory - and we'll then take you to the same place, where afternoon tea will be served to you.
4. If you want to get a good view of the whole castle, you can walk around the walls. The starting point's quite near the main entrance - walk straight down the path until you get to the south gate, and it's just there.
5. If you go from the main entrance in the direction of the south gate, but turn right before you get there instead of going through it, you'll see it on your right past the first tower. At 3 pm there's a short performance of traditional dancing on the outdoor stage. That's right at the other side of the castle from the entrance, and over the bridge.

Section 3

TUTOR: So, Rosie and Martin, let's look at what you've got for your presentation on woolly mammoths.

ROSIE: OK, we've got a short outline here.

TUTOR: Thanks. So it's about a research project in North America?

MARTIN: Yes. But we thought we needed something general about woolly mammoths in our introduction, to establish that they were related to our modern elephant, and they lived thousands of years ago in the last ice age.

ROSIE: (1)
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MARTIN: Or we could just show a drawing of them walking in the ice? No, let's go with your last suggestion.

TUTOR: Good. Then you're describing the discovery of the mammoth tooth on St Paul's Island in Alaska, and why it was significant.

ROSIE: Yes. The tooth was found by a man called Russell Graham. (2)
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TUTOR: So why was that significant?

ROSIE: Well the mammoth bones previously found on the North American mainland were much less recent than that. So this was really amazing.

MARTIN: (3)

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ROSIE: Then the climate warmed up and the sea level began to rise, and the island got cut off from the mainland. So those mammoths on the island couldn't escape they had to stay on the island.

MARTIN: And in fact the species survived there for thousands of years after they'd become extinct on the mainland.

TUTOR: So why do you think they died out on the mainland?

ROSIE: No one's sure.

MARTIN: Anyway, next we'll explain how Graham and his team identified the date when the mammoths became extinct on the island. (4)

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It's standard procedure, but it took nearly two years to do.

TUTOR: So why don't you quickly go through the main sections of your presentation and discuss what action's needed for each part?

MARTIN: OK. So for the introduction, we're using a visual, so once we've prepared that we're done.

ROSIE: I'm not sure. I think we need to write down all the ideas we want to include here not just rely on memory. How we begin the presentation is so important....

MARTIN: You're right.

ROSIE: (5)
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MARTIN: Great idea. What about the section with the initial questions asked by the researchers? We've got a lot on that but we need to make it interesting.

ROSIE: We could ask the audience to suggest some questions about it and then see how many of them we can answer. I don't think it would take too long.

TUTOR: Yes that would add a bit of variety.

MARTIN: Then the section on further research carried out on the island analysing the mud in the lake. I wonder if we've actually got too much information here, should we cut some?

ROSIE: I don't think so, but it's all a bit muddled at present.

MARTIN: Yes, maybe it would be better if it followed a chronological pattern.

ROSIE: I think so. The findings and possible explanations section is just about ready, but we need to practise it so we're sure it won't overrun.

MARTIN: I think it should be OK, but yes, let's make sure.

TUTOR: (6)

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MARTIN: OK, we'll think about that. Now shall we..

ANSWER KEY

1. Maybe we could show a video clip of a cartoon about mammoths. But that'd be a bit childish. Or we could have a diagram, it could be a timeline to show when they lived, with illustrations

2. He picked it up from under a rock in a cave. He knew it was special - for a start it was in really good condition, as if it had been just extracted from the animal's jawbone. Anyway they found it was 6,500 years old.
3. Then we're making an animated diagram to show the geography of the area in prehistoric times. So originally, St Paul's Island wasn't an island, it was connected to the mainland, and mammoths and other animals like bears were able to roam around the whole area.
4. They concluded that the extinction happened 5.600 years ago, which is a very precise time for a prehistoric extinction. It's based on samples they took from mud at the bottom of a lake on the island. They analysed it to find out what had fallen in over time - bits of plants, volcanic ash and even DNA from the mammoths themselves
5. The discovery of the mammoth tooth is probably the most dramatic part, but we don't have that much information, only what we got from the online article. I thought maybe we could get in touch with the researcher who led the team and ask him to tell us a bit more.
6. In the last section, relevance to the present day, you've got some good ideas but this is where you need to move away from the ideas of others and give your own viewpoint

Section 4

In this series of lectures about the history of weather forecasting, I'll start by examining its early history - that'll be the subject of today's talk. OK, so we'll start by going back thousands of years. (1)

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For instance, there's the Egyptian sun god Ra, and Thor the Norse god of thunder and lightning. Many ancient civilizations developed rites such as dances in order to make the weather gods look kindly on them.

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The Chinese also recognized weather patterns, and by 300 BC, astronomers had developed a calendar which divided the year into 24 festivals, each associated with a different weather phenomenon.

The ancient Greeks were the first to develop a more scientific approach to explaining the weather. The work of the philosopher and scientist Aristotle, in the fourth century BC. is especially noteworthy, as his ideas held sway for nearly 2,000 years. In 340 BC, he wrote a book in which he attempted to account for the formation of rain, clouds, wind and storms. (3)

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But he also jumped to quite a few wrong conclusions, such as that winds are breathed out by the Earth. Errors like this were rectified from the Renaissance onwards.

For nearly 2,000 years, Aristotle's work was accepted as the chief authority on weather theory. Alongside this, though, in the Middle Ages weather observations were passed on in the form of proverbs, such as 'Red sky at night, shepherd's delight; red sky in the morning shepherd's warning'. (4)

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Until then, the only ones available were weather vanes - to determine the wind direction – and early versions of rain gauges. One of the first, invented in the fifteenth century, was a hygrometer, which measured humidity. This was one of many inventions that contributed to the development of weather forecasting.

In 1592, the Italian scientist and inventor Galileo developed the world's first thermometer. His student Torricelli later invented the barometer, which allowed people to measure atmospheric pressure. In 1648, the French philosopher Pascal proved that pressure decreases with altitude. This discovery was verified by English astronomer Halley in 1686, and Halley was also the first person to map trade winds.

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But he was also very interested in weather and studied it throughout most of his life. It was Franklin who discovered that storms generally travel from west to east.

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This led by the end of the nineteenth century, to the first weather services. It was not until the early twentieth century that mathematics and physics became part of meteorology, and we'll continue from that point next week.

ANSWER KEY

1. Most ancient cultures had weather gods, and weather catastrophes, such as floods, played an important role in many creation myths. Generally, weather was attributed to the whims of the gods, as the wide range of weather gods in various cultures shows
2. But the weather was of daily importance: observing the skies and drawing the correct conclusions from these observations was really important, in fact their

survival depended on it. It isn't known when people first started to observe the skies, but at around 650 BC, the Babylonians produced the first short-range weather forecasts, based on their observations of clouds and other phenomena.

3. He also described celestial phenomena such as haloes - that is, bright circles of light around the sun, the moon and bright stars - and comets. Many of his observations were surprisingly accurate. For example, he believed that heat could cause water to evaporate.
4. Many of these are based on very good observations and are accurate, as contemporary meteorologists have discovered. For centuries, any attempt to forecast the weather could only be based on personal observations, but in the fifteenth century scientists began to see the need for instruments
5. This increasing ability to measure factors related to weather helped scientists to understand the atmosphere and its processes better, and they started collecting weather observation data systematically. In the eighteenth century, the scientist and politician Benjamin Franklin carried out work on electricity and lightning in particular.
6. In addition to new meteorological instruments, other developments contributed to our understanding of the atmosphere. People in different locations began to keep records, and in the mid-nineteenth century, the invention of the telegraph made it possible for these records to be collated

Test 3

Section 2

Good morning. My name's Lucy Crittenden, and I'm the Director of Operations for an organization that arranges volunteering in this part of the country. I'm hoping I can persuade one or two of you to become volunteers yourselves. Let me start by briefly explaining what we mean by volunteering.

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Volunteers can do all sorts of things, depending on their own abilities and interests.

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Or even do some babysitting so that parents can go out for a while.

The benefit from volunteering isn't only for the people being helped. (3)

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And in my opinion, they're lucky in that respect, as many people don't have that feeling. Now I'd like to tell you what some of our volunteers have said about what they do, to give you an idea of the range of ways in which they can help people.

Habib supports an elderly lady who's beginning to show signs of dementia. Once a week they, along with other elderly people, go to the local community centre, where a group of people come in and sing. The songs take the listeners back to their youth,

and for a little while they can forget the difficulties that they face now. Our volunteer Consuela is an amazing woman. (4)

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Minh visits a young man who lives alone and can't leave his home on his own, so he hardly ever saw anyone. But together they go out to the cinema, or to see friends the young man hadn't been able to visit for a long time.

Tanya visits an elderly woman once a week. When the woman found out that Tanya is a professional dressmaker, she got interested. Tanya showed her some soft toys she'd made, and the woman decided to try it herself. And now she really enjoys it, and spends hours making toys. They're not perhaps up to Tanya's standard yet, but she gains a lot of pleasure from doing it.

Alexei is a volunteer with a family that faces a number of difficulties. (5)

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And the last volunteer I'll mention, though there are plenty more, is Juba. She volunteers with a teenage girl with learning difficulties, who wasn't very good at talking to other people. Juba's worked very patiently with her, and now the girl is far better at expressing herself and at understanding other people.

ANSWER KEY

1. Volunteers are teenagers and adults who choose to spend some time, unpaid, helping other people in some way. Most volunteers devote two or three hours to this every week, while a few do much more. The people they help may have physical or behavioural difficulties, for example.
2. If they're supporting a family that's struggling, for example, they may be able to give them tips on cooking, or recommend how to plan their budget or how to shop sensibly on their income. They might even do some painting or wallpapering perhaps alongside any members of the family who are able to do it.

3. Volunteers also gain from it they're using their skills to cope with somebody's mental or physical ill health, and volunteering may be a valuable element of their CV when they're applying for jobs, employers usually look favourably on someone who's given up time to help others. Significantly, most volunteers feel that what they're doing gives them a purpose in their lives.
4. She has difficulty walking herself, but she doesn't let that stop her. She helps a couple of people with similar difficulties, who had almost stopped walking altogether. By using herself as an example, Consuela encourages them to walk more and more.
5. By calmly talking over possible solutions with family members, he's helping them to realise that they aren't helpless, and that they can do something themselves to improve their situation. This has been great for their self-esteem.

Section 3

LIZZIE: So how are you getting on with your teaching practice at the High School Joe?

JOE: (1)
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LIZZIE: Go ahead. You'd better start by giving me a bit of background.

JOE: OK. Well the band has students in it from all years, so they're aged 11 to 18, and there are about 50 of them altogether. It's quite a popular activity within the school. I've never worked with a band of more than 20 before, and this is very different.

LIZZIE: I can imagine.

JOE: (2)
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LIZZIE: Yes, hopefully.

JOE: Well, now the town council's organizing a carnival in the summer and the band has been asked to perform. If you ask me, they aren't really up to it yet, and I need to get them functioning better as a band, and in a very short time.

LIZZIE: Have you been doing anything with them? Apart from practising the music, I mean.

JOE: (3)
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The students seemed to find it interesting, too.

LIZZIE: That's good.

JOE: I'm planning to show them that old film from the 1940s 'Strike Up the Band' and talk about it with the students. What do you think?

LIZZIE: Good idea. As it's about a school band, it might make the students realize how much they can achieve if they work together.

JOE: (4)
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It depends on whether can persuade the school to hire a coach or two to take us there.

LIZZIE: Mmm. They sound like good ideas to me.

JOE: Thanks

JOE: Can I tell you about a few people in the band who I'm finding it quite difficult to cope with? I'm sure you'll have some ideas about what I can do.

LIZZIE: Go ahead.

JOE: There's a flautist who says she loves playing in the band. (5)

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LIZZIE: Oh dear! Any more students with difficulties?

JOE: Plenty! There's a trumpeter who thinks she's the best musician in the band, though she certainly isn't. She's always saying what she thinks other people should do which makes my job pretty difficult.

LIZZIE: She sounds a bit of a nightmare!

JOE: You can say that again. (6)

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He'd be much better off playing percussion, for instance, but he refuses to give up. So he ends up only playing half the notes.

LIZZIE: I suppose you have to admire his determination.

JOE: Maybe. One of the percussionists isn't too bad, but he never seems to interact with other people, and he always rushes off as soon as the rehearsal ends. I don't know if there are family reasons, or what. But it isn't good in a band, where people really need to feel they're part of a group.

LIZZIE: Hmm.

JOE: There are others too, but at least that gives you an idea of what i'm up against. Do you have any thoughts about what I can do, Lizzie?

ANSWER KEY

1. Well I've been put in charge of the school marching band, and it's quite a responsibility. I'd like to talk it over with you.
2. They aren't really good enough to enter national band competitions, but they're in a regional one later in the term. Even if they don't win, and I don't expect them to, hopefully it'll be an incentive for them to try and improve.
3. I played a recording I came across of a drummer talking about how playing in a band had changed his life. I think it was an after-dinner speech. I thought it was pretty inspiring, because being in the band had stopped him from getting involved in crime.
4. That's what I've got in mind. I'm hoping I can take some of the band to a parade that's going to take place next month. A couple of marching bands will be performing, and the atmosphere should be quite exciting
5. We rehearse twice a week after school, but she's hardly ever there. Then she looks for me the next day and gives me a very plausible reason - she says she had to help her mother, or she's been ill, but to be honest, I don't believe her.
6. One of the trombonists has got an impressive sense of rhythm, and could be an excellent musician - except that he has breathing difficulties, and he doesn't really have enough breath for the trombone.

Section 4

As you all know, the university is planning an arts festival for later this year, and here in the music department we've planned three concerts. (1)

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I'll tell you briefly about the Australian music, as you probably won't be familiar with that.

The first concert will include music by Liza Lim, who was born in Perth, Western Australia in 1966. As a child, Lim originally learned to play the piano-like so many children - and also the violin, but when she was 11 her teachers encouraged her to start composing. (2)

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Liza Lim's compositions are vibrant and full of energy, and she often explores Asian and Australian Aboriginal cultural sources, including the native instrument, the didgeridoo: this is featured in a work called The Compass. Her music is very expressive, so although it is complex it has the power of connecting with audiences and performers alike.

In the festival we're going to give a semi-staged performance of *The Oresteia*. This is an opera in seven parts, based on the trilogy of ancient Greek tragedies composed this when she was in her mid-20s, and she also wrote the text, along with Barrie Kosky.(3)

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The work lasts around 75 minutes, and the rest of the concert will consist of orchestral works by the British composers Ralph Vaughan Williams and Frederick Delius.

Moving on now to our second concert, this will begin with instrumental music by British composers - Benjamin Britten and Judith Weir. After the interval we'll go to Australia for a piece by Ross Edwards: *The Tower of Remoteness*. According to Edwards, the inspiration for this piece came from nature, when he was sitting alone in the dry bed of a creek, overshadowed by the leaves of palm trees, listening to the birds and insects. *The Tower of Remoteness* is scored for piano and clarinet. Edwards says he realized years after writing the piece that he had subconsciously modelled its opening phrase on a bird call.

Ross Edwards was born in 1943 in Sydney, Australia, and studied at the Sydney Conservatorium of Music and the universities of Adelaide and Sydney. He's well-known in Australia, and in fact he's one of the country's most performed composers.

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The last of the three Australian composers to be represented in our festival is Carl Vine. Born in 1954, Vine, like Liza Lim, comes from Perth, Western Australia. He took up the cornet at the age of live, switching to the piano five years later. However, he went to university to study physics, before changing to composition.

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In our third concert, Vine will be represented by his music for the flag handover ceremony of the Olympics held in 1996. This seven-minute orchestral piece was of course heard by millions of people worldwide, and we'll hear it alongside works written by British composers Edward Elgar and, more recently, Thomas Adès.

ANSWER KEY

1. These will be public performances, and the programme has just been finalised. The theme of the festival is links between the UK and Australia, and this is reflected in the music, each concert will feature both British and Australian composers.
2. She found this was her real strength and she studied and later taught composition, both in Australia and in other countries. As a composer, she has received commissions from numerous orchestras, other performers and festivals in several countries.
3. It's performed by six singers, a dancer, and an orchestra that, as well as standard orchestral instruments, includes electric guitar, and a traditional Turkish stringed instrument. Lim wrote that because the stories in the tragedies are not easy to tell the sounds, she creates are also disturbing, and they include breathing, sobbing, laughing and whistling
4. He's written a wide range of music from symphonies and concertos to some composed specifically for children. Edwards's music has been described as being deeply connected to Australia and it can be regarded as a celebration of the diversity of cultures that Australia can be proud of.
5. After graduating he moved to Sydney and worked as a freelance pianist and composer. Before long, he had become prominent in Australia as a composer for dance, and in fact has written 25 scores of that type.

Test 4

Section 2

Hello everyone. I'm Jake Stevens and I'm your rep here at the hotel. I'm sure you'll all have a great time here. So let me tell you a bit about what's on offer. I start by telling you about some of the excursions that are available for guests.

One thing you have to do while you're here is go dolphin watching. (1)

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If you're energetic, I'd recommend our forest walk. It's a guided Walk of about seven kilometres. There'll be a stop half way, and you'll be provided with a drink and sandwiches. (2)

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Then on Thursdays we organise a cycle trip, which will give you all the fun of biking without the effort. We'll take you and your bike up to the top of Mount Lama, and leave you to bike back - it's a 700-metre drop in just 20 kilometres so this isn't really for inexperienced cyclists as you'll be going pretty fast. And if it's a clear day, you'll have fantastic views.

On our local craft tour, you can find out about the traditional activities in the island. And the best thing about this trip is that it's completely free. You'll be taken to a factory where jewellery is made, and also a ceramics centre. If you want, you can buy some of the products but that's entirely up to you. The trip starts after lunch on Thursday, and you'll return by 6 pm.

If you're interested in astronomy, you may already know that the island's one of the best places in the world to observe the night sky. We can offer trips to the observatory on Friday for those who are interested. (3)

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Finally, there's horse riding. This is organised by the Equestrian Centre over near Playa Cortino and it's a great experience if you're a keen horseback rider, or even if you've never been on a horse before. They take you down to the beach, and you can canter along the sand and through the waves. It costs 35 euros and it's available every day. So there's plenty to do in the daytime, but what about night life?

Well, the number one attraction's called 'Musical Favourites'. Guests enjoy a three-course meal and unlimited free drinks, and watch a fantastic show, starting with musicals set in Paris and then crossing the Atlantic to Las Vegas and finally Copacabana. (4)

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It's on Friday night. Tickets are just 50 euros each, but for an extra 10 euros you can have a table right by the stage.

If you'd like to go back in time, there's the Castle Feast on Saturday evening. It's held in a twelfth-century castle, and you eat in the great courtyard, with ladies in long gowns serving your food. (5)

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OK, so now if anyone...

ANSWER KEY

1. On our boat trips, we pretty well guarantee you'll see dolphins - if you don't you can repeat the trip free of charge. We organise daily trips for just 35 euros. Unfortunately, there aren't any places left for this afternoon's trip, but come and see me to book for later in the week.
2. There's some fairly steep climbs up the hills, so you need to be reasonably fit for this one, with good shoes, and bring a waterproof in case it rains. It's just 25 euros all inclusive, and it's every Wednesday.
3. They cost 90 euros per person and you'll be shown the huge telescopes and have a talk from an expert, who'll explain all about how they work. Afterwards, we'll head down to Sunset Beach where you can have a dip in the ocean if you want before we head off back to the hotel.
4. At the end the cast members come down from the stage, still in their stunning costumes, and you'll have a chance to chat with them. It's hugely popular, so let me know now if you're interested because it's no good leaving it until the last minute
5. You're given a whole chicken each, which you eat in the medieval way, using your hands instead of cutlery, and you're entertained by competitions where the horseback riders attempt to knock one another off their horses. Then you can watch the dancers in the ballroom and join in as well if you want

Section 3

STEPHANIE: Hello. Trevor.

TREVOR: Hello, Stephanie. You said you wanted to talk about the course I'm taking on literature for children.

STEPHANIE: That's right. I'm thinking of doing it next year, but I'd like to find out more about it first.

TREVOR: (1)
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STEPHANIE: You mean, whether it should just entertain children or should be educational as well.

TREVOR: (2)
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For instance, a story might show a child who has a problem as a result of not doing what an adult has told them to do, implying that children should always obey adults.

STEPHANIE: I see what you mean.

TREVOR: (3)
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I know I can't compete with the really popular stories, like the Harry Potter books - they're very good, and even young kids like my seven-year-old niece love reading them.

STEPHANIE: Mm. I'm very interested in illustrations in stories. Is that covered in the course?

TREVOR: Yes, there's a module on pictures, and how they're sometimes central to the story.

STEPHANIE: That's good. (4)
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TREVOR: I'm sure it will. We also studied comics in that module, but I'm not convinced of their value, not compared with books. One of the great things about words is that you use your imagination, but with a comic you don't have to.

STEPHANIE: But children are so used to visual input-on TV, video games, and so on. There are plenty of kids who wouldn't even try to read a book, so I think comics can serve a really useful purpose.

TREVOR: You mean it's better to read a comic than not to read at all? Yes, I suppose you're right. I just think it's sad when children don't read books.

STEPHANIE: What about books for girls and books for boys? Does the course go into that?

TREVOR: Yes, there's a module on it. (5)
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Of course this reflects society as it is when the books are written.

STEPHANIE: That's true. So it sounds as though you think it's a good course.

TREVOR: Definitely.

TREVOR: Have you been reading lots of children's stories, to help you decide whether to take the course?

STEPHANIE: Yeah. I've gone as far back as the late seventeenth century, though I know there were earlier children's stories.

TREVOR: So does that mean you've read Perrault's fairy tales? *Cinderella*, *The Sleeping Beauty*, and so on.

STEPHANIE: Yes. They must be important, because no stories of that type had been written before these were the first. Then there's *The Swiss Family Robinson*.

TREVOR: I haven't read that.

STEPHANIE: (6)
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TREVOR: Well I never knew that!

STEPHANIE: Have you read Hoffmann's *The Nutcracker and the Mouse King*?

TREVOR: Wasn't that the basis for Tchaikovsky's ballet *The Nutcracker*?

STEPHANIE: That's right. It has some quite bizarre elements.

TREVOR: I hope you've read Oscar Wilde's *The Happy Prince*. It's probably my favourite children's story of all time.

STEPHANIE: Mine too. And it's so surprising, because Wilde is best known for his plays, and most of them are very witty, but *The Happy Prince* is really moving. I struggled with *Tolkien's The Lord of the Rings* - three long books, and I gave up after one.

TREVOR: It's extremely popular, though.

STEPHANIE: Yeah, but whereas something like *The Happy Prince* just carried me along with it, *The Lord of the Rings* took more effort than I was prepared to give it.

TREVOR: I didn't find that I love it.

STEPHANIE: Another one I've read is *War Horse*.

TREVOR: Oh yes. (7)

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STEPHANIE: Exactly, but it's been very successful. Have you read any ...

ANSWER KEY

1. OK, well, as you probably know, it's a one-year course. It's divided into six modules, and you have to take all of them. One of the most interesting ones, for me, at least, was about the purpose of children's literature.
2. Right, and whether the teaching should be factual - giving them information about the world - or ethical, teaching them values. What's fascinating is that the writer isn't necessarily conscious of the message they're conveying.
3. That module made me realize how important stories are they can have a significant effect on children as they grow up. Actually, it inspired me to have a go at it myself, just for my own interest
4. I remember some frightening ones I saw as a child and I can still see them vividly in my mind, years later! Pictures can be so powerful, just as powerful as words. I've always enjoyed drawing, so that's the field I want to go into when I finish the course. I bet that module will be really helpful.
5. For years, lots of stories, in English, at least, assumed that boys went out and did adventurous things and girls stayed at home and played with dolls. I was amazed how many books were targeted at just one sex or the other
6. The English name makes it sound as though Robinson is the family's surname, but a more accurate translation would be The Swiss Robinsons, because it's about a Swiss family who are shipwrecked like Robinson Crusoe in the novel of a century earlier.
7. It's about the First World War, isn't it? Hardly what you'd expect for a children's story.

Section 4

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I'll give you an example, then go on to show how this type of research is being transformed by the use of the latest technology.

Atlit-Yam was a village on the coast of the eastern Mediterranean, which seems to have been thriving until around 7,000 BC. The residents kept cattle, caught fish and stored grain. (2)

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Atlit-Yam may have been destroyed swiftly by a tsunami, or climate change may have caused glaciers to melt and sea levels to rise, flooding the village gradually.

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For marine archaeologists, Atlit-Yam is a treasure trove. (4)

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For a fuller picture, researchers need more sunken settlements, but the hard part is finding them. Underwater research used to require divers to find shipwrecks or artefacts, but in the second half of the twentieth century, various types of underwater vehicles were developed, some controlled from a ship on the surface, and some of them autonomous, which means they don't need to be operated by a person.

Autonomous underwater vehicles, or AUVs, are used in the oil industry, for instance, to create maps of the seabed before rigs and pipelines are installed. To navigate they use sensors, such as compasses and sonar. Until relatively recently they were very expensive, and so heavy that they had to be launched from a large vessel with a winch. But the latest AUVs are much easier to manoeuvre-they can be launched from the shore or a small ship. (5)

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Field tests show the approach can work. For example, in a trial in 2015, three AUVs searched for wrecks at Marzamemi, off the coast of Sicily. The site is the final resting place of an ancient Roman ship, which sank in the sixth century AD while ferrying prefabricated marble elements for the construction of an early church. The AUVs mapped the area in detail, finding other ships carrying columns of the same material.

Creating an internet in the sea for AUVs to communicate is no easy matter. Wifi networks on land use electromagnetic waves, but in water these will only travel a few centimetres. Instead, a more complex mix of technologies is required. For short distances, AUVs can share data using light while acoustic waves are used to communicate over long distances. But more creative solutions are also being developed, where an AUV working on the seabed offloads data to a second AUV, which then surfaces and beams the data home to the research team using a satellite. There's also a system that enables AUVs to share information from seabed scans, and other data. (6)

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Marine archaeologists are excited about the huge potential of these AUVs for their discipline. One site where they're going to be deployed is the Gulf of Baratti, off the Italian coast. In 1974, a 2,000-year-old Roman vessel was discovered here, in 18 metres of water. (7)

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Other Roman ships went down nearby, taking their cargoes with them. Some held huge pots made of terracotta. Some were used for transporting cargoes of olive oil, and others held wine in many cases it's only these containers that remain, while the

wooden ships have been buried under silt on the seabed. Another project that's about
to ...

ANSWER KEY

1. In today's class I'm going to talk about marine archaeology, the branch of archaeology focusing on human interaction with the sea, lakes and rivers. It's the study of ships, cargoes, shipping facilities, and other physical remains
2. They had wells for fresh water, many of their houses were built around a courtyard and were constructed of stone. The village contained an impressive monument: seven half-tonne stones standing in a semicircle around a spring, that might have been used for ceremonial purposes.
3. Whatever the cause, it now lies ten metres below the surface of the Mediterranean, buried under sand at the bottom of the sea. It's been described as the largest and best preserved prehistoric settlement ever found on the seabed.
4. Research on the buildings, tools and the human remains has revealed how the bustling village once functioned, and even what diseases some of its residents suffered from. But of course this is only one small village, one window into a lost world.
5. And they're much cheaper, which makes them more accessible to research teams. They're also very sophisticated. They can communicate with each other and, for example, work out the most efficient way to survey a site, or to find particular objects on the seabed.
6. So if an AUV surveying the seabed finds an intriguing object, it can share the coordinates of the object that is, its position - with a nearby AUV that carries superior cameras, and arrange for that AUV to make a closer inspection of the object.
7. When it sank, it was carrying medical goods, in wooden or tin receptacles. Its cargo gives us insight into the treatments available all those years ago,

including tablets that are thought to have been dissolved to form a cleansing liquid for the eyes.

CAMBRIDGE 15

Test 1

Section 2

Good morning. My name's Erica Matthews, and I'm the owner of Matthews Island Holidays, a company set up by my parents. (1).....

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What we do is built on our many years' experience - more than almost any other rail holiday company - to ensure we provide perfect holidays in a small number of destinations, which we've got to know extremely well.

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

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The price of the holiday includes the ferry to the Isle of Man, all travel on the island, the hotel, and the meals I've mentioned. (3)

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If you make a booking then need to change the start date, for example because of illness, you're welcome to change to an alternative date or a different tour, for a small administrative fee.

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

On day two you'll take the coach to the small town of Peel, on the way calling in at the Tynwald Exhibition. The Isle of Man isn't part of the United Kingdom, and it has its own parliament, called Tynwald. (4)

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Day three we have a trip to the mountain Snaefell. This begins with a leisurely ride along the promenade in Douglas in a horse-drawn tram. Then you board an electric train which takes you to the fishing village of Laxey. From there it's an eight-

kilometre ride in the Snaefell Mountain Railway to the top. Lunch will be in the café, giving you spectacular views of the island.

Day four is free for you to explore, using the pass which we'll give you. (5).....

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After some time to explore, a coach will take you to the headland that overlooks the Calf of Man, a small island just off the coast. From there you continue to Castletown, which used to be the capital of the Isle of Man, and its mediaeval castle.

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

Now I'd like to tell you ...

ANSWER KEY

1. Thank you for coming to this presentation, in which I hope to interest you in what we have to offer. We're a small, family-run company, and we believe in the importance of the personal touch, so we don't aim to compete with other companies on the number of customers
2. You have five nights in the hotel, and the price covers five breakfasts and dinners, and lunch on the three days when there are organised trips: day four is free, and most people have lunch in a café or restaurant in Douglas.
3. Incidentally, we try to make booking our holidays as simple and fair as possible, so unlike with many companies, the price is the same whether you book six months in advance or at the last minute, and there's no supplement for single rooms in hotels.
4. It's claimed that this is the world's oldest parliament that's still functioning, and that it dates back to 979. However, the earliest surviving reference to it is from 1422, so perhaps it isn't quite as old as it claims!
5. So you won't have to pay for travel on local transport, or for entrance to the island's heritage sites. Or you might just want to take it easy in Douglas and perhaps do a little light shopping. The last full day, day five, is for some people the highlight of the holiday, with a ride on the steam railway, from Douglas to Port Erin

Section 3

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

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

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

ED: (1)
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RUTH: OK, but that's an interesting point - we could start by outlining what previous research has shown. There are studies going back over a hundred years.

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

RUTH: (2)
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ED: There isn't such a clear picture for middle children - but one trait that a lot of the studies mention is that they are easier to get on with than older or younger siblings.

RUTH: (3)

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ED: As I said - none of this seems to relate to my own experience. (4)

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

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

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

ED: (5)

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

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

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

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

RUTH: Mmm. (6)
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This has been proved in lots of recent studies.

ED: Yes. (7)
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RUTH: The oldest boy might be given more opportunities than his younger sisters, for example.

ED: Exactly.

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

ED: Right, and this gives them status and confidence, which again contribute, in a small way, to better performance. So would you say sibling rivalry has been a useful thing for you?

RUTH: I think so my younger brother was incredibly annoying and we fought a lot but I think this has made me a stronger person. (8)

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

RUTH: That's perfectly normal, whereas.....

ANSWER KEY

1. But the stuff on birth order and personality is mostly unreliable. From what I've been reading a lot of the claims about how your position in the family determines certain personality traits are just stereotypes, with no robust evidence to support them.
2. Right, but on a positive note, some studies claimed that they were thought to be good at nurturing certainly in the past when people had large families they would have been expected to look after the younger ones.
3. Generally eager to please and helpful - although that's certainly not accurate as far as my family goes - my middle brother was a nightmare - always causing fights and envious of whatever I had.
4. I'm the youngest in my family and I don't recognise myself in any of the studies I've read about. I'm supposed to have been a sociable and confident child who made friends easily - but I was actually terribly shy.
5. Only children have had a really bad press - a lot of studies have branded them as loners who think the world revolves around them because they've never had to fight for their parents' attention.
6. Some of the old research into the relationship between birth order and academic achievement has been proved to be accurate though. Performances in intelligence tests decline slightly from the eldest child to his or her younger siblings.
7. Although what many of them didn't take into consideration was family size. The more siblings there are, the likelier the family is to have a low socioeconomic status-which can also account for differences between siblings in academic performance.

8. I know how to defend myself. We had some terrible arguments and I would have died rather than apologise to him-but we had to put up with each other and most of the time we co-existed amicably enough.

Section 4

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

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

One possible reason is disease. As far back as the 1970s the trees started getting a disease called Mundulla Yellows. The trees' leaves would gradually turn yellow, then the tree would die. It wasn't until 2004 that they found the cause of the problem was lime, or calcium hydroxide to give it its proper chemical name, which was being used in the construction of roads. The lime was being washed away into the ground and affecting the roots of the eucalyptus trees nearby. (2)

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But this problem only affected a relatively small number of trees. By 2000, huge numbers of eucalyptus were dying along Australia's East Coast, of a disease known

as Bell-miner Associated Die-back. The bell-miner is a bird, and the disease seems to be common where there are high populations of bell-miners. Again it's the leaves of the trees that are affected. What happens is that insects settle on the leaves and eat their way round them, destroying them as they go, and at the same time they secrete a solution which has sugar in it. (3)

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

So why is this? Why do fairly frequent bushfires actually support the growth of eucalyptus? Well, one reason is that the fire stops the growth of other species which would consume water needed by eucalyptus trees. (4)

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So some bushfires are actually essential for the eucalyptus to survive as long as they are not too frequent. In fact , there's evidence that Australia's indigenous people practised regular burning of bush land for thousands of years before the arrival of the Europeans.

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And what's special about this type of rainforest? Well, unlike tropical rainforest which is a rich ecosystem, this type of ecosystem is usually a simple one. (6)

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But again that's not helpful for the eucalyptus tree.

ANSWER KEY

1. For example, it gives shelter to creatures like birds and bats, and these and other species also depend on it for food, particularly the nectar from its flowers. So it supports biodiversity. It's useful to us humans too, because we can kill germs with a disinfectant made from oil extracted from eucalyptus leaves.
2. What it was doing was preventing the trees from sucking up the iron they needed for healthy growth. When this was injected back into the affected trees, they immediately recovered.
3. The bell-miner birds really like this solution, and in order to get as much as possible, they keep away other creatures that might try to get it. So these birds and insects flourish at the expense of other species, and eventually so much damage is done to the leaves that the tree dies.
4. And there's another reason. If these other quick-growing species of bushes and plants are allowed to proliferate, they harm the eucalyptus in another way by affecting the composition of the soil, and removing nutrients from it
5. But since Europeans arrived on the continent, the number of bushfires has been strictly controlled. Now scientists believe that this reduced frequency of bushfires to low levels has led to what's known as 'dry rainforest', which seems an odd name as usually we associate tropical rainforest with wet conditions.
6. It has very thick, dense vegetation, but not much variety of species. The vegetation provides lots of shade, so one species that does find it ideal is the bell-miner bird, which builds its nests in the undergrowth there.

Test 2

Section 2

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

MARK: Thank you. I'm sure you're all familiar with Minster Park. It's been a feature of the city for well over a century, and has been the responsibility of the city council for most of that time. What perhaps isn't so well known is the origin of the park: (1)

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You may have noticed the statue near one of the entrances. It's of Diane Gosforth, who played a key role in the history of the park. (2)

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Diane Gosforth was one of those people, and she organized petitions and demonstrations, which eventually made the council change its mind about the future of the land.

Soon after this the First World War broke out, in 1914, and most of the park was dug up and planted with vegetables, which were sold locally. (3)

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

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

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and that's between the river and the path that leads from the pond to the river.

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

Something else I'd like to mention is the new fitness area. This is right next to the lily pond on the same side as the west gate. Now, as you're all gardeners, I'm sure you'll like to hear about the plants that have been chosen for the park.

ANSWER KEY

1. unlike many public parks that started in private ownership, as the garden of a large house, for instance, Minister was some waste land, which people living nearby started planting with flowers in 1892. It was unclear who actually owned the land, and this wasn't settled until 20 years later, when the council took possession of it.
2. Once the council had become the legal owner, it planned to sell the land for housing. Many local people wanted it to remain a place that everyone could go to, to enjoy the fresh air and natural environment - remember the park is in a densely populated residential area.
3. At one stage the army considered taking it over for troop exercises and got as far as contacting the city council, then decided the park was too small to be of use. There were occasional public meetings during the war, in an area that had been retained as grass.
4. There's a new area of wooden sculptures, which are on the river bank, where the path from the east gate makes a sharp bend. There are two areas that are particularly intended for children. The playground has been enlarged and improved,
5. Then there's a new maze, a circular series of paths, separated by low hedges. That's near the west gate - you go north from there towards the river and then turn left to reach it.

Section 3

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

GRAHAM: OK.

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

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

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

GRAHAM: Nor me. That was how it used to be, but it didn't attract many people, so this year it's going to be part of an open day, to raise the university's profile. (1) ...

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CATHY: Presumably some current students and lecturers will come?

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

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

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

CATHY: That's a good idea. (2.1)

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GRAHAM: (2.2)

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

GRAHAM: (3)

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CATHY: Yes, I agree.

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

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

CATHY: (4)

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

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

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

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

GRAHAM: Good idea. What's next?

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

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

CATHY: OK.

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

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

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

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

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

CATHY: That's true, but think about Esther, the heroine. As a child she lives with someone she doesn't know is her aunt, who treats her very badly. (5)

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GRAHAM: Yes, I like that.

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

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

CATHY: That's right.

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

CATHY: Good idea.

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

ANSWER KEY

1. It'll be publicised in the city, to encourage people to come and find out something of what goes on here. And it's included in the information that's sent to people who are considering applying to study here next year.
2. CATHY: Most people have heard of him, and have probably read some of his novels, or seen films based on them, so that's a good lead-in to life in his time.

GRAHAM: Exactly. And his novels show the awful conditions that most people had to live in, don't they he wanted to shock people into doing something about it.
3. Yes, he campaigned for education and other social reforms, and gave talks, but I'm inclined to ignore that and focus on the novels.
4. You're lucky. I did agree! Let's have a look. OK, the first was The Pickwick Papers, published in 1836. It was very successful when it came out, wasn't it, and was adapted for the theatre straight away.
5. Then she's very happy living with her guardian, and he puts her in charge of the household. And at the end she gets married and her guardian gives her and her husband a house, where of course they're very happy.

Section 4

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

The programme worked with three communities in Chicualacuala district, near the Limpopo River. (1)

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However, this was not a sustainable way of living in the long term, as they were rapidly using up this resource.

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The programme worked closely with the district government in order to find the best way of implementing this. The region already had one farmer association, and it was decided to set up two more of these. (3)

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It was decided that in order to keep the crops safe from animals, both wild and domestic, special areas should be fenced off where the crops could be grown.

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The programme also provided pumps so that water could be brought from the river in pipes to the fields. However, the labour was all provided by local people, and they also provided and put up the posts that supported the fences around the fields.

Once the programme had been set up, its development was monitored carefully.

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This problem was discussed with the farmers' associations and it was decided that in order to prevent food from being spoiled, the farmers needed to learn techniques for its preservation. There was also an additional initiative that had not been originally planned, but which became a central feature of the programme. This was when farmers started to dig holes for tanks in the fenced-off areas and to fill these with water and use them for breeding fish – an important source of protein. After a time, another suggestion was made by local people which hadn't been part of the

programme's original proposal, but which was also adopted later on. They decided to try setting up colonies of bees, which would provide honey both for their own consumption and to sell.

So what lessons can be learned from this programme? First of all, it tells us that in dry, arid regions, if there is access to a reliable source of water, there is great potential for the development of agriculture. In Chicualacuala, (6)

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

ANSWER KEY

1. This is a dry and arid region, with unpredictable rainfall. Because of this, people in the area were unable to support themselves through agriculture and instead

they used the forest as a means of providing themselves with an income, mainly by selling charcoal.

2. To support agriculture in this dry region, the programme focused primarily on making use of existing water resources from the Limpopo River by setting up systems of irrigation, which would provide a dependable water supply for crops and animals.
3. These associations planned and carried out activities including water management, livestock breeding and agriculture, and it was notable that in general, women formed the majority of the workforce.
4. The community was responsible for creating these fences, but the programme provided the necessary wire for making them. Once the area had been fenced off, it could be cultivated. The land was dug, so that vegetables and cereals appropriate to the climate could be grown, and the programme provided the necessary seeds for this.
5. The farmers were able to grow enough produce not just for their own needs, but also to sell. However, getting the produce to places where it could be marketed was sometimes a problem, as the farmers did not have access to transport, and this resulted in large amounts of produce, especially vegetables, being spoiled
6. there was a marked improvement in agricultural production, which improved food security and benefited local people by providing them with both food and income. However, it's important to set realistic timelines for each phase of the programme, especially for its design, as mistakes made at this stage may be hard to correct later on.

Test 3

Section 2

PRESENTER: My guest on the show today is Alice Riches who started the Street Play Scheme where she lives in Beech wood Road. (1)

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So when did you actually start the scheme, Alice?

ALICE: (2).....
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We'd love to be able to close our road for longer for the whole weekend, from Saturday morning until Sunday evening, for example. At the moment it's just once a week. But when we started it was only once a month. But we're working on it.

PRESENTER: So what actually happens when Beech wood Road is closed?

ALICE: (3).....
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Now I should explain that the road isn't completely closed to cars. But only residents cars are allowed. If people really need to get in or out of Beechwood Road, it's not a problem - as long as they drive at under 20 kilometres per Hour. But most people just decide not to use their cars during this time, or they park in another street. The wardens are only there to stop through traffic.

PRESENTER: So can anyone apply to get involved in Street Play?

ALICE: Absolutely - we want to include all kids in the city-especially those who live on busy roads. It's here that demand is greatest. (4)

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We've been surprised by the positive reaction of residents all over the city. And that's not just parents. There are always a few who complain but they're a tiny minority. On the whole everyone is very supportive and say they're very happy to see children out on the street - even if it does get quite noisy.

ALICE: There have been so many benefits of Street Play for the kids. Parents really like the fact that the kids are getting fresh air instead of sitting staring at a computer screen even if they're not doing anything particularly energetic. (5)

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PRESENTER: It certainly does have a lot of benefits. I want to move on now and ask you about a related project in King Street.

ALICE: Right. Well this was an experiment I was involved in where local residents decided to try and reduce the traffic along King Street, which is the busiest main road in our area, by persuading people not to use their cars for one day. We thought about making people pay more for parking --but we decided that would be really unpopular--so instead we just stopped people from parking on King Street but left the other car parks open. (6)

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- we thought there'd be fewer people out shopping - not more.

PRESENTER: That's really interesting so the fact that ...

ANSWER KEY

1. For those of you that don't already know Street Play involves local residents closing off their street for a few hours so that children have a chance to play in the street safely. She started it in her own street, Beech wood Road, and the idea caught on, and there are now Street Play Schemes all over the city.
2. Well, I first had the idea when my oldest child was still a toddler, so that's about six years ago now - but it took at least two years of campaigning before we were actually able to make it happen. So the scheme's been up and running for three years now.
3. We have volunteer wardens, mostly parents but some elderly residents too, who block off our road at either end. The council have provided special signs but there's always a volunteer there to explain what's happening to any motorists. Generally, they're fine about it - we've only had to get the police involved once or twice
4. Obviously, there isn't such demand in wealthier areas where the children have access to parks or large gardens-or in the suburbs where there are usually more places for children to play outside. I'd recommend that anyone listening who likes the idea should just give it a go.
5. And of course it's great that kids can play with their friends outside without being supervised by their parents but for me the biggest advantage is that kids develop confidence in themselves to be outside without their parents. The other really fantastic thing is that children get to know the adults in the street it's like having a big extended family.
6. It was surprising how much of a difference all this made. As we'd predicted, air quality was significantly better but what I hadn't expected was how much quieter

it would be - even with the buses still running. Of course everyone said they felt safer but we were actually amazed that sales in the shops went up considerably that day

Section 3

HAZEL: Tom, could I ask you for some advice, please?

TOM: Yes of course, if you think I can help. What's it about?

HAZEL: It's my first media studies assignment, and I'm not sure how to go about it.
You must have done it last year.

TOM: Is that the one comparing the coverage of a particular story in a range of newspapers?

HAZEL: That's right.

TOM: Oh yes, I really enjoyed writing it.

HAZEL: So what sort of things do I need to compare?

TOM: Well, there are several things. For example, there's the question of which page of the newspaper the item appears on.

HAZEL: (1.1)
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TOM: (1.2)
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HAZEL: And I suppose that includes the headline.

TOM: It certainly does. It's all part of attracting the reader's attention.

HAZEL: What about graphics - whether there's anything visual in addition to the text?

TOM: Yes, you need to consider those, too, because they can have a big effect on the reader's understanding of the story - sometimes a bigger effect than the text itself.

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HAZEL: And newspapers sometimes give wrong or misleading information, don't they?

TOM: Either deliberately or by accident. Should I be looking at that, too?

HAZEL: Yes, if you can compare what's in different versions, and as far as possible, try and work out what's true and what isn't. (3)

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HAZEL: Gosh, I see what you mean. And I suppose the writer may make assumptions about the reader.

TOM: (4)

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HAZEL: Does it matter what type of story I write about?

TOM: No-national or international politics, the arts ... Anything, as long as it's covered in two or three newspapers. Though of course it'll be easier and more fun if it's something you're interested in and know something about.

HAZEL: And on that basis a national news item would be worth analysing - I'm quite keen on politics, so I'll try and find a suitable topic. What did you choose for your analysis, Tom?

TOM: (5)

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HAZEL: In that case, I won't even bother to look.

TOM: (6)

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Actually, I was surprised - some papers just wrote about how wonderful everyone was, but others considered the broader picture, like why treatment wasn't available here.

HAZEL: Hmm, I usually find stories like that raise quite strong feelings in me! I'll avoid that. Perhaps I'll choose an arts topic, like different reviews of a film, or something about funding for the arts - I'll think about that.

TOM: Yes, that might be interesting.

HAZEL: OK, well thanks a lot for your help. Tom. It's been really useful.

TOM: You're welcome. Good luck with the assignment, Hazel.

ANSWER KEY

1. HAZEL: You mean, because there's a big difference between having it on the front page and the bottom of page ten, for instance?

TOM: Exactly. And that shows how important the editor thinks the story is. Then there's the size - how many column inches the story is given, how many columns it spreads over.

2. Then you'll need to look at how the item is put together: what structure is it given? Bear in mind that not many people read beyond the first paragraph, so what has the journalist put at the beginning? And if, say, there are conflicting opinions about something, does one appear near the end, where people probably won't read it?

3. And that relates to a very important point: what's the writer's purpose, or at least the most important one, if they have several. It may seem to be to inform the public, but often it's that they want to create fear, or controversy, or to make somebody look ridiculous.

4. That's right-about their knowledge of the subject, their attitudes, and their level of education, which means writing so that the readers understand without feeling patronised. All of that will make a difference to how the story is presented.

5. I was interested in how newspapers express their opinions explicitly. So I wanted to compare editorials in different papers, but when I started looking I started looking I couldn't find two on the same topic that I felt like analysing.

6. So in the end I chose a human interest story - a terribly emotional story about a young girl who was very ill, and lots of other people-mostly strangers raised money so she could go abroad for treatment.

Section 4

Nowadays, we use different products for personal cleanliness, laundry, dishwashing and household cleaning, but this is very much a 20th-century development. (1) ...

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During the excavation of ancient Babylon, evidence was found that soapmaking was known as early as 2800 BC. (2)

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The early Greeks bathed for aesthetic reasons and apparently didn't use soap. Instead, they cleaned their bodies with blocks of sand, pumice and ashes, then anointed themselves with oil, and scraped off the oil and dirt with a metal instrument known as a strigil. They also used oil mixed with ashes. Clothes were washed without soap in streams.

(3)
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Soap got its name, according to an ancient Roman legend, from Mount Sapo, where animals were sacrificed, leaving deposits of animal fat. (4)

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As Roman civilisation advanced, so did bathing. The first of the famous Roman baths supplied with water from their aqueducts, was built around 312 BC. The baths were luxurious, and bathing became very popular. And by the second century AD, the Greek physician Galen recommended soap for both medicinal and cleansing purposes.

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Nevertheless, soapmaking became an established craft in Europe, and associations of soap makers guarded their trade secrets closely. (6)

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A major step toward large-scale commercial soapmaking occurred in 1791, when a French chemist, Nicholas Leblanc, patented a process for turning salt into soda ash, or sodium carbonate. Soda ash is the alkali obtained from ashes that combines with fat to form soap. The Leblanc process yielded quantities of good-quality, inexpensive soda ash.

Modern soap making was born some 20 years later, in the early 19th century, with the discovery by Michel Eugène Chevreul, another French chemist, of the chemical nature and relationship of fats, glycerine and fatty acids. (7)

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Until the 19th century, soap was regarded as a luxury item, and was heavily taxed in several countries. As it became more readily available, it became an everyday necessity, a development that was reinforced when the high tax was removed.

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ANSWER KEY

1. The origins of cleanliness date back to prehistoric times. Since water is essential for life, the earliest people lived near water and knew something about its cleansing properties - at least that it rinsed mud off their hands.
2. Archaeologists discovered cylinders made of clay, with inscriptions on them saying that fats were boiled with ashes. This is a method of making soap, though there's no reference to the purpose of this material.
3. The ancient Germans and Gauls are also credited with discovering how to make a substance called 'soap, made of melted animal fat and ashes. They used this mixture to tint their hair red.
4. Rain washed these deposits, along with wood ashes, down into the clay soil along the River Tiber. Women found that this mixture greatly reduced the effort required to wash their clothes.
5. After the fall of Rome in 467 AD and the resulting decline in bathing habits, much of Europe felt the impact of filth on public health. This lack of personal cleanliness and related unsanitary living conditions were major factors in the outbreaks of disease in the Middle Ages, and especially the Black Death of the 14th century.
6. Vegetable and animal oils were used with ashes of plants, along with perfume, apparently for the first time. Gradually more varieties of soap became available for shaving and shampooing, as well as bathing and laundering.
7. His studies established the basis for both fat and soap chemistry, and soap making became a science. Further developments during the 19th century made it easier and cheaper to manufacture soap.

8. Soap was then something ordinary people could afford, and cleanliness standards improved. With this widespread use came the development of milder soaps for bathing and soaps for use in the washing machines that were available to consumers by the turn of the 20th century.

Test 4

Section 2

As chair of the town council subcommittee on park facilities, I'd like to bring you up to date on some of the changes that have been made recently to the Croft Valley Park. So if you could just take a look at the map I handed out, let's begin with a general overview. So the basic arrangement of the park hasn't changed - it still has two gates, north and south, and a lake in the middle.

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The formal gardens have been replanted and should be at their best in a month or two. (2)

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We have a new outdoor gym for adults and children, which is already proving very popular. It's by the glass houses, just to the right of the path from the south gate. You have to look for it as it's a bit hidden in the trees. (3)

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We've also introduced a new area for wild flowers, to attract bees and butterflies. It's on a bend in the path that goes round the east side of the lake just south of the adventure playground.

Now let me tell you a bit more about some of the changes to Croft Valley Park. One of our most exciting developments has been the adventure playground. We were aware that we had nowhere for children to let off steam, and decided to use our available funds to set up a completely new facility in a large space to the north of the park.(4)

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Lastly, the glass houses. (5)

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At present the glass houses are open from 10am to 3pm Mondays to Thursdays, and it's hoped to extend this to the weekend soon. We're grateful to all those who helped us by contributing their time and money to this achievement. The gardens have ...

ANSWER KEY

1. The cafe continues to serve an assortment of drinks and snacks and is still in the same place, looking out over the lake and next to the old museum. We're hoping to change the location of the toilets, and bring them nearer to the centre of the

- park as they're a bit out of the way at present, near the adventure playground, in the corner of your map.
2. They used to be behind the old museum, but we've now used the space near the south gate between the park boundary and the path that goes past the lake towards the old museum.
 3. One very successful introduction has been our skateboard ramp. It's in constant use during the evenings and holidays. It's near the old museum, at the end of a little path that leads off from the main path between the lake and the museum.
 4. It's open year-round, though it closes early in the winter months, and entrance is completely free. Children can choose whatever activities they want to do, irrespective of their age, but we do ask adults not to leave them on their own there. There are plenty of seats where parents can relax and keep an eye on their children at the same time.
 5. A huge amount of work has been done on them to repair the damage following the disastrous fire that recently destroyed their western side. Over £80,000 was spent on replacing the glass walls and the metal supports, as well as the plants that had been destroyed, although unfortunately the collection of tropical palm trees has proved too expensive to replace up to now

Section 3

ANNIE: OK, Jack. Before we plan our presentation about refrigeration, let's discuss what we've discovered so far.

JACK: Fine, Annie. Though I have to admit I haven't done much research yet.

ANNIE: Nor me. But I found an interesting article about icehouses. (1)

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The ancient Romans had refrigeration, too.

JACK: I didn't know that.

ANNIE: Yes, pits were dug in the ground, and snow was imported from the mountains – even though they were at quite a distance. The snow was stored in the pits. Ice formed at the bottom of it. Both the ice and the snow were then sold. The ice cost more than the snow and my guess is that only the wealthy members of society could afford it.

JACK: (2)

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ANNIE: You have to wonder what happens when people get rid of old ones.

JACK: You mean because the gases in them are harmful for the environment?

ANNIE: Exactly. At least there are now plenty of organisations that will recycle most of the components safely, but of course some people just dump old fridges in the countryside.

JACK: It's hard to see how they can be stopped unfortunately. In the UK we get rid of three million a year altogether!

ANNIE: That sounds a lot, especially because fridges hardly ever break down.

JACK: That's right. (3)
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ANNIE: True. I suppose manufacturers encourage people to spend more by making them different colours and designs. I'm sure when my parents bought their first fridge they had hardly any choice!

JACK: Yes, there's been quite a change.

JACK: Right, let's make a list of topics to cover in our presentation, and decide who's going to do more research on them. Then later, we can get together and plan the next step.

ANNIE: OK. How about starting with how useful refrigeration is, and the range of goods that are refrigerated nowadays? Because of course it's not just food and drinks.

JACK: No, I suppose flowers and medicines are refrigerated, too.

ANNIE: And computers. I could do that, unless you particularly want to.

JACK: No, that's fine by me. (4)
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ANNIE: I'm not terribly keen, to be honest.

JACK: (5.1)
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ANNIE: (5.2)
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Something for you, maybe?

JACK: I don't mind. It should be quite interesting.

ANNIE: I think we should also look at how refrigeration has helped whole cities like Las Vegas, which couldn't exist without refrigeration because it's in the middle of a desert.

JACK: (6.1)
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ANNIE: (6.2)
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JACK: OK, leave it to me, then.

ANNIE: Thanks. Then there's transport, and the difference that refrigerated trucks have made. I wouldn't mind having a go at that

JACK: Don't forget trains, too. I read something about milk and butter being transported in refrigerated railroad cars in the USA, right back in the 1840s.

ANNIE: I hadn't thought of trains. Thanks.

JACK: Shall we have a separate section on domestic fridges? After all, they're something everyone's familiar with.

ANNIE: (7)
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JACK: OK, that'd suit me.

ANSWER KEY

1. I'd seen some 18th and 19th-century ones here in the UK, so I knew they were often built in a shady area or underground, close to lakes that might freeze in the winter. Then blocks of ice could be cut and stored in the icehouse. But I didn't realise that insulating the blocks with straw or sawdust meant they didn't melt for months.

2. I wouldn't be surprised. I also came across an article about modern domestic fridges. Several different technologies are used, but they were too complex for me to understand.
3. In this country we keep domestic fridges for 11 years on average, and a lot last for 20 or more. So if you divide the cost by the number of years you can use a fridge, they're not expensive, compared with some household appliances.
4. What about the effects of refrigeration on people's health? After all, some of the chemicals used in the 19th century were pretty harmful, but there have been lots of benefits too, like always having access to fresh food. Do you fancy dealing with that?
5. JACK: Nor me. My mind just goes blank when I read anything about chemicals.
ANNIE: Oh all right then. I'll do you a favour. But you owe me, Jack. OK. What about the effects on food producers, like farmers in poorer countries being able to export their produce to developed countries?
6. JACK: Right. I had a quick look at an economics book in the library that's got a chapter about this sort of thing. I could give you the title, if you want to do this section.
ANNIE: Not particularly, to be honest. I find economics books pretty heavy going, as a rule.
7. What about splitting it into two? You could investigate 19th and 20th century fridges, and I'll concentrate on what's available these days, and how manufacturers differentiate their products from those of their competitors.

Section 4

Hi everyone, in this session I'll be presenting my research about the social history of Britain during the Industrial Revolution. (1)

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In fact, it was in the 19th century that the quantity and quality of people's possessions was used as an indication of the wealth of the country. Before this, the vast majority of people had very few possessions, but all that was changed by the Industrial Revolution. (2)

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First let's look at manufacturing. When it comes to manufacturing, we tend to think of the Industrial Revolution in Images of steam engines and coal. And it's true that the Industrial Revolution couldn't have taken place at all if it weren't for these new sources of power. They marked an important shift away from the traditional watermills and windmills that had dominated before this. The most advanced industry for much of the 19th century was textiles. This meant that fashionable fabrics, and lace and ribbons were made available to everyone.

Before the Industrial Revolution, most people made goods to sell in small workshops, often in their own homes. (3)

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from outside resulted from the use of plate glass, which made it possible for windows to be much larger than previously. (6)

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Flanders claims that one of the great effects of the Industrial Revolution was that it created choice. All sorts of things that had previously been luxuries - from sugar to cutlery - became conveniences, and before long they'd turned into necessities: life without sugar or cutlery was unimaginable. Rather like mobile phones these days!

ANSWER KEY

1. I particularly looked at how ordinary lives were affected by changes that happened at that time. This was a time that saw the beginning of a new phenomenon: consumerism-where buying and selling goods became a major part of ordinary people's lives.
2. This was the era from the mid-18th to the late 19th century, when Improvements in how goods were made as well as in technology triggered massive social changes that transformed life for just about everybody in several key areas.

3. But enormous new machines were now being created that could produce the goods faster and on a larger scale, and these required a lot more space. So large factories were built, replacing the workshops, and forcing workers to travel to work. In fact, large numbers of people migrated from villages into towns as a result.
4. These were particularly important for the transportation of goods. The canals gradually fell out of use, though, as railways were developed, becoming the main way of moving goods and people from one end of the country to the other
5. The third main area that saw changes that contributed to consumerism was retailing. The number and quality of shops grew rapidly, and in particular, small shops suffered as customers flocked to the growing number of department stores - a form of retailing that was new in the 19th century.
6. New ways of promoting goods were introduced, too. Previously, the focus had been on informing potential customers about the availability of goods; now there was an explosion in advertising trying to persuade people to go shopping.

CAMBRIDGE 16

Test 1

Part 2

Good morning, everyone, and welcome to Stevenson's, one of (1) of metal goods. Thank you for choosing US for your two weeks of work experience. My name is Julia Simmons, and since the beginning of this year I've been the managing director.

Stevenson's is quite an old company. Like me, the founder, Ronald Stevenson, went into (2) when he left school - that was in 1923. He set up this company when he finished his apprenticeship, in 1926, although he actually started making plans two years earlier, in 1924. He was a very determined young man!

Stevenson's long-term plan was to manufacture components for (3) - although in fact that never came about - and for (4), that is, cars and lorries. However, there was a delay of five years before that happened, because shortly before the company went into production, Stevenson was given the opportunity to (5) and other players in the healthcare industry, so that's what we did for the first five years.

Over the years, we've expanded the premises considerably - we were lucky that the site is big enough, so moving to a new location has never been necessary. However, the layout is far from ideal for (6), so we intend to (7) of this site over the next five years.

I'd better give you some idea of what you'll be doing during your two weeks with US, so you know what to expect. Most mornings you'll have a presentation from one of the managers, to (8), starting this morning

with research and development. And you'll all spend some time in each department, observing what's going on and talking to people - as long as you don't stop them from doing their work altogether! In the past, a teacher from your school has come in at the end of each week to find out how the group were getting on, but your school isn't able to arrange that this year.

OK, now I'll briefly help you to orientate yourselves around the site. As you can see, we're (9), which we try to make (10) to visitors. There's a corridor running left from here, and if you go along that, the door facing you at the end is (11) This looks out onto the main road on one side, and some trees on the other, and that'll be where you meet each morning.

The factory is the very big room on the far side of the site. Next to it is the warehouse, which can be accessed by lorries going up the road to the turning area at the end. You can (12) by crossing to the far side of the courtyard, and then the door is on your right.

Somewhere you'll be keen to find is the staff canteen. This is (13) I can confidently say that the food's very good, but the view isn't. The windows on one side look onto (14), which aren't very attractive at all, and on the other onto the access road, which isn't much better.

You'll be using the meeting room quite often, and you'll find it by (15) to the left of the courtyard, and continuing along it to the end. The meeting room is the last one on the right, and I'm afraid there's (16) in the room.

Then you'll need to know where some of the offices are. (17)
..... is at the front of this building, so you head to the left along
the corridor from reception, and it's the second room you come to. It looks out onto
the main road.

And finally, the boardroom, where you'll be meeting sometimes. That (18)
....., as it looks out on to the trees. Go along the corridor past the
courtyard, right to the end.

The boardroom is on the left, next to the factory.

OK, now are there any questions before we ...

ANSWER KEY

1. the country's major manufacturers	(10) attractive and welcoming
2. the steel industry	(11) the entrance to the coffee room
3. the machine tools industry	(12) get to the warehouse
4. the automotive industry	(13) right next to reception
5. make goods for hospitals	(14) a corridor and courtyard
6. modern machinery and production methods	(15) walking along the corridor
7. carry out major refurbishment	(16) no natural daylight
8. learn about their department	(17) The human resources department
9. in the reception area	(18) quite a pleasant view

Part 3

JESS: How are you getting on with your art project, Tom?

TOM: OK. Like, they gave US the theme of birds to base our project on, and I'm not really all that interested in wildlife. But I'm starting to get into it. I've pretty (1)

JESS: So have I. When they gave US all those handouts with details of books and websites to look at. I was really put off, but the more I read, the more interested I got.

TOM: Me too. I found I could research so many different aspects of birds in (2) So I was looking forward to the Bird Park visit.

JESS: What a letdown! It poured with rain and we hardly saw a single bird. Much less use than the trip to (3)

TOM: Yeah. I liked all the stuff about evolution there. (4) with Dr Fletcher were good too, especially (5)

JESS: I missed those because I was ill. I wish we could've seen the projects last year's students did.

TOM: Mm. I suppose they want US to do our own thing, not copy.

JESS: Have you drafted your proposal yet?

TOM: Yes, but I haven't handed it in. I need to amend some parts. I've realised the notes from my research are almost all just descriptions. I haven't actually evaluated anything. So I'll have to fix that.

JESS: Oh. I didn't know we had to do that. I'll have to look at that too. Did you do (6)

TOM: Yes, and a mind map.

JESS: Yeah, so did I. I quite enjoyed that. But it was hard having to (7) for my decisions in my action plan.

TOM: What?

JESS: You know, give a rationale.

TOM: I didn't realise we had to do that. OK, I can add it now. And I've (8), and worked out what I want my outcome to be in the project.

JESS: Someone told me it's best not to be too precise about (9) at this stage, so you have more scope to (10) later on. So I'm going to go back to my proposal to make it (11)

TOM: Really? OK. I'll change that too then.

TOM: One part of the project I'm unsure about is where we choose some paintings of birds and say what they mean to US. Like. I chose a painting of a falcon by Landseer. I like it because the bird's standing there with (12), but he seems to be staring straight at you. But I can't just say it's a bit scary, can I?

JESS: You could talk about the possible danger suggested by the bird's look.

TOM: Oh, OK.

JESS: There's a picture of a fish hawk by Audubon I like. It's swooping over the water with a fish in its talons, and (13) which take up most of the picture.

TOM: So you could discuss it in relation to (14)

JESS: Well actually I think I'll concentrate on the impression of rapid motion it gives.

TOM: Right.

JESS: Do you know that picture of a king fisher by Van Gogh - it's perching on a reed growing near a stream.

TOM: Yes it's got these beautiful (15)

JESS: Mm hm. I've actually chosen it because I saw a real kingfisher once when I was little, I was out walking with my grandfather, and I've never forgotten it.

TOM: So we can use a personal link?

JESS: Sure.

TOM: OK. There's a portrait called *William Wells*. I can't remember the artist but it's (16) who's just shot a bird. And his expression, and the way he's holding the bird in his hand suggests he's not sure about what he's done. To me it's about how ambiguous people are in the way they (17)

JESS: Interesting. There's Gauguin's picture *Vairumati*. He did it in Tahiti. It's a woman with a white bird behind her that is eating a lizard, and what I'm

interested in is what idea this bird refers to. Apparently, it's a reference to the (18).....

TOM: Wow. I chose a portrait of a little boy, Giovanni de Medici. He's holding a tiny bird in one fist. I like the way he's holding it carefully so he doesn't hurt it.

JESS: Ah right.

ANSWER KEY

1. well finished the introductory stage	10. explore your ideas
---	------------------------

2. art - color, movement, texture	11.a bit more vague
3. the Natural History Museum	12.his head turned to one side
4. The workshop sessions	13.with great black wings
5. the brainstorming sessions	14.predators and food chains
6. a timeline for the project	15.blue and red and black shades
7. explain the basis	16.a middle-aged man
8. done the video diary presentation	17.exploit the natural world.
9. your actual outcome	18.never-ending cycle of existence.

Part 4

Ancient philosophy is not just about talking or lecturing, or even (1)
.....

In fact, it is something people have used throughout history - to solve their problems
and to (2)

Specifically, I am referring to Stoicism, which, in my opinion, is the most practical
of all philosophies and therefore the most appealing. Stoicism was founded in
Ancient Greece by Zeno of Citium in the early 3rd century BC, but was practised by
the likes of Epictetus, Cato,

Seneca and Marcus Aurelius. Amazingly, we still have access to these ideas, despite
the fact that the most famous Stoics never wrote anything down for publication. Cato
definitely didn't. Marcus Aurelius never intended his Meditations to be anything but
personal. Seneca's letters were, well, letters and Epictetus' thoughts come to US by
way of (3)

Stoic principles were based on the idea that its followers could have (4)
..... in this life and the key to achieving this was virtue. The
road to virtue, in turn, lay in understanding that (5), like
anger and jealousy, are (6) - they don't have to
control US, because we can learn to control them. In the words of Epictetus:
"external events I cannot control, but the choices I make with regard to them, I do
control".

(7) and writer Nassim Nicholas Taleb define a stoic
as someone who has (8) which most of US would
see as wholly negative; a stoic "(9), pain into
transformation, mistakes into initiation and desire into undertaking". Using this

definition as a model, we can see that throughout the centuries Stoicism has been practised in more recent history by kings, presidents, artists, writers and entrepreneurs.

The founding fathers of the United States were inspired by the philosophy. George Washington was introduced to Stoicism by his neighbors at age seventeen, and later, put on a play based on the life of Cato to inspire his men. Thomas Jefferson kept a copy of Seneca beside his bed.

Writers and artists have also been inspired by the stoics. Eugene Delacroix, the renowned French Romantic artist (known best for his painting Liberty Leading the People) was an ardent stoic, referring to it as his “consoling religion”.

The economist Adam Smith’s (10) were significantly influenced by the Stoicism that he studied as a schoolboy, under a teacher who had translated Marcus Aurelius’ works.

Today’s political leaders are no different, with many finding (11) Former US president Bill Clinton rereads Marcus Aurelius every single year, and many have compared former President Obama’s (12) to that of Cato. Wen Jiabao, the former prime minister of China, claims that Meditations is one of two books he travels with and that he has read it more than one hundred times over the course of his life.

Stoicism (13) on Albert Ellis, who invented Cognitive Behaviour Therapy, which is used to help people manage their problems by changing the way that they think and behave. It’s most commonly used to treat depression. The idea is that we can take control of our lives by (14) that create our (15) by using logic instead.

Stoicism has also become popular in the world of business, stoic principles can (16) and state of mind required to overcome setbacks because Stoics teach turning obstacles into opportunity. A lesson every business entrepreneur needs to learn.

I would argue that studying Stoicism is as relevant today as it was 2,000 years ago, thanks to its brilliant insights into how to lead a good life. At the very root of the thinking, there is a very simple way of living - control what you can and accept what you can't. This is not as easy as it sounds and will (17) - it can (18) The Stoics also believed the most important foundation for a good and happy life is not money, fame, power or pleasure, but having a disciplined and principled character - something which seems to resonate with many people today.

ANSWER KEY

1. reading long, dense books.	10.theories on capitalism
2. achieve their greatest triumphs.	11.their inspiration from the ancient texts
3. a note-taking student	12.calm leadership style
4. an unshakable happiness	13.had a profound influence
5. destructive emotions	14.challenging the irrational beliefs
6. under our conscious control	15.faulty thinking, symptoms and behaviours
7. The modern-day philosopher	16.build the resilience
8. The modern-day philosopher	17.require considerable practice
9. transforms fear into caution	18.take a lifetime to master

Test 2

Part 2

Good morning and thank you for coming here today. I'd like to bring you up to date with changes in the school that will affect your children.

As you know, the school buildings date from various times: some from the 1970s, some from the last five years, and of course Dartfield House is over a century old. It was (1), Neville Richards, and (2) home, but he died before it was completed. His heir chose to sell it to the local council, who turned it into offices. A later plan to convert it into (3) didn't come about, through lack of money, and instead it formed the nucleus of this school when it opened 40 years ago.

The school has grown as (4), and I can now give you some news about (5), which is separated from the main site by a road. Planning permission has been granted for development of both sites. The lower school will move to new buildings that will be constructed on the main site. Developers will construct houses on the existing lower school site. Work on the new school buildings should start within the next few months.

A more imminent change concerns (6) The canteen is always very busy throughout the lunch period - in fact it's often full to capacity, because a lot of our pupils like the food that's on offer there. But there's only one serving point, so most pupils have to wait a considerable time to be served. This is obviously unsatisfactory, as they may have hardly finished their lunch before afternoon lessons start.

So we've had a new Food Hall built, and this will (7) next week. It'll have several serving areas, and I'll give you more details about those in

a minute, but one thing we ask you to do, to help in the smooth running of the Food Hall, is to discuss with your children each morning which type of food they want to eat that day, so they can go straight to (8) There won't be any junk food - everything on offer will be healthy - and there's no change to the current system of paying for lunches by topping up your child's (9) online.

You may be wondering what will happen to the old canteen. We'll still have tables and chairs in there, and pupils can eat food from the Food Hall or lunch they've brought from home. Eventually we may use part of the canteen for storage, but first we'll see how many pupils go in there at lunchtime.

OK, back to the serving points in the Food Hall, which will all have (10) on sale, as well as main courses.

One serving point we call World Adventures. This will serve (11) each day, maybe Chinese one day and Lebanese the next. The menus will be planned for a week at a time, so pupils will know what's going to be available the whole of that week.

Street Life is also international, with food from three particular cultures. We'll (12), so perhaps sometimes there'll be food from Thailand, Ethiopia and Mexico, and then one of them will be replaced by Jamaican food for a week or two.

The Speedy Italian serving point will cater particularly for the many pupils who don't eat meat or fish: they can be sure that all the food served there is suitable for them. There'll be plenty of variety, so they shouldn't get bored with the food.

OK, that's all on the new Food Hall. Now after-school lessons. These are very popular with pupils, particularly swimming - in fact there's (13)

..... Cycling is another favourite, and I'm delighted that dozens of pupils make use of the chance to learn to ride in (14) It means that more and more cycle to and from school every day. As you know, we have a (15), and we're going to start drama classes in there, too. Pupils will be able to join in just for fun or work up to taking part in a play - we hope to put on at least one a year. We already teach a number of pupils to use (16) in the centre. And a former pupil has given a magnificent grand piano to the school, so a few pupils will be able to learn at the school instead of going to the local college, as many of them do at the moment.

ANSWER KEY

1. commissioned by a businessman	9. electronic payment card
2. intended as his family	10. side dishes, desserts and drinks
3. a tourist information centre	11. a different country's cuisine
4. the local population has increased	12. ask pupils to make suggestions
5. the lower school site	13. a waiting list for lessons.
6. the catering facilities and the canteen	14. off-road conditions.
7. come into use	15. well-equipped performance centre
8. the relevant serving point	16. the sound and lighting systems

Part 3

SUSIE: So Luke, for (1) we have to do something on sleep and dreams.

LUKE: Right. I've just read an article suggesting why we tend to forget most of our dreams soon after we wake up. I mean, most of my dreams aren't that interesting anyway, but what it said was that if we remembered everything, we might get mixed up about what actually happened and what we dreamed. So it's (2) I hadn't heard that idea before. I'd always assumed that it was just that we didn't (3)for all that stuff.

SUSIE: Me too. What do you think about the idea that our dreams may predict the future?

LUKE: It's a belief that you get all over the world.

SUSIE: Yeah, lots of people have a story of it happening to them, but the explanation I've read is that for each dream that comes true, we have thousands that don't, but we don't notice those, we don't even remember them. We just remember the ones where something in the real world, like (4), happens to (5)

LUKE: Right. So it's just a coincidence really. Something else I read about is what they call (6) That's a theory that hundreds of years ago, people used to get up in the middle of the night and have a chat or something to eat, then go back to bed. So I tried it myself.

SUSIE: Why?

LUKE: Well it's meant to make you more creative. I don't know why. But I gave it up after a week. It just didn't (7)

LUKE: But they didn't really find an answer. They spent a lot of time working out (8) but the results didn't seem to show any obvious patterns.

SUSIE: But most pre-school children have a short sleep in the day don't they? There was an experiment some students did here last term to see at what age kids should stop having naps. But they didn't really find an answer. They spent a lot of time working out the most appropriate methodology. but the results didn't seem to (9)

LUKE: Right. Anyway. let's think about our assignment. Last time I had problems with the final stage, where we (10) how successful we thought we'd been. I struggled a bit with the action plan too.

SUSIE: I was OK with the planning, but I got marked down for (11) as well. And I had big problems with the statistical stuff, that's where I really lost marks.

LUKE: Right.

SUSIE: So shall we plan what we have to do for this assignment?

LUKE: OK

SUSIE: First, we have to (12) So how about 'Is there a relationship between hours of sleep and number of dreams?'

LUKE: OK. Then we need to think about who we'll do the study on. About 12 people?

SUSIE: Right. And shall we use other psychology students?

LUKE: Let's use people (13) What about history?

SUSIE: Yes, they might have interesting dreams! Or literature students?

LUKE: I don't really know any.

SUSIE: OK, forget that idea. Then we have to think about our methodology. So we could use observation, but that doesn't seem appropriate.

LUKE: No. (14) I think. And we could ask them to answer questions online.

SUSIE: But in this case, paper might be better as they'll be doing it straight after they wake up ... in fact while they're still half-asleep.

LUKE: Right. And we'll have to check (15) for this sort of research.

SUSIE: Mm, because our experiment involves humans, so (16)

LUKE: Yes, I had a look at those for another assignment I did. There's a whole section

on risk assessment, and another section on making sure they aren't (17)

.....

SUSIE: Let's hope they don't have any bad dreams!

LUKE: Yeah.

SUSIE: Then when we've collected all our data we have to analyze it and (18)

..... between our two variables, that's time sleeping and number of dreams and then present our results visually in a graph.

LUKE: Right. And the final thing is to think about our research and evaluate it. So that seems quite straightforward.

SUSIE: Yeah. So now let's ...

ANSWER KEY

1. our next psychology assignment	(10) had to describe and justify
2. a sort of protection.	(11) the self-assessment
3. have room in our memories	(12) decide on our research question
4. a view or an action	(13) from a different department
5. trigger a dream memory	(14) It needs to be self-reporting
6. segmented sleeping	(15) the ethical guidelines
7. fit in with my lifestyle	(16) there are special regulations
8. the most appropriate methodology	(17) put under any unnecessary stress.
9. show any obvious patterns.	(18) calculate the correlation

Part 4

Dancing is something that humans do when they want to have a good time. It's a (1) , found in all cultures. But what's only been discovered recently is that dancing not only makes US feel good, it's also extremely good for our health.

Dancing, like other forms of exercise, releases hormones, such as dopamine, which make US feel relaxed and happy. And it also reduces (2)

Dancing is also a sociable activity, which is another reason it makes US feel good.

One study compared people's enjoyment of dancing at home in front of a video with dancing in a group in a studio.

The people dancing in a group reported feeling happier, whereas those dancing alone did not.

In another experiment, university researchers at York and Sheffield took a group of students and sent each of them into a lab where music was played for five minutes. Each had to choose from three options: to (3), to cycle on an exercise bike while they listened, or to get up and dance. All were given (4) to perform before and after. The result showed that those who chose to dance showed much more creativity when doing (5)

Doctor Lovatt at the University of Hertfordshire believes dance could be a very useful way to help people suffering from (6) He thinks dance should be (7) to help people overcome issues such as depression.

It's well established that dance is a good way of encouraging adolescent girls to take exercise but what about older people? Studies have shown that there are enormous benefits for people in their sixties and beyond. One of the great things about dance is that (8) to participation. Anyone can have a go, even those whose standard of fitness is quite low.

Dance can be especially beneficial for older adults who can't run or (9), or for those who don't want to. One 2015 study found that even a gentle dance workout helps to (10) And there's plenty of evidence which suggests that dancing lowers the risk of falls, which could result in a broken hip, for example, by helping people to (11)

There are some less obvious benefits of dance for older people too. One thing I hadn't realised before researching this topic was that dance isn't just (12) It also requires a lot of concentration because you need to remember different steps and routines. For older people, this kind of activity is especially important because it forces their brain to process things more quickly and to (13)

Current research also shows that dance promotes (14) in older participants, which can last up to a week after a class. Participants report feeling less tired and (15) to be more active and do daily activities such as gardening or walking to the shops or a park.

Ballroom or country dancing, both popular with older people, have to be done in groups. They require collaboration and often involve touching a dance partner, all of which encourages interaction on the dance floor. This helps to (16)

..... and can reduce older people's (17)
....., which is a huge problem in many countries.

I also looked at the benefits of Zumba. Fifteen million people in 180 countries now regularly take a Zumba class, an aerobic workout based on Latin American dance moves. John Porcari, a professor of exercise and sport science at the University of Wisconsin, analysed a group of women who were Zumba regulars and found that a class lasting 40 minutes burns about 370 calories. This is similar to (18)
..... like step aerobics or kickboxing

A study in the American Journal of Health Behavior showed that when women with obesity did Zumba three times a week for 16 weeks, they lost an average of 1.2 kilos and lowered their percentage of body fat by 1%. More importantly, the women enjoyed the class so much that they (19) and continued to attend classes at least once a week - very unusual for an aerobic exercise programme.

Dance is never going to compete with (20) when it comes to physical fitness gains, but its popularity is likely to keep on rising because it's such a fun way to keep fit.

ANSWER KEY

1. universal response to music	(11) improve their balance
2. feelings of stress or anxiety	(12) a physical challenge
3. sit and listen quietly to the music	(13) retain more information
4. cognitive tasks	(14) a general sense of well-being
5. problem-solving tasks.	(15) having greater motivation
6. mental health problems	(16) develop new relationships
7. prescribed as therapy	(17) sense of isolation
8. there are no barriers	(18) moderately intense exercises
9. do more intense workouts	19.made it a habit
10.promote a healthy heart	20.high-intensity workouts

Test 3

Part 2

Hello everyone. My name's Megan Baker and I'm a recruitment consultant at AVT Recruitment specialists.

Now, our company specialises in positions that involve working in the (1), so that's fresh food production, garden and park maintenance and so on. And these sectors do provide some very (2) For a start, they often offer opportunities for those who don't want to be stuck with a 40-hour week, but need to juggle work with other responsibilities such as child care - and this is very important for many of our recruits. Some people like (3), surrounded by plants and trees instead of buildings, although we can't guarantee that. But there are (4), especially in jobs where you're not sitting all day looking at a screen - a big plus for many people. Salaries can sometimes be good too, although there's a lot of variety here. And you may have the opportunity in some types of (5), although that obviously depends on the job, and not everyone is keen to do it.

Of course, working outdoors does have its challenges. It's fine in summer, but can be extremely unpleasant when it's cold and windy. You may need to be pretty fit for some jobs, though with modern technology that's not as important as it once was. And standards of (6) are much higher now than they used to be, so there are fewer (7) But if you like a lively city environment surrounded by lots of people, these jobs are probably not for you - they're often in pretty remote areas. And some people worry about finding a suitable place to live, but in our experience, this usually turns out fine.

Now let me tell you about some of the exciting jobs that we have on our books right now.

One is for a (8) Our client here is a very large fresh food producer supplying (9) They operate in a (10) with low profit margins - the staff there work hard, but they play hard as well, so if you've a sociable personality this may be for you.

We have an exciting post as an agronomist advising farmers on issues such as crop nutrition, protection against pests, and the latest legislation on (11) There are good opportunities for the right person to quickly make their way up the career ladder, but a deep knowledge of the agricultural sector is expected of applicants.

(12)..... is looking for a fresh produce buyer who is available for a 12-month maternity cover contract. You need to have experience in (13) in the fresh produce industry, and in return will receive a very competitive salary.

We have also received a request for a sales manager for a chain of garden centres. You will be visiting centres in the region to ensure their (14) are maintained. This post is only suitable for someone who is prepared to live in the region.

There is also a vacancy for a tree technician to carry out tree cutting, forestry and conservation work. Candidates must have (15) and have training in safety procedures. A year's experience would be preferred but the company might be prepared to consider someone who has just (16)

Finally, we have a position for a farm worker. This will involve a wide range of farm duties including (17), machine maintenance and animal care. Perks of the job include the possibility of renting a small cottage on the estate, and the chance to (18) A driving licence and tractor driving experience are essential.

ANSWER KEY

1. agriculture and horticulture sectors	10. a range of top supermarkets
2. special career opportunities	11.farming and agricultural practices.
3. working in a rural setting	12.A leading supermarket
4. certainly health benefits	13.administration, planning and buying
5. jobs for travel overseas	14.high levels of customer service
6. health and safety	15.a clean driving licence
7. work-related accidents	16.completed an appropriate training course.
8. fresh food commercial manager	17.crop sowing and harvesting
9. a range of top supermarkets	18.earn a competitive salary

Part 3

ADAM: OK Rosie, shall we try to get some ideas together for our presentation on (1)

ROSIE: Sure.

ADAM: I can talk about the experiment I did to see if people can tell the difference between real sugar and (2)

ROSIE: Where you gave people drinks with either sugar or artificial sweeteners and they had to say which they thought it was?

ADAM: Yeah. It took me ages to decide exactly how I'd organise it, especially how I could make sure that people didn't know which drink I was giving them. It was hard to (3) especially as I had so many people doing it - I had to make sure I kept (4) of what each person had had.

ROSIE: So could most people tell the difference?

ADAM: Yeah - I hadn't thought they would be able to, but most people could.

ROSIE: Then there's that experiment I did measuring the fat content of nuts, to see if (5) given on the packet was accurate.

ADAM: The one where you ground up the nuts and mixed them with a chemical to (6)?

ROSIE: Yes. My results were a bit problematic - the fat content for that type of nut seemed much lower than it said on the package. But I reckon the package information was right. I think I should probably have around UP the nuts more than I did. It's possible that the scales for weighing the fat weren't accurate enough. too. I'd really like to try the experiment again some time.

ADAM: So what can we say about helping people to lose weight? There's a lot we could say about what restaurants could do to reduce obesity. I read that the items at the start of a menu and the items at the end of a menu are much more likely to be chosen than the items in the middle. So, if you put the (7) at the beginning and end of the menu, people will probably go for the food with fewer calories, without even realising what they're doing.

ROSIE: I think food *manufacturers* could do more to (8)

ADAM: How?

ROSIE: Well, when manufacturers put calorie counts of a food (9), they're sometimes really confusing and I suspect they do it on purpose. Because food that's (10)tastes better, and so they'll sell more.

ADAM: Yeah, so if you look at the amount of calories in a pizza, they'll give you the calories per quarter pizza and you think, oh that's not too bad. But who's going to eat a quarter pizza?

ROSIE: Exactly.

ADAM: I suppose another approach to this problem is to get people to exercise more.

ROSIE: Right. In England, (11)are for at least 30 minutes of (12), five days a week. Now when you ask them, about 40% of men and 30% of women say they do this, but when you objectively measure the amount of walking they do (13)

....., you find that only 6% of men and 4% of women do the recommended amount of exercise.

ADAM: Mm, so you can see why obesity is growing.

ROSIE: SO how can people be encouraged to take more exercise?

ADAM: Well, for example, think of the location of stairs in a train station. If people reach the stairs before they (14) when they're leaving the station, they're more likely to take the stairs. And if you increase the *width* of the stairs, you'll get more people using them at the same time. It's (15) and influenced by minor modifications in their environment.

ROSIE: Right. And it might not be a big change, but if it happens every day, it all adds up.

ADAM: Yes. But actually, I'm not sure if we should be talking about exercise in our presentation.

ROSIE: Well, we've done quite a bit of reading about it.

ADAM: I know, but it's going to mean we have (16), and our tutor did say that we need to focus on causes and solutions in terms of nutrition.

ROSIE: I suppose so. And we've got plenty of information about that. OK. well that will be simpler.

ADAM: SO what shall we do now? We've still got half an hour before our next lecture.

ROSIE: Let's think about what we're going to include and what will go where. Then we can decide what slides we need.

ADAM: OK, fine.

ANSWER KEY

1. diet and obesity	9. on the label
2. artificial sweeteners	10. high in calories

3. keep track of it all	11.the current guidelines
4. a proper record	12.brisk walking
5. the nutritional information	13.with motion sensors
6. absorb the fat	14.reach the escalator
7. low-calorie items	15.an unconscious process
8. encourage healthy eating	16.a very wide focus

Part 4

Good morning everyone. So today we're going to look at an important creative activity and that's (1) Ancient knitted garments have been found in many different countries, showing that knitting is (2)with a long history.

When someone says the word 'knitting' we might well picture an elderly person - a grandmother perhaps - sitting by (3)for themselves or other members of the family. It's a homely image, but one that may lead you to feel that knitting is (4)- and, indeed, during the previous decade, it was one of the skills that was predicted to vanish from everyday life. For although humans have sewn and knitted their own clothing for a very long time, many of these (5)went into decline when industrial machines took over - mainly because they were no longer passed down from one generation to another. However, that's all changing and interest in knitting classes in many countries is actually rising, as more and more people are (6)in the skill. With that trend, we're also seeing an increase in the sales figures for knitting equipment.

So why do people want to be taught to knit at a time when a machine can readily do the job for them? The answer is that knitting, as a handicraft, has numerous benefits for those doing it. Let's consider what some of these might be. While many people knitted garments in the past because they couldn't afford to buy clothes, it's still true today that knitting can be helpful if you're (7) If you have several children who all need (8), knitting may save you a lot of money. And the results of knitting your own clothes can be very rewarding, even though the skills

you need to get going are really quite basic and (9) is minimal.

But the more significant benefits in today's world are to do with well-being. In a world where it's estimated that we spend up to nine hours a day online, doing something with our hands that is craft-based makes US feel good. It releases US from the stress of a (10)

Now, let's look back a bit to early knitting activities. In fact, no one really knows when knitting first began, but archaeological remains have disclosed plenty of information for US to think about.

One of the interesting things about knitting is that the earliest pieces of clothing that have been found suggest that most of the items produced were round rather than flat. Discoveries from the 3rd and 4th centuries in Egypt show that things like (11), that were needed to keep hands and feet warm, were knitted in one piece using four or five needles. That's very different from most knitting patterns today, which only require two. What's more, (11)people used were hand carved out of wood and other natural materials, like bone, whereas today's needles are largely made of (12)and make that characteristic clicking sound when someone's using them. Ancient people knitted using yarns made from linen, hemp, cotton and wool, and these were often very rough on the skin. (13), which allowed people to make finer yarns and produce much greater quantities of them, led to the dominance of wool in (14)- often favoured for its warmth.

Another interesting fact about knitting is that because it was practised in so many parts of the world for so many purposes, (15) developed. This (16)has allowed researchers to match

bits of knitted clothing that have been unearthed over time to the region from which the wearer came or the job that he or she did.

As I've mentioned, knitting offered people from poor communities a way of (17)while doing other tasks. For many centuries, it seems, men, women and children (18), for example, while watching over sheep, walking to market or riding in boats. So, let's move on to take a ...

ANSWER KEY

1. hand knitting	10.technological, fast- paced life
2. a global activity	11.socks and gloves
3. the fire knitting garments	12.steel or plastic
4. an activity of the past	13.The spinning wheel
5. craft-based skills	14.the knitting industry
6. seeking formal instruction	15.regional differences in style
7. experiencing economic hardship	16.visual identity
8. warm winter clothes	17.making extra money
9. the financial outlay	18.took every opportunity to knit

Test 4

Part 2

CHAIRPERSON: Right. Next on the agenda we have (1)
Councillor Thornton.

COUNCILLOR THORNTON: Thank you. Well, we now have the results of the survey carried out last month about (2)in the town. People were generally satisfied with (3)There were one or two complaints about potholes which will be addressed, but a significant number of people complained about (4)using our local roads to avoid traffic elsewhere. We'd expected more complaints by commuters about the reduction in (5), but it doesn't seem to have affected people too much. The cycle path that runs alongside the river is very well used by both (6)since the surface was improved last year, but overtaking can be a problem so we're going to add a bit on the side to make it wider. At some stage, we'd like to extend the path so that it goes all the way through the town, but that won't be happening in the immediate future.

The plans to have (7)next to the Post Office have unfortunately had to be put on hold for the time being. We'd budgeted for this to be done this financial year, but then there were rumours that the Post Office was going to move, which would have meant there wasn't really a need for a

crossing. Now they've confirmed that they're staying where they are, but the Highways Department have told US that it would be dangerous to have a pedestrian crossing where we'd originally planned it as there's a bend in the road there. So that'll need some more thought.

On Station Road near (8)
....., drivers can face quite long waits if the level crossing's closed, and we've now got signs UP requesting them not to leave their engines running at that time. This means pedestrians waiting (9)
.....to cross the railway line don't have to(10) We've had some problems with cyclists leaving their bikes chained to the railings outside (11), but the station has agreed to (12)there.

CHAIRPERSON: SO next on the agenda is 'Proposals for improvements to the recreation ground'. Councillor Thornton again.

COUNCILLOR THORNTON: Well, since we managed to extend (13)
....., we've spent some time talking to local people about how it could be made a more attractive and useful space. If you have a look at the map up on the screen, you can see the river up in the north, and the Community Hall near the entrance from the road. At present, cars can park between the Community Hall and that line of trees to the east, but this is quite

dangerous for pedestrians so we're suggesting a new car park on the opposite side of the Community Hall, right next to it.

We also have a new location for (14)

As we've now purchased (15)to the east of the recreation ground, beyond the trees, we plan to move it away from its current location, which is rather near the road, into this new area beyond (16) This means there's less danger of stray balls hitting cars or pedestrians.

We've got plans for a children's playground which will be accessible by a footpath from the Community Hall and will be (17) We'd originally thought of having it close to the road, but we think this will be a more attractive location.

(18)is very popular with both younger and older children - we had considered moving this up towards the river, but in the end we decided to have it in the southeast corner near the road. The pavilion is very well used at present by both (19) It will stay where it is now - to the left of the line of trees and near to the river - handy for both the football and cricket pitches.

And finally, we'll be getting (20)for local information, and that will be directly on people's right as they go from the road into the recreation ground.

ANSWER KEY

1. traffic and highways	(11) the ticket office
2. traffic and road transport	(12) provide bike racks
3. the state of the roads	(13) the recreation ground
4. the increasing number of heavy vehicles	(14) the cricket pitch
5. the train service	(15) additional space
6. cyclists and pedestrians	(16) the line of trees
7. a pedestrian crossing	17.alongside the river
8. the station and level crossing	18.The skateboard ramp
9. on the pavement	19.football players and cricketers
10.breathe in car fumes	20.a new notice board

Part 3

JAKE: Now that we've done all the research into (1) in cities around the world, we need to think about how we're going to (2)

AMY: Right. I think we should start by (3) I mean it's great that so many cities have introduced these schemes where anyone can pick up a bike from dozens of different locations and hire it for a few hours. It makes riding a bike very convenient for people.

JAKE: Yes, but the costs can add up and that puts people on low incomes off in some places.

AMY: I suppose so, but if it means more people in general are cycling rather than driving, then because they're increasing the amount of (4)they do, it's good for their health.

JAKE: OK. But isn't that of less importance? I mean, doesn't the impact of (5) have a more significant effect on people's health?

AMY: Certainly, in some cities bike-sharing has made (6)to that. And also helped to cut the number of cars on the road significantly.

JAKE: Which is the main point.

AMY: Exactly. But I'd say it's had less of an impact on noise pollution because there are still (7)around.

JAKE: Right.

AMY: Shall we quickly discuss the recommendations we're going to make?

JAKE: In order to ensure bike-sharing schemes are successful?

AMY: Yes.

JAKE: OK. Well, while I think it's nice to have really (8) with things like GPS, I wouldn't say they're absolutely necessary.

AMY: But some technical things are really important - like (9) – so people can make payments and book bikes easily. Places which haven't invested in that have really struggled.

JAKE: Good point... Some people say there shouldn't be competing companies offering separate bike-sharing schemes, but in some really big cities, (10)and anyway one company might not be able to manage the whole thing.

AMY: Right. Deciding how much to invest is a big question. Cities which have opened loads of (11) at the same time as introducing bike-sharing schemes have generally been more successful - but there are examples of successful schemes where this hasn't happened ... What does matter though - is having (12)

JAKE: Definitely. If people don't know how to use the scheme or don't understand its benefits, they won't use it. People need a lot of persuasion to stop using their cars.

- AMY: Shall we look at some examples now? And say what we think is good or bad about them.
- JAKE: I suppose we should start with Amsterdam as this was one of the first cities to have a bike-sharing scheme.
- AMY: Yes. There was already (13) here. In a way it's strange that there was such (14) because you'd have thought most people would have used their own bikes.
- JAKE: And yet it's one of (15) Dublin's an interesting example of a success story.
- AMY: It must be because the public transport system's quite limited.
- JAKE: Not really - there's no underground, but there are trams and (16) I'd say price has a lot to do with it. It's one of the cheapest schemes in Europe to join.
- AMY: But the buses are really slow - anyway the weather certainly can't be a factor!
- JAKE: No - definitely not. The London scheme's been quite successful.
- AMY: Yes - it's been a really good thing for the city. The bikes are popular and the whole system is well maintained but it isn't expanding quickly enough.
- JAKE: Basically, not enough's been spent on increasing the number of cycle lanes. Hopefully that'll change.
- AMY: Yes. Now what about outside Europe?

JAKE: Well bike-sharing schemes have taken off in places like Buenos Aires.

AMY: Mmm. They built (17)to support the introduction of the scheme there, didn't they? It attracted huge numbers of cyclists where previously there were hardly any.

JAKE: An example of good planning.

AMY: Absolutely. New York is a good example of how not to (18) When they launched it, it was more than ten times the price of most other schemes.

JAKE: More than it costs to take a taxi. Crazy. I think the organisers lacked (19)there.

AMY: I think so too. Sydney would be a good example to use. I would have expected it to have grown pretty quickly here.

JAKE: Yes. I can't quite work out why it hasn't been (20)like some of the others. It's a shame really.

AMY: I know. OK so now we've thought about...

ANSWER KEY

1. bike-sharing schemes	11.new bike lanes
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2. organise our report	12.a big publicity campaign
3. talking about the benefits	13.a strong culture of cycling
4. physical activity	14.a demand for bike-sharing
5. reduced emissions on air pollution	15.the best-used schemes
6. a bio contribution	16.a good bus network
7. loads of buses and lorries	17.a huge network of cycle lanes
8. state-of-the art bikes	18.introduce a scheme
9. a fully functional app	19.vision and ambition
10.competition's beneficial	20.an instant success

Part 4

One of the most famous cases of extinction is that of a bird known as the dodo. In fact, there's even a saying in English, 'as dead as the dodo', used to refer to something which no longer exists. But for many centuries the dodo was alive and well, although it could only be found in one place, the island of Mauritius in the Indian Ocean. It was a very large bird, about one metre tall, and over the centuries it had lost (1), but it survived happily under the trees that covered the island.

Then in the year 1507 the first Portuguese ships stopped at the island. The sailors were carrying spices back to Europe, and found the island (2)where they could stock up with food and water for the rest of the voyage, but they didn't settle on Mauritius. However, in 1638 the Dutch arrived and (3) there. These first human inhabitants of the island found the dodo birds (4), although not everyone liked the taste.

It's hard to (5)of what the dodo actually looked like. We do have some written records from sailors, and a few pictures, but we don't know how reliable these are. (6)is a Dutch painting in which the bird appears to be extremely fat, but this may not be accurate - an Indian painting done at the same time shows a much thinner bird.

Although attempts were made to preserve the bodies of some of the birds, no complete specimen survives. In the early 17th century four dried parts of a bird were known to exist - of these, three have disappeared, so only one example of soft tissue from the dodo survives, a dodo head. Bones have also been found, but there's only one (7)

This single dodo skeleton has recently been (8)which suggests that many of the earlier beliefs about dodos may have been incorrect. For example, early accounts of the birds mention how (9)it was, but scientists now believe the bird's (10)would have made it capable of movement which was not slow, but actually quite fast. In fact, one 17th century sailor wrote that he found the birds hard to catch. It's true that the dodo's small wings wouldn't have allowed it to (11), but the scientists suggest that these were probably employed for balance while going over uneven ground. Another group of scientists carried out analysis of the dodo's skull. They found that the reports of (12) of the dodo were not borne out by their research, which suggested the bird's brain was not small, but average in size. In fact, in relation to its body size, it was similar to that of the pigeon, which is known to be a highly intelligent bird. The researchers also found that the structure of the bird's skull suggested that one sense which was particularly well-developed was that of smell. So the dodo may also have been particularly good at (13)and other food in the island's thick vegetation.

So it looks as if the dodo was better able to survive and defend itself than was originally believed. Yet less than 200 years after Europeans first arrived on the island, they had become extinct. So what was the reason for this? For a long time, it was believed that the dodos (14), but scientists now believe the situation was more complicated than this. Another factor may have been the new species brought to the island by the sailors. These included dogs, which would have been a threat to the dodos, and also monkeys, which ate the fruit that was (15) of the dodos' diet. These were brought to the island deliberately, but the ships also brought another type of creature - rats,

which came to land from the ships and rapidly overran the island. These upset (16) , not just the dodos but other species too. However, they were (17)to the dodos because they consumed their eggs, and since each dodo only laid one at a time, this probably had (18) on populations.

However, we now think that probably the main cause of the birds' extinction was not the introduction of (19) , but the introduction of agriculture. This meant that the forest that had once covered all the island, and that had (20) for the dodo, was cut down so that crops such as sugar could be grown. So although the dodo had survived for thousands of years, suddenly it was gone.

ANSWER KEY

1. the ability to fly	11.leave the ground
2. a convenient stopping place	12.the lack of intelligence
3. set up a colony	13.locating ripe fruit
4. a convenient source of meat	14.were hunted to extinction
5. get an accurate description	15.the main part
6. The best-known picture	16.the ecology of the island
7. complete skeleton in existence	17.a particular danger
8. the subject of scientific research	18.a devastating effect
9. slow and clumsy	19.non-native species
10.strong knee joints	20.provided a perfect home

KHÓA HỌC CÁ NHÂN HÓA TẠI IELTS XUAN PHI

1. Khóa học IELTS Writing Cá nhân hóa

Khóa học sẽ chia làm hai Level:

❖ Khóa Zero dành cho:

- Học viên yếu hoặc mất gốc kỹ năng Writing muốn cải thiện trình độ một cách bài bản

❖ Khóa Chuyên sâu hướng tới:

- Học viên đang luyện ôn thi sắp tới mà:
 - ✚ Không được chấm, chữa bài viết chuẩn
 - ✚ Chưa nắm chắc cách viết, chiến thuật viết bài IELTS Writing
 - ✚ Muốn củng cố kiến thức chuyên sâu để bật hẳn kỹ năng Writing tự tin bước vào kỳ thi sắp tới

➤ Chi tiết khóa Writing vui lòng xem tại địa chỉ

sau: <https://ieltsxuanphi.edu.vn/hoc-online/khoa-hoc-ielts-online-writing-ca-nhan-hoa/>

2. Khóa học IELTS 4 kỹ năng Cá nhân hóa

Khóa học sẽ chia làm hai Level:

❖ Khóa Starter dành cho:

- Học viên yếu cả 4 kỹ năng hoặc từ mất gốc, bắt đầu muốn học IELTS một cách bài bản, vững chắc

➤ Chi tiết khóa 4 kỹ năng từ mất gốc vui lòng xem tại địa chỉ

sau: <https://ieltsxuanphi.edu.vn/khoa-hoc-ielts-online-4-ky-nang-ca-nhan-hoa-danh-cho-nguoi-moi-bat-dau/>

❖ Khóa Bứt tốc chuyên sâu hướng tới:

- Học viên trình độ 5.0 có mục tiêu lên 6.0
- Học viên trình độ 6.0 có mục tiêu lên 6.5+
- Học viên đang luyện ôn thi sắp tới mà:
 - ✚ Không có sự hỗ trợ luyện Speaking chuẩn
 - ✚ Chưa biết vận dụng chiến thuật, tips làm bài Reading và Listening

- ✚ Không được chấm, chữa bài viết chuẩn
- ✚ Chưa nắm chắc cách viết, chiến thuật viết bài IELTS Writing
- ✚ Muốn củng cố kiến thức chuyên sâu để tự tin bước vào kỳ thi sắp tới
- Chi tiết khóa 4 kỹ năng Bút tốc vui lòng xem tại địa chỉ sau: <https://ieltsxuanphi.edu.vn/khoa-hoc-ielts-online-level-5-0-6-0/>

3. Các khóa học Cá nhân hóa khác

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4. Thông tin liên hệ

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