

# Simply Cambridge Advanced CAE

## AUDIOSCRIPTS

### TEST 1

**Paper 4 – Listening:** I'm going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound. [BELL] You will hear each piece twice. Remember while you are listening write your answers in your book. There will now be a pause. Please ask any questions now, because you must not speak during the test.

#### Part 1

You'll hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

#### Extract 1

You hear part of a radio interview with a man who is talking about the English collective humour. Now look at Questions 1 and 2. [PAUSE 15 SECONDS]

**Interviewer:** So, Nigel, in your opinion, the English have a sort of collective humour. They nearly all laugh at the same thing.

**Nigel:** No, it's not that everyone finds the same thing funny. I mean more that the English sense of humour is based on self-deprecation. Our wit shows that we think we're not very important or totally inept at everything. In other words, we can laugh at ourselves and not many other societies are able to do that. It's not just the English, either. I would include the whole of the UK in this type of humour.

**Interviewer:** Is this the same thing as when we laugh at a comedian's jokes?

**Nigel:** Well, if you think about the most popular comedians in this country, most of them base their sense of humour on everyday events. They observe what's happening around them. For instance, I watched a man make an audience cry with laughter, yet he was just talking about a drawer that his family, but particularly him, put things in that they had nowhere else to put. It was funny because every household has one of these drawers.

**Now you will hear the recording again.**

#### Extract 2

You hear two people discussing a television series. Now look at Questions 3 and 4. [PAUSE 15 SECONDS]

**Male:** So, you enjoyed the first series?

**Female:** Yes, very much so, and I'm going to miss seeing it every Friday. The scriptwriting is brilliant. One moment you're laughing so hard it hurts and the next you have tears in your eyes. That takes some doing, week in and week out. And I like the fact they used unknown actors for all the characters. I felt it made them more believable because I didn't associate them with something they'd been in before.

**Male:** That's true. I'm looking forward to the second series, and I'm surprised at myself, as I hated the first episode.

I thought it was so cliché and I couldn't relate to the cast. I felt let down and disappointed after all the hype about it before it aired. Now I can't wait till it's back on our screens. The cast feels like part of the family. In fact, it's the only programme on TV that all my family watch together. That makes it something special and unique.

**Now you will hear the recording again.**

#### Extract 3

You hear a woman, Rachael, talking about a course she completed. Now look at Questions 5 and 6. [PAUSE 15 SECONDS]

**Female:** I've always enjoyed making my own clothes, mostly with success, but there have been some spectacular failures. I soon realised

that this was due to the material I had chosen, so I enrolled on a course about fashion fabrics. There was a strong emphasis on visual research and interpretation, in other words, design, and we were encouraged to produce experimental and highly individual work. It opened a whole new world to me. It led to me wearing my very own exclusive designs and it wasn't long before friends asked me if I could design and make something unique for them. Now, I have my own business. Women come and discuss what they want and I make it for them, all with the guarantee that this will be the sole one made. I've recently branched out online, where I sell limited editions of clothes I've designed and made. I only ever make five of each, so they're reasonably exclusive. I'm rushed off my feet, but I love the satisfaction my work gives me.

**Now you will hear the recording again.**

**That is the end of Part 1.**

#### Part 2

You will hear Francesca Bernnaise, a ranger at a national park, talking about an animal called the Pyrenean desman. For Questions 7-14, complete the sentences with a word or a short phrase. You now have 45 seconds in which to look at Part 2. [PAUSE 45 SECONDS]

Good afternoon, my name's Francesca Bernnaise. I'd like to welcome you to Alt Pirineu National Park. The park is actually most famous for its outstanding variety of flora and fauna, along with its high mountains and magnificent scenery. We focus on all aspects of nature conservation, whether it's the plants, trees, rivers, birds or mammals. The park also provides a refuge for many endangered and even rare species. We take the responsibility of ensuring their survival very seriously.

One of those rare species is the Pyrenean desman. Few people have even heard of what has been called 'Europe's weirdest beast', and still fewer have ever actually seen one. Fortunately for us, we have them right here in the park. Mind you, they're not easy to see. Being nocturnal, our scientists have to set traps and then inspect them by wading through knee-deep water in fast-flowing rivers when it's pitch dark.

Our research into the habits of the Pyrenean desman is ongoing because so little is known about them. It's thought that they used to be widespread across the mountain ranges of France, Portugal and Spain, but today, we're really the last stronghold for the strange little desman. They got their nickname because of their appearance. They're a bit rat-like, a bit mole-like and look a little like a platypus. They're quite small, about the same size as a hamster, and have a shiny grey coat. As you can see from this picture, the Pyrenean desman's stand out feature is its distinctive large nose, not unlike a miniature elephant's trunk. It also has long grey whiskers and small, beady eyes. You'll notice its front paws are minute, whereas its back feet are enormous and webbed. Finally, there's the thick, scaly tail. The desman's adjusted and adapted to its environment perfectly, and is an excellent swimmer.

Our scientists are working on finding out their distribution - how many of them there are and exactly where they are. As I've already explained, that's no easy task and it's the reason why so little research has been done in the past. Added to this is the fact that they only come out at night and live in water. The scientists have, however, improved on their desman tracking skills and their research has contributed to overturning some previously held incorrect beliefs about the animal. Using radio-tracking, they have discovered more about their behaviour and social relations with other desmans. For instance, it has long been assumed that the Pyrenean desman was a solitary, territorial, aggressive animal. The reality is that they are tolerant towards other desmans and appear to be quite social.

There's also the ancient historical perspective in studying the desman. Millions of years ago, there was an abundance of aquatic species like the desman, which formed a group of animals called the Desmaninae.

These days though, the Pyrenean desman is one of only two that remain in its evolutionary line. The other is the Russian desman, larger and furrer than our one.

The Pyrenean desman is already on the 'Vulnerable' list, so our work is important to safeguard the future of this unique species. Already in some areas of this park it has become extinct. The more we find out about it, the more we can help it survive. Even small changes to the rivers and streams have an impact on the small, like shrimp and snails, that the desman feeds on. So for us it is wonderful to have this fascinating creature in our park, but it's also quite a responsibility to protect it.

**Now you will hear Part 2 again.**  
**That is the end of Part 2.**

### Part 3

**You will hear an interview in which two scientists, Professor Cindy Renshaw and Doctor Andrew Watkins, discuss the increased frequency of flooding in the UK. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have 1 minute to look at Part 3.**  
**[PAUSE 60 SECONDS]**

**Interviewer:** Cindy and Andrew, you've spent your working lives warning about the increased threat of flooding. Isn't it frustrating being ignored all the time?

**Cindy:** It can be, yes. The UK has often suffered flooding in the winter, usually after the rains have soaked the ground. This excess water leeches into rivers, which then burst their banks. It can also be caused by the snow melting, just like in the great floods of 1947. The snowmelt was preceded by heavy rains that led to the river levels rising at around a foot an hour.

**Andrew:** Or coastal storms and tidal surges, like those in 1953, when there was serious flooding and over three hundred people lost their lives. However, the more recent floods were in the summer and autumn, due to sudden, torrential downpours. It's the fact that the situation is changing that we cannot get anyone to listen to.

**Cindy:** That's right. The sudden very heavy rainfall is what is causing the surface water flooding. This has happened before, but the frequency of these downpours has increased. Since the 1960s, these storms have doubled in intensity and are happening four times more than before.

**Andrew:** One huge problem is that traditional defences against flooding are designed to deal with coastal and river flooding, not flash flooding in city or town centres.

**Cindy:** However, the weather isn't the only reason for the flooding. More than half of the houses built since 1945 have been constructed on flood plains. As there are now no fields, ponds and ditches around the rivers on these plains, the water had nowhere to go but into homes.

**Andrew:** There's some light at the end of the tunnel, though. The Environment Agency has been pressurising local councils to refuse permission to build new houses in areas that are at risk of flooding.

**Cindy:** But the necessity to build houses, which is some cities and towns is urgent, is greater than worrying about future flooding. It's estimated that more or less ten percent of all new developments are still being constructed in areas vulnerable to flooding. What concerns us is that these aren't just the odd house here and there.

**Andrew:** No, we're talking, for example, of the construction of nearly a thousand homes and a school in the Home Counties, and two thousand houses and a school near Blackpool. None of these buildings will be able to cope with the flooding that will inevitably happen.

**Cindy:** We're also not learning from the past. The Victorians built their homes with cellars and steps up to their front doors. These are not incorporated into new homes today, so front doors are at pavement level and rainwater gushes straight through the house.

**Andrew:** That's exactly what happened to my mother. Although she had insurance to pay for new carpets, TV, and so on, she lost all her personal items, like wedding photographs, videos, books, and papers -

lost forever. And it took eight months for the house to dry out. Everything was covered in silt and all her possessions were dumped in a pile from the force of the water. At the time this happened, flooding was unusual, but today more and more people are going to experience this type of event, and many are not insured and won't be able to get insurance because of where they live - in a flood plain.

**Now you will hear Part 3 again.**

**That is the end of Part 3.**

### Part 4

**Part 4 consists of two tasks. You will hear five short extracts in which students talk about doing two weeks work experience, when they work for a local company to see if it is the career that they want.**

**Look at Task 1. For questions 21-25, choose from the list (A-H) what reason each speaker gives for choosing that particular job. Now look at Task 2. For questions 26-30, choose from the list (A-H) what benefit each speaker mentions about their work experience. While you listen you must complete both tasks. You now have 45 seconds in which to look at Part 4.**  
**[PAUSE 45 SECONDS]**

#### Speaker 1

**Female:** I've wanted to be a chef ever since I was little, but never thought much beyond that. And strangely enough, it's only when I went to my work experience that I realised I want my own restaurant. We spent two weeks swapping between the kitchen and serving each day. We spent three hours preparing all the food and then we'd start serving and putting the food on plates when the customers ordered. We had to wear a black tie outfit, so we looked very smart. Some of the customers could be difficult, but it was a great way to learn the business. It was also fun, though tiring, and I soon understood the value of teamwork.

#### Speaker 2

**Male:** I opted to work at the local library. The fact that I didn't have to commute was a plus, but that wasn't the reason I chose it. It's the central library for the county, with more than seven million books. Amongst other things, I expected to have time to look at the rare books and first editions. Instead, I spent most of my time helping people use the computers and printers, which was a big disappointment. It made me aware that soon no one will even look at a book. The only good thing is that the work experience made me realise that it's not the job for me. I'm glad I found out now rather than later.

#### Speaker 3

**Male:** My father had cautioned me that being a journalist meant working erratic hours. That's why when I was choosing my work experience it had to be a reputable newspaper with an excellent website. They have reporters that focus on one thing, such as crime, sport, entertainment, fashion or cars and the like, and have set hours. What I hadn't expected was to work with some long established and well-known reporters. A life-long ambition to meet one in particular was fulfilled, and he gave me some excellent advice and help. The best thing of all is that they have offered me a job when I leave school. I can't believe I've actually got the job that I've always dreamed of doing.

#### Speaker 4

**Female:** My work experience was one of the best things that's ever happened to me. It's encouraged me to study harder at school, even the subjects that I'm not keen on. It was important for me to get hands-on experience working in a forensic lab, and consequently it confirmed it's the job for me. The scientists showed me what difference aspects of forensics really involved, so I've decided to focus on becoming a Scene of Crime Officer. This means I have to do a Masters Degree and will also have to do a sort of apprenticeship even after studying for so long. One day though, I'll be working with the police, helping to solve crimes.

### Speaker 5

**Male:** I've just completed my work experience on a farm in Essex. It wasn't a dairy farm, but an agricultural experiment in growing GM - genetically modified - crops. I was determined not to do this research in a lab, but to get out and see for myself the problems and hear first-hand the farmer's opinion. I hope in the future to work in something to do with helping the environment, especially feeding an ever growing population in the most efficient manner. This might be one way forward, but the farmer has some valid reasons as to why he was against it, which has made me think again.

**Now you will hear Part 4 again.**  
**That is the end of Part 4.**

## TEST 2

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### Part 1

**You'll hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

#### Extract 1

**You hear part of an interview with a book critic, who is discussing a new book. Now look at Questions 1 and 2. [PAUSE 15 SECONDS]**

**Presenter:** Two years ago, Jamal Mitchell was first published. The book was about his family history, starting as land owners in West Africa, being taken as slaves by a raiding party, crossing the transatlantic route to the Americas and eventually gaining their freedom, only to find they were still considered second-class citizens. His new offering focuses purely on the slave trade. What's your take on the book, Justin?

**Justin:** I'm not sure he hits the mark about something that does not involve his personal history. His first book was very emotional and beautifully written. It deserved to go to the top of the best-seller list. But in this ... he's not nearly so articulate or organised.

**Presenter:** I see he quotes many other slaves and their experiences. Don't you find that appealing?

**Justin:** No, not really. It's not written in a way that provokes any sympathy or emotional reaction from the reader.

Also, there are far too few photos in it. They always draw you in, as you want to know more about the people in them. There are many other books on this subject that provide a wealth of information that are better value for money.

**Now you will hear the recording again.**

#### Extract 2

**You hear a woman talking about research being carried out in a small village. Now look at Questions 3 and 4. [PAUSE 15 SECONDS]**

**Female:** Being a police officer in a small sleepy village, I couldn't understand why petty crime always increases once a month without fail. The mayhem sometimes lasts two days, but it's normally just the one. I decided to do some research and ask the people responsible why they had done it. At first, my questions were a bit random, as I didn't really know what to ask, but I gradually learned how to hone my questions to make them more relevant. After a year, I took my research notes to a psychologist. He provided all the answers. The reason there are so many crimes once a month, believe it or not, is the full

moon. Apparently it's the time when there is a lot of miscommunication. People argue and generally don't act as they normally would. My hopes are that my research, which is unorthodox I know, yet still ongoing, will encourage other police forces to focus more on why the person has committed a crime, rather than the crime itself. Then fewer people might be taken to court for a one-off moment of madness.

**Now you will hear the recording again.**

### Extract 3

**You hear a man talking on the radio about his favourite television programme. Now look at Questions 5 and 6. [PAUSE 15 SECONDS]**

**Male:** My view about this programme is the idea that I can immerse myself in it. I can abandon myself totally in the programme and forget what is on my mind. I'm there! Because it's set in the early twentieth century, it doesn't seem related to today. I know it's historical - though in fact not all of their facts are correct - or they're glossed over - but it does mention some of the major events of the time. My family aren't so happy about having to watch it every week, and they're glad when each season ends. Certainly my wife is surprised that I like something so banal. I'm not sure that banal is the right word, but my co-workers said they would have expected me to like something less corny. Millions of other people watch it, so obviously something doesn't have to be ultra sophisticated for people to appreciate it. They might not like the storyline, but the acting and the scenery are brilliant.

**Now you will hear the recording again.**  
**That is the end of Part 1.**

### Part 2

**You will hear a man, Christopher Aquilina, from the Gemmological Institute, giving a short talk on the subject of emeralds, a valuable green gemstone. For questions 7-14, complete the sentences with a word or a short phrase. You now have 45 seconds in which to look at Part 2. [PAUSE 45 SECONDS]**

I'm going to be giving a short talk about a precious stone that is not considered by some to be of any value - the emerald. In fact, emeralds are beguiling gemstones. They possess the most striking and most dazzling green that can possibly be imagined. Top quality emeralds can be even more valuable than diamonds.

The word 'emerald' comes from an ancient Persian word, later translated into Latin as 'smaragdus', and eventually, over time, corrupted to 'emerald'. It basically just means 'green gemstone'. The oldest archaeological finds are from near the Red Sea in Egypt. Known later as 'Cleopatra's Mines', the Egyptian pharaohs fully exhausted the emerald mines between 3000 and 1500 B.C. There were no emeralds left when the mines were finally rediscovered at the beginning of the 19th century.

Despite the beauty of its colour, a really fine quality stone is quite rare, with inclusions - or flaws - spoiling the evenness of the colour. This does not always lessen how highly they are thought of or their value. If the stone is still a deep colour it is more valuable than an emerald that is nearly flawless but lighter in colour. Many specialists actually like these little flaws, because they know it has grown naturally, produced through a violent act of nature.

This leads us to the questions: How are emeralds formed? How do they even exist? Well, they go way back in time. Indeed, emeralds from Zimbabwe are amongst the oldest gemstones anywhere in the world, as they were already growing 2,600 million years ago. Other emeralds, for example from Pakistan, are just nine million years old. Emeralds are beryls - a large gemstone family - yet pure beryl has no colour. So how can a member of the beryl family be such a vibrant green? Obviously, there can be no colour until another element is added and in the case of the emerald, it's the traces of chromium and sometimes vanadium, which make their unique colour.

What's strange about these elements reacting with beryl to form emeralds is that they are normally found in different parts of the Earth's crust. Really, emeralds shouldn't exist at all. However, intense tectonic upheavals meant these divergent elements mixed together and crystallised into one of the most exquisite gemstones. Such turbulence in their formation is what causes the flaws in the stones.

Emeralds can come from nearly all over the world, but topping the list for the best emeralds is Colombia. Two of their most famous mines are Muzo and Chivor, where emeralds were mined by the Incas in pre-Columbian times. I find it fascinating that despite the best emeralds being of Colombian origin, you can never guarantee quality, wherever a stone comes from. Other countries, such as Zambia, Brazil, Zimbabwe, India and Russia, to name but a few, also find fine emeralds deep in the bowels of the earth. And they all have differences. Some Zambian emeralds have a bluish tinge to them, yet are still a very dark green, whereas stones from Zimbabwe are smaller and a deep, deep green colour.

Emeralds, thanks to their hardness, are largely protected from scratches. This does not mean it is easy to cut, set and clean however, as any flaws in the stone make it brittle when it is being cut. They've actually developed a special cut for the stone: the emerald cut. This is a rectangular or square cut with bevelled corners and it really shows the beauty of this magnificent gemstone, while at the same time protecting it from any strain caused by the flaws.

**Now you will hear Part 2 again.  
That is the end of Part 2.**

### Part 3

**You will hear a discussion in which two ornithologists, Sally Passante and Barry Winters, talk about a documentary they made about birds in Britain. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have 1 minute to look at Part 3. [PAUSE 60 SECONDS]**

**Interviewer:** Today we're talking to ornithologists Sally Passante and Barry Winters, who you might recently have seen in their documentary about the birds of Britain. So, Barry, what's it like to suddenly become famous?

**Barry:** Well, quite a few TV channels and newspapers have interviewed us about the documentary. Apparently we managed to make bird watching fun and informative, so we hope people will start to take more of an interest in wild birds than they have up till now. What do you think, Sally?

**Sally:** I hope so, too. All my friends at school thought I was a bit weird because I liked birds, but I was brought up with them. My father has so many aviaries, that it's always been a way of life for me. We had canaries, budgies, a parrot, a hawk, and he was always taking in injured jays, robins, swallows, blackbirds, and so on. As a child, I thought everyone did the same thing.

**Barry:** And how long now have you been making documentaries about birds ... about ten years, is it?

**Sally:** Yeah, about that. It's something I had dreamed of doing, but never thought I'd really do it. I was fortunate to have the short videos I made for my bird website noticed by a producer from a major TV channel and it went from there. That's when Barry and I first worked together.

**Interviewer:** Part of the reason your documentary was so successful was that the content was unusual. For example, you showed birds forming what you described as a congregation where they collectively mourned the death of another bird. How long did that take to film?

**Barry:** About a month - maybe a bit longer - just for that part. We were filming some jays when suddenly they all flew off together squawking and making such a noise. We walked about a mile in the direction they'd flown and found them all gathered around a dead body. There were a lot more birds there than we'd been filming earlier, so we came to the conclusion that all the calls they made were to attract other jays to come and pay their respects.

**Sally:** And they did appear to be genuinely upset. They even stopped looking for food until the next day. It was amazing. We still haven't reached a conclusion whether this behaviour started to warn other jays of danger or not. If you saw the documentary you'll know that we carried out some research when we used different coloured pieces of wood that looked a bit like birds, to see their reactions. They completely ignored them.

**Barry:** We used stuffed birds as well, which the jays swooped down on to scare away, so we knew the wooden objects were not seen by them as other birds. Our theory, as Sally mentioned, is that the jays see a dead bird as information to be shared, perhaps to inform the others of a predator.

**Sally:** Something else we found fascinating is that wild birds seem to be leaving the cities and returning to wooded areas and farmland. We think it's all down to the noise in towns and cities, which has affected the dawn chorus. The males use this custom to attract a mate. Any real change in this part of the breeding schedule would lead to a fall in the bird population.

**Barry:** Since they've come up with their own solution to the situation, there's been a decline of twenty percent in the number of birds in our gardens and parks in just the last four years, so we might soon have to travel to the countryside to hear a bird sing.

**Sally:** For those that remain in urban areas, this clamour also leaves birds exposed to danger because they can't hear alarm calls from other birds. We also found evidence that what remains of the dawn chorus, is louder than it used to be. They do this to avoid being drowned out by the noise of traffic, factories, and so on. The high spot of this research was uncovering the fact that robins have started singing at night instead of in the morning, though this might be caused by light pollution rather than noise.

**Interviewer:** And that's ....

**Now you will hear Part 3 again.  
That is the end of Part 3.**

### Part 4

**Part 4 consists of two tasks. You will hear five short extracts in which different people are talking about why they no longer live at home with their family. Look at Task 1. For questions 21-25, choose from the list (A-H) what reason each speaker gives for moving away. Now look at Task 2. For questions 26-30, choose from the list (A-H) what each speaker has learned from their experience. While you listen you must complete both tasks. You now have 45 seconds in which to look at Part Four. [PAUSE 45 SECONDS]**

#### Speaker 1

**Male:** Well, I went to visit a good friend in Equatorial Guinea. When I arrived, he introduced me to some of the local people and I saw for myself what real poverty is. I couldn't believe that many of them live on less than a dollar a day. I was supposed to visit for three weeks, but ended up staying as an unpaid English teacher. The students supply me with food their mother has cooked, bread, vegetables or fruit - whatever they can spare - and I live with my friend. I now appreciate that job satisfaction is more important than money, and as long as you have food and a roof over your head, you'll survive.

#### Speaker 2

**Female:** I'd been working for the company for four years when they offered me the chance to relocate to New Zealand. It was a big step up the career ladder for me, and one I hadn't expected to get for at least ten years. Of course, it was a big decision to move to the other side of the world on my own, but I felt I couldn't pass up the opportunity. I've made some wonderful new friends and have learned how to fend for myself and stand on my own two feet. I've also travelled widely. Something I'm sure I wouldn't have done in this part of the world if I'd stayed at home.

### Speaker 3

**Male:** I wanted to specialise in a rather obscure branch of medicine and couldn't find a place where I could do this. Then, someone told me about a course in America. I applied, though I was fairly pessimistic about my chances, but miracle of miracles, I was accepted. They even gave me a scholarship, so I only had to find the airfares. I lived on campus and soon found a part-time job in a lab that paid well. Living here alone made me a much better student because I have no distractions. I really knuckled down and finished the course six months early. Now I have a well-paid job and no intentions of going home.

### Speaker 4

**Female:** Just a few days after my boyfriend proposed to me, he received an e-mail saying he would have to go home to run the family business. He literally had no choice. We had a lot of soul-searching to do. We both liked our jobs and I was sort of taking care of my mother. I was also rather daunted by moving to a foreign country so far from my homeland, where I didn't know the language or customs. In the end, I decided to give it a try, and I don't regret it one bit. We now have the option of staying here or going home, but there is no rush to make a decision.

### Speaker 5

**Male:** The day came when I was absolutely broke and had no prospects whatsoever. I abandoned the local papers and used the Internet instead. Unemployment in the area I lived was - and still is - so high that I finally accepted I had no chance. Anyway, I was lucky enough to find a job in the north of England. They paid my travel expenses for the interview and they offered me the position immediately. I've never regretted making the move, despite not seeing my family as often as I'd like. I got over it in the end, which just goes to show how adaptable people can be when they need to.

**Now you will hear Part 4 again. That is the end of Part 4.**

## TEST 3

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### Part 1

**You'll hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

#### Extract 1

**You hear part of a radio programme in which an academic is giving a talk on dogs. Now look at Questions 1 and 2. [PAUSE 15 SECONDS]**

**Female:** The domestic dog has been part of family life for thousands of years. They provided early humans with an animal to guard them, fur, a food source, and also acted as a beast of burden. Domestic dogs are descendents of grey wolves, and still being debated is whether domestic dogs were deliberately tamed and socialised, or if it just happened. One theory is that early wolves were scavengers and attracted to the refuse left behind by humans. One characteristic of all animals is 'flight distance'. This is how close an animal will allow a human to get before it turns tail and runs. Animals with a shorter flight distance will continue to eat despite the presence of humans. Those with a longer flight distance will run away. This trait would be passed down to successive generations, eventually breeding animals that were more and more comfortable around humans. So, in theory, wolves separated into two populations - those that followed people and the packs of hunting wolves that disliked being around humans and who continued

their life in the wild.

**Now you will hear the recording again.**

#### Extract 2

**You hear part of a discussion in which Frances Hilden, a photographer, is talking about the problems facing his profession. Now look at Questions 3 and 4. [PAUSE 15 SECONDS]**

**Presenter:** So what's the state of photography today, Frances?

**Frances:** Well, in my opinion there are still some world-class photographers out there and some very promising people learning the ropes and coming through. However, because of the changes in technology, the quality of a lot of photos is just not there. Not like it used to be.

**Presenter:** Do you mean the cameras are not as good, or the photographers aren't?

**Frances:** I'm referring to the cameras. It's becoming increasingly difficult to buy a top quality camera. The public only want to take pictures with their mobile phones, so not so many cameras are being produced. The really good ones are prohibitively expensive and beyond the pockets of many young people. Even a second-hand camera is expensive for the person who hasn't sold any pictures yet and has no income. More and more pictures are uploaded instantly onto the Internet by the public using their phones. Newspaper websites and printed newspapers don't need to pay a lot for a picture these days, and why would they when so many people are willing to contribute them more or less for free.

**Now you will hear the recording again.**

#### Extract 3

**You hear part of a radio interview in which an advertising executive, Betty Dott, is talking about a successful TV advertising campaign. Now look at Questions 5 and 6. [PAUSE 15 SECONDS]**

**Interviewer:** Do you think it's true that advertising nowadays is seen as being something we have to live with rather than something we enjoy?

**Betty:** Yes, in general I think that's true and it's because we're surrounded by it wherever we look. But, having said that, occasionally there's an ad that people take to their heart, and I'm referring specifically to the ad for a famous department store that has just won a prestigious industry award as the best advert for the second year running.

**Interviewer:** Yes, but what's remarkable about this is that the award is given to an advertising campaign that has had the most impact on sales.

**Betty:** Indeed, and at a time when most households are not spending so much because of the financial crisis. Yet these ads have been credited with boosting sales by over one billion pounds and increasing the profits of the store by more than two hundred and sixty million pounds in just over two years. It's phenomenal how much two ads can generate, yet there are thousands of other mediocre ads that we also have to live with.

**Now you will hear the recording again.**

**That is the end of Part 1.**

### Part 2

**You will hear an anthropologist called Sabrina Harvey giving a talk about the developed world's increasing life expectancy. For questions 7-14, complete the sentences with a word or short phrase. You now have 45 seconds in which to look at Part 2. [PAUSE 45 SECONDS]**

Hello. My name's Sabrina Harvey and I've been asked to talk to you about our increasing life expectancy. First of all, it's an accepted fact these days that people in the developed world are quite likely to live to be a hundred. This is a headache for governments, who are trying to cope with paying pensions to more people for longer and provide health care for more aging members of the population - particularly mental health care, where the most money is spent healthwise.

Yet people aren't planning ahead for their old age because they just cannot imagine themselves getting old. Our perception of what is old changes as we age. For instance, thirteen-year-olds think twenty is old. When they're twenty, they'll think thirty is old, and so on. Therefore, they themselves are never old - it's always the people at least a decade older than them who are actually old. And what we consider old has changed, too. Middle age was commonly accepted as beginning at the age of forty, yet most people now think of middle age as starting at the age of fifty-five. That's a big difference.

Today, a female child born in the UK has a one-in-three likelihood of reaching a century, and a boy one-in-four. In addition to these figures, the projection is that over a fifth of the women now aged forty and around fifteen percent of men, will also live to be a hundred. With these figures in mind, by 2066 it's predicted there will be more than half a million centenarians, and that's a conservative estimate. Unfortunately, people don't understand what this means for them.

However, it's not really how many people live longer; it's the more practical concern of pensions. People will have to save more and invest in private pensions, as governments just cannot afford to pay so many for so long. An alternative is to raise the age of retirement. This could go as high as seventy-five, but it relies on people being healthy and active enough to be able to continue working that long. It's all about how we keep people productive for as long as possible.

Going back to what I said earlier, people are just not capable of seeing themselves getting older or being old. This is exactly the reason why people do not invest in a pension. They think they won't need it and it's a waste of money that the pension companies will profit from. Basically, we don't care enough about ourselves in the future as we can't see ourselves being there.

It's great to be living longer, but what's really important is the quality of these extra years. How do we know if they will be taken up with work, being both mentally and physically active, or being bed-ridden, ill and frail? If we cannot rely on people working for longer than they are today, the expanding lifespan will become the biggest issue for society.

If we compare ourselves with animals, apart from a few species like elephants, old age is rare. Even those animals thought to be genetically similar to us, like chimpanzees, usually die young due to attacks by predators, infighting or a lack of food.

In contrast, mankind is experiencing an incredible advance in longevity. For around the last half century, life expectancy has been boosted at a rate of six hours a day. For the first time ever in British history, there are more people over forty-five than under, and it's up to us to solve the problems this wonderful gift has given us.

**Now you will hear Part 2 again.  
That is the end of Part 2.**

### Part 3

You will hear part of a programme in which Molly and George, who are brother and sister, talk about Molly's business, The Satchel Company. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have 1 minute to look at Part 3. [PAUSE 60 SECONDS]

**Interviewer:** I'm very pleased to welcome to the programme this evening brother and sister, Molly Coppings and George Aquilina-Dawson. Molly started her own business, working from her garden shed making satchels. Today, The Satchel Company is a multi-million pound business, and her brother, husband and eldest son all work for her. What's it like working with family, Molly?

**Molly:** Well, I'm aware that people want to hear that we argue all the

time, but I'm afraid that's just not true. I also prefer to think that my family work with me rather than for me. We all know what we have to do and have our areas of expertise, so we just get on with it. We don't need to keep looking over each other's shoulders.

**George:** It's amazing, but our skills seem to complement each other. Therefore we don't bicker about who should be doing what. We focus on our own part of the business. In my case that's the website, orders and deliveries. Molly's husband concentrates on our retailers, and so on. Molly used to do everything on her own.

**Molly:** Yes, but at the beginning it was on a much smaller scale. However, going back to what George just said, we now have one hundred members of staff and we made a decision to only hire people we like. We don't mind if they haven't done the work before; in some ways that's a blessing, as we can train them how we want them to perform, but they must have the same values and vision as us. Everyone is reviewed each year and good performance and maintaining standards means a pay rise. So everyone pulls together and gets a good job done.

**George:** Molly didn't start the company with expectations of being so big. She makes a good product that's value for money, and through word of mouth, her orders increased. The lucky break though, was when a member of the royal family ordered a satchel - orders went through the roof then. We couldn't deal with them all. Fortunately, I'd just set up the website, so everyone could see what we offered and I announced on the site that orders would be delayed as there were so many of them. We didn't have any complaints and I think people appreciated our honesty.

**Molly:** Yes, although we have eight different collections and a choice of colours, each satchel is hand-made to order. We don't keep any in stock. Our retail stockists place an order once a month with us, so some of the staff work on making them, and others on the satchels ordered via the website. We occasionally have phone or written orders, too. Generally, things run very smoothly, but we still have our highs and lows.

**George:** But not on the scale of a few years ago, though it's still very demanding and we work long hours. The good thing is that as we're family, we all know where everyone is all the time and what we're doing. And it's not unusual for us to work a seven day week to fulfil orders, but we're together. My wife and our children help out when they have the time, so it's sometimes all hands on deck.

**Molly:** Absolutely. One huge benefit for us is that we don't have the expense of advertising. Most of our clients, despite us having many competitors in the industry, are referrals from previous customers. We haven't needed an agency to manufacture an image for us. We're also managing to hold our own against some big names and there are a number of reasons why. First and foremost is the quality of the leather we use and our workmanship. We're also realistic about delivery dates and don't make promises we can't keep, despite delivering worldwide.

**George:** We also provide an aftercare service. All our satchels are delivered with advice on how best to look after them and we also offer a repair service should someone damage their satchel or want it spruced up or cleaned.

**Molly:** The question I'm most asked is...

**Now you will hear Part 3 again.  
That is the end of Part 3.**

### Part 4

Part 4 consists of two tasks. You will hear five short extracts in which different people are talking about films they have seen. Look at Task 1. For questions 21-25, choose from the list (A-H) why each speaker saw that particular film. Now look at Task 2. For questions 26-30, choose from the list (A-H) each speaker's opinion of the film they saw. While you listen you must complete both tasks. You now have 45 seconds in which to look at Part 4. [PAUSE 45 SECONDS]

### Speaker 1

**Female:** I wanted to see for myself if it lived up to all the hype. Even the film critics reached a consensus on its quality and piqued my interest. Everything I read said the cast is perfect in their roles, the scenery is breathtaking and the script is well-written. Added to this is the subject matter of the film. For many, a taboo subject, but everyone said it is handled with dignity. Despite there being some interesting points of view put across by the screenwriters, it doesn't really challenge the beliefs I already have and I still don't understand all the praise being heaped on it. It's a mediocre film - not exceptional.

### Speaker 2

**Male:** Everyone kept telling me that I should see the film, as I would love it. The trouble was that I wasn't keen on seeing it; I just didn't think it would be my cup of tea. So I wasn't best pleased when my sister said she would buy tickets for us to go one night. I kept putting it off, hoping that the film would finish at the cinema, but for some reason it was there forever. Eventually I couldn't put it off and we went. My initial feeling was right. I found the film very childish, based on farce, which I really dislike. I just can't understand how it was so popular with so many people.

### Speaker 3

**Female:** For a long time, the only films I'd been to see were comedies and thrillers. Then a friend asked me to go with her to see a genre of film I don't really watch; a film based on a true story. I don't watch these because they don't usually remain faithful to the true story. They remain faithful to Hollywood - facts don't matter. However, I actually quite enjoyed it and can understand why it's become a cult movie. The style of telling the story is different and so is the way it is filmed. It's not the sort of film I would want to see twice, but I can see why it's got a following.

### Speaker 4

**Female:** I've never enjoyed films that are complicated and difficult to understand. When I see a film, I want to be entertained, relax and enjoy myself. Sitting in the cinema getting stressed because I can't understand the plot, I wonder why I bothered to go. This film was just such an example. I only went because I had nothing else to do when I was away on a business trip, but the complex, interwoven plot required a lot of concentration. It must have been on for an hour before I had a glimmer of what was going on and I left the cinema feeling anxious and full of nervous tension.

### Speaker 5

**Male:** I chose to see this film because it covers a period of relative recent history that I don't remember because I was too young. I'd read a lot about it, so wasn't totally ignorant about the topic, but was quite interested to see how it would be treated in a movie. It sounded as though it would be entertaining and not just a boring repetition of the facts. I was right. It brought the events to life and showed both sides of the story in a fair way. Although it was three-hours long, the time passed in a flash, and before I was aware of it, it was finished. I'd recommend everyone sees it.

**Now you will hear Part 4 again. That is the end of Part 4.**

## TEST 4

**Paper 4 – Listening: I'm going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound. [BELL] You will hear each piece twice. Remember while you are listening write your answers in your book. There will now be a pause. Please ask any questions now, because you must not speak during the test.**

### Part 1

**You'll hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

#### Extract 1

**You hear Tessa Osborne being interviewed about lifelogging and why people do it. Now look at Questions 1 and 2. [PAUSE 15 SECONDS]**

**Interviewer:** Tessa, what exactly is lifelogging?

**Tessa:** Basically, it's the activity of recording your everyday life by carrying a wearable camera or other digital recording device around with you, usually around the neck.

**Interviewer:** Why would anyone want to do that?

**Tessa:** Well, it's one way to look back and see how you've spent your time and to preserve those experiences that really mean something to you. You can keep this information to yourself, or share with other people, whether it's friends or family.

**Interviewer:** But what's the point of lifelogging?

**Tessa:** Some people would argue that it's simply a modern, sophisticated alternative to hard copies of photographs, writing a diary or filling up a scrapbook. You can upload what you've recorded to your computer to build up a digital library of your daily existence. It's not just taking pictures or video. It also refers to keeping e-mails, making a record of what music you've listened to or what films you've watched, storing online messaging history, and so on. It's just a personal archive that's fairly easy to construct.

**Now you will hear the recording again.**

#### Extract 2

**You hear a museum curator talking about a mask that was used at a funeral. Now look at Questions 3 and 4. [PAUSE 15 SECONDS]**

**Male:** This wooden mask comes from Asia. It's about 12 inches long, eight inches wide, and shows the face of a woman, with closed eyes and a serene appearance. Above the face is a very ornate headdress, about the same size as the face, although it appears bigger. The headdress implies that this is the funeral mask of a woman of high status. Going by the wood and its condition, we think it's over two hundred years old, and it's quite rare because not many of them have survived. A funeral mask is a wax or plaster cast made of the person's face after death. Obviously this mask, although called a funeral mask, was not made that way. This would have been made to put over the face after the woman had passed away, and is unlikely to truly represent what the woman looked like. This sort of mask was traditionally used because it was believed to guard the soul from evil spirits on its way to the afterworld. It was probably later displayed in the home to show she was always watching over the family.

**Now you will hear the recording again.**

#### Extract 3

**You hear the introduction to a radio programme about food for the brain. Now look at Questions 5 and 6. [PAUSE 15 SECONDS]**

**Female:** The brain, the most important organ in the body, needs exercising and stimulating like any other part of the body. Yet most people don't realise that the food we consume has a direct effect on how it functions. Eating the right foods with the proteins that help to im-

prove memory and concentration are essential, and ensures the brain's performance is first class. Unfortunately, the foods the brain needs are not popular today. For example, omega-3 fatty acids are fats that are necessary for a healthy brain, found in fish such as halibut, trout, tuna and salmon. The body does not produce these fatty acids, and as the brain is made up of fatty tissue, it needs omega-3 fats to help with learning and to keep the brain fit and strong. Yet today, especially amongst the young, very few eat fish, so they're missing out on the benefits to their brain. Avocados are another example. Rich in potassium, vitamins A, B and E, they are also full of monounsaturated fat, or 'good' fats, which improve blood circulation. This sends more oxygen to the brain, ensuring it functions at its best.

**Now you will hear the recording again.  
That is the end of Part 1.**

## Part 2

**You will hear a lecture about the differences between human and animal learning. For questions 7-14, complete the sentences with a word or short phrase. You now have 45 seconds in which to look at Part 2. [PAUSE 45 SECONDS]**

I'd like to talk today about the differences between the way animals teach their young and how humans teach our young. Perhaps we should start first by clarifying what teaching actually is. Developmental psychologists classify it as the transfer of information, knowledge or skills from one person to one or more other individuals. This knowledge should be modified to suit the needs of the student or students. It must also be something that can be applied to new situations, events, people, places, and so on.

If we look at how some animals teach their young, we can then compare them with humans. Let's take as an example the meerkat. Adult meerkats teach their young about the danger of stingers in scorpions by first presenting them with a dead scorpion that has had its stinger removed. The young can then safely learn how to remove the parts they can eat. Once the young have mastered this lesson, they graduate to dead scorpions that still have their stingers. Ultimately, the young meerkats move on to removing the stingers from live scorpions. Thus the meerkat pups have learned the whole process of interacting with scorpions, starting with the completely safe specimens to the live ones that can kill them.

However, the older meerkats never actually show their pups how to kill a scorpion; they just provide the instructions. In other words, the meerkat teachers don't really teach, at least not according to the definition of teaching I just mentioned.

Another example is that of ants, which might be somewhat closer to what we accept as teaching. When an ant discovers food, it teaches a second ant where to find it. When they leave the nest together, the first ant slows down or stops every now and then, so that the second ant can remember the route between the food and the nest. The ant with the information goes first and is continually tapped on its rear end by the learner's antennae, so that it continues to show the path to the food. It seems to need the reassurance that the pupil is following and learning. Nonetheless, although both meerkats and ants adjust their teaching based on how their students are reacting, only the ants communicate openly. It's a two-way street between teacher and student.

This form of tuition though, does not fit the definition of teaching. The knowledge being transferred from one ant to the other is specialised information, based on the moment and on one specific thing. One ant is not teaching the other how to find food generally, but where food can be found right at that moment. In fact, lots of other animals teach in the same way. Bees perform intricate dances to show where food can be located, and monkeys signal each other with calls when a predator is nearby. But what a monkey cannot tell other members of its group is which direction the predator is coming from or when it will come, for example, in an hour or later.

Indeed, all the teacher-student interaction among non-human animals entails only one explicit kind of information transfer. Only humans impart knowledge about everything and anything. Only humans learn how to fly planes, deal with finances, send e-mails, manufacture goods and use different kinds of transport. The lives that humans lead are only possible because we are so skilful at teaching and learning from teachers. In some ways, the distinction between humans and animals is one of degree rather than kind, but there is one big difference between us and other species. We not only teach; we're capable of teaching anything.

**Now you will hear Part 2 again.  
That is the end of Part 2.**

## Part 3

**You will hear two architecture students, Gareth and Hilary, discussing the course they are doing. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have 1 minute to look at Part 3. [PAUSE 60 SECONDS]**

**Hilary:** This course is proving to be much more interesting than I imagined it would be, Gareth.

**Gareth:** Yes, it really makes you sit up and think, because there's so much more to it than just architecture.

**Hilary:** From the first day I was engrossed in it. Do you remember at the beginning we were asked to model a city that would accommodate one million people? We were told to work out what infrastructure, housing and shopping facilities we'd include and then keep that original model on our laptop. That was fun, but changing it as we're going through the course and making improvements has been even more enjoyable.

We've saved every version so we can see how it's changed as we've learned something new.

**Gareth:** Yes, you can easily see what you under or overestimated would be needed. And it's amazing to think that the main idea of our city is to build up as high as possible. I didn't really consider so many skyscrapers, but it's obviously the way of the future with so many people moving to cities now.

**Hilary:** It never entered my head that skyscrapers could be connected by sky-bridges and corridors, served by elevated transport systems. And what about high-rise parks and gardens. Fantastic ideas!

**Gareth:** And let's not forget going underground. I was surprised to learn that we'll have to make more use of the space beneath our feet. Showing us the example of Singapore where there are already shopping centres with floors that go down several storeys below street level, was a real eye-opener.

**Hilary:** All the modules on this course have captured everyone's attention. I did history of architecture and design at school and this course encompasses these, and more.

**Gareth:** Yes, and other topics such as architects having to take into account economy of scale and how they achieve it, for example, by using low-energy innovations.

**Hilary:** Those ideas particularly drew my attention. I love the notion of using 'ice-batteries'. Whoever thought up the idea of using cheap electricity at night to freeze water in the basement and then let it melt during the day to cool the air in the building was extremely imaginative.

**Gareth:** That building... what was it called ... oh, yes, The Bank of America Tower ... apart from the 'ice-batteries', was built mainly from recycled material. It also stores rainwater to recycle and conserves water using other means. I'm looking forward to going to New York to see it, though I suppose by the time we get there it will have been superseded by another building that's taller and even more innovative.

**Hilary:** Mm... True. And don't you think money must play a huge part? You can't just spend a fortune designing a building to suit your own ideals. After all, the owner will want to sell or rent the flats, retail space or whatever and make a profit. Therefore there must be a budget which would impose some limitations.

**Gareth:** Absolutely. So have you decided what your project will be about? I bet it's going to be along the lines of how people will move around, as well as live and relax in their ivory towers in the sky.

**Hilary:** How did you guess? Joking aside, I'm considering focusing on how to improve escape routes in the event of some sort of disaster coupled with designing something that can house thousands of people but is constructed so that no one feels overcrowded or cramped.

**Gareth:** Sounds good. I'm going to concentrate on solar power. Not just from the point of optimising solar energy for heating; more from the penetration of the sun into the building so that everyone gets enough light in their home. Also, so the sun is not blocked out in the gardens, walkways or parks that you mentioned earlier. Taller buildings also shouldn't block out the sun on other shorter buildings.

**Hilary:** Good luck with it.

**Now you will hear Part 3 again.  
That is the end of Part 3.**

#### Part 4

**Part 4 consists of two tasks. You will hear five short extracts in which different people are talking about what they experienced in their first job. Look at Task 1. For questions 21-25, choose from the list (A-H) why each person dislikes the job. Now look at Task 2. For questions 26-30, choose from the list (A-H) what reason each person gives for leaving. While you listen you must complete both tasks. You now have forty-five seconds in which to look at Part 4. [PAUSE 45 SECONDS]**

#### Speaker 1

**Female:** Times have changed a lot since my first job. I was sixteen, and went to work in an office as the Office Junior.

This meant I made the tea, along with doing the filing and photocopying. I liked my colleagues, but it got on my nerves that they constantly complained how much they had to do. When I offered to help, they wouldn't let me. They guarded their jobs with their life. Everyone had worked there for donkey's years, but I eventually got bored because I didn't have enough to do. It was the same old thing, day after day. When I handed in my notice, they were shocked. Jobs were for life then, not just six months.

#### Speaker 2

**Male:** My first job was as a waiter, which probably sounds very old-fashioned now. However, it was quite well-paid, plus we got tips from the customers. We worked different hours each week, and nearly always worked weekends, but I didn't mind. The problem was that all the other waiters were at least forty years older than me, so they gave me all the horrible jobs they didn't want to do. This included mixing the mustard powder with water. The smell was so strong that it made me feel ill. It was overpowering. Despite this, I actually left because my mother insisted I got a job in an office, otherwise I would have stayed.

#### Speaker 3

**Male:** As soon as I left school, I began an apprenticeship as a plumber. I took to it naturally, and really enjoyed what I was doing. I loved making people smile after I'd fixed something in their house. I was so good at it, that eventually my boss just sent me wherever, and he didn't do a thing. I realised that I was making a lot of money for him, while he sat at home. So, I talked it over with my parents and decided to start out on my own. It was hard at first, but now I have a thriving business with more than twenty employees. And I still work with them.

#### Speaker 4

**Female:** I was recruited by the Civil Service whilst I was still at university, so as soon as I finished my Finals, I started work at a Job Centre, as they were then known. I was on the lowest rung of the totem pole, despite having a degree, and what it didn't take long for me to realise was that there was practically no opportunity for me to progress any further. It literally meant someone leaving or retiring before that would happen. The final straw was when they froze our salaries for three years. I decided then to move into the private sector and be financially rewarded for having the degree that I'd worked so hard to get.

#### Speaker 5

**Male:** I didn't really know what I wanted to do after I left school, so I sort of drifted into sales. I thought it would be easy, but it was far from it. The problem was that to make a sale you had to be really forceful and not take 'No' for an answer. We were trained to use all the arguments we could to convince them to buy. I resigned when I saw a customer in tears because they couldn't make the monthly payments. I couldn't bear to see someone in so much distress; distress caused by one of my colleagues, but it could quite as easily have been me.

**Now you will hear Part 4 again.  
That is the end of Part 4.**

## TEST 5

**Paper 4 – Listening: I'm going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound. [BELL] You will hear each piece twice. Remember while you are listening write your answers in your book. There will now be a pause. Please ask any questions now, because you must not speak during the test.**

#### Part 1

**You'll hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

#### Extract 1

**You hear a radio presenter introducing an item about a famous building. Now look at Questions 1 and 2. [PAUSE 15 SECONDS]**

**Presenter:** First on the programme today, we'll be discussing the report the House of Commons Commission has just brought out, as part of their planning on when and how to repair the Houses of Parliament. This document is concerned with the more humdrum considerations - removing the asbestos in the building, and repairing or replacing leaking pipes and wiring. Above all, the problem is whether to complete the work over a number of years with the MPs and peers in residence, or whether to move them to another location and have the repairs completed as quickly as possible. I asked John Thurso, the speaker for the House of Commons Commission, to comment.

**John:** The government could move to the Olympic Media Centre or QE2 Conference Centre here in London, or to Birmingham. In my experience, I've found it is usually better to leave for two years, or whatever, and get the job done, than suffer the inconvenience and be unable to work properly for 10 years. However, it's still under discussion at the moment, especially as it will cost more than one billion pounds to complete.

**Now you will hear the recording again.**

#### Extract 2

**You hear a reviewer talking about a novel which he has read recently. Now look at Questions 3 and 4. [PAUSE 15 SECONDS]**

**Male:** This is a very witty book, with parts of it moving along at a great pace, and then slowing while the boy, the main character in the book, reflects on human nature or on events that happened before the book begins.

The most surprising thing for me is that despite being set in South Africa, no mention is made of any the historic events that were going on there at the time. It focuses solely on the boy and his experiences as he grows into manhood. The strange thing is that we never find out his real name. He explains how he got his nickname, but his birth name is never mentioned. Even his age is in some doubt, though he appears to leave home with no fanfare when he is quite young to set off on his quest to become a boxer. The descriptions are crisp and thought provoking, seen through the eyes of a young boy. Many of his observations will make the reader laugh out loud. It's certainly a well-written book that's worth the money.

**Now you will hear the recording again.**

### **Extract 3**

**In a radio programme, you hear a woman talking about her last birthday. Now look at Questions 5 and 6. [PAUSE 15 SECONDS]**

**Female:** All my friends and work colleagues forgot my birthday last January and when they realised, were more upset than I was. The older you get, the more birthdays lose their importance, so I was only a bit miffed that they'd forgotten. I think this was mainly because I never forget theirs, and I suppose it made me feel insignificant in their lives as none of them had remembered. It also brought to mind how excited my siblings and I used to get about birthdays when we were young. The whole extended family made a big fuss of us and there was always a wonderful cake. There were also lots of gifts - nothing expensive but thought had gone into the choice so you always got something you were bound to love. Thinking about those days actually made me feel very nostalgic, not just for the excitement, but for being with the whole family and being made to feel so special on what was always the most distinctive day of the year.

**Now you will hear the recording again.  
That is the end of Part 1.**

### **Part 2**

**You will hear John Kremis, a language researcher, giving a talk about languages that are dying out, but might now be saved through technology. For questions 7-14, complete the sentences with a word or short phrase. You now have 45 seconds in which to look at Part 2. [PAUSE 45 SECONDS]**

I'd like to tell you about a tribe of people whose language is in danger of dying out, the Hadza. They live by the side of Lake Eyasi in Northern Tanzania and are a tribe of ancient hunter gatherers who possess nothing but the clothes on their back. Despite the fact they own nothing, they are adept at fashioning everything they need from the environment. But that is not all that makes these people unique; the Hadza are said to be the most ancient modern humans. They are thought to be the only surviving group of people that separated from our ancestral family tree and are now not genetically related to any other peoples. The language they speak is made up of a series of clicks and is nothing like other clicking languages. It might even, according to some linguists, be man's first ancestral tongue.

The sad part is that the language may not survive for much longer. The Hadza have inhabited this area of Tanzania for around ten thousand years, but of the fewer than one thousand Hadza that remain, less than four hundred of them live the same life as their ancestors. They are one of the last hunter-gatherers left on the planet, but their land is being taken for farmland, and other activities. In addition to this, their clicking language is spurned by many of the Hadza young, who prefer to speak Swahili, the official language of Tanzania. It is not just their vocabulary and grammar which is in danger of becoming extinct. It's the world's linguistic cultural heritage.

It's estimated that every fortnight a language ceases to exist. Of the roughly seven thousand languages spoken around the world today, more than half will have disappeared by the end of this century. Languages are dying out quicker than animal species. Eight out of ten of these languages are from Africa and the majority of them have no written form. When the last speaker dies, the language becomes extinct.

Technology, however, might be coming to the rescue. An American linguist has invented talking dictionaries to preserve languages in danger of dying out completely. He makes audio recordings of native speakers and along with pictures, posts them on a YouTube channel for endangered languages. In the case of languages that have never been written down, an orthography - or script - of the language has been created so it can be used on mobile phones to send text messages. So far there are eight talking dictionaries, but more are being prepared.

The Internet and YouTube have enabled people who speak an endangered language and live in remote areas to interact with a worldwide audience. In northeast India, for instance, in a tiny village, two hip-hop singers, who sing in Aka, their own endangered language, have attracted an audience of nearly ten thousand people. Fewer than one thousand people currently speak Aka, but more than ten times that are listening to their music.

The Hadza now have their language saved in a talking dictionary. It could be perfect timing, as their life is changing in more ways than just their language dying out. As they stop living their traditional way of life and the young migrate to other places, fewer and fewer of their community will engage with each other using their clicking language. It will be the end of a way of life that was once the way all of our ancestors lived. So let's hope that technology has arrived in time to help preserve as many endangered languages as possible for posterity, but especially the Hadza.

**Now you will hear Part 2 again.  
That is the end of Part 2.**

### **Part 3**

**You will hear a programme in which Eva and John Kapos talk about their hand-made chocolate shop. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have 1 minute to look at Part 3. [PAUSE 60 SECONDS]**

**Interviewer:** Eva and John Kapos inherited a hand-made chocolate shop fifteen years ago. Since then, they've invested time and money to modernise the shop, improve sales, expand their confectionery line, export abroad, and open a factory to increase production. So, Eva and John, has having a factory helped or hindered you?

**Eva:** Well, one thing that was a bonus for us was that the shop was already established and well-known locally.

We were also given a lot of advice by the bank, especially about whether to rent or buy a factory, square footage we were likely to need, where we saw the business going, and so on. They really helped us to be more resourceful in what we were doing.

**John:** As regards the factory, we didn't want to think too big before we were ready for it, or spend beyond our means. We weren't sure what was realistic.

**Eva:** So meeting people from the bank and them introducing us to people in a similar situation was great. We could see what ordinary people like us had gone through.

**John:** Just being able to have a conversation with them, and get hints and tips about how to avoid the problems they had, helped us so much. We managed to steer clear of many things that could have been expensive mistakes. In the past, we made the chocolates at the back of the shop, so as we've moved production to the factory, we had space there and utilised it by setting up a drinking chocolate and coffee bar. This has proved to be very popular with locals.

**Eva:** Technology has also been a great asset to us. Our website enabled us to receive orders from all over Australia, and now the world. Our website design company is very professional and has also given us a lot of advice.

**John:** Fortunately we had some idea of what we wanted on the site, and felt it useful to include information about us and the history of the shop. Of course, we looked at our competitors' sites and came to the conclusion that what was also imperative was to have a reliable contact system set up, so we use all means of electronic communication and encourage feedback about our products and service to see if we need to improve.

**Eva:** Some customers thought that as we now have a factory our chocolates would no longer be hand-made.

That's not the case. We have bigger machinery to weigh, measure and mix, to ensure consistency in the taste of the chocolates, but after that everything is done by hand. So we include videos of us on our website, so that people can watch us actually making the chocolates.

**John:** Opening the factory was a huge gamble for us, but thankfully it's proved successful and worth the risk. Now we give small presenta-

tions to other clients of the bank, who have a small business like ours. This is not just helpful to the people we meet, but for us, too.

**Eva:** Yes, because we had to think back to all the things that we'd gone through, as there were things that we hadn't actually looked at, specific aspects of this process that we just took for granted, but are valuable for us to pass on. We didn't, as such, have a business plan because the shop was already up and running. It might have been very different had we had to start from scratch.

**John:** We also didn't really have a budget; all we knew was that we didn't want to get into debt and work long hours to pay off loans. We waited to do everything until we had the money. We also had to term about hiring staff and all the legal implications of taking that step. Before that it was a family business and they all took a share of the profits rather than a salary. Today we couldn't manage without taking on staff.

**Interviewer:** Eva and John Kapos, thank you. Now, ...

**Now you will hear Part 3 again.**

**That is the end of Part 3.**

#### Part 4

**Part 4 consists of two tasks. You will hear five short extracts in which people are talking about a place they have visited in London. Look at Task 1. For questions 21-25, choose from the list (A-H) what type of place each speaker visited. Now look at Task 2. For questions 26-30, choose from the list (A-H) what each speaker most liked about each place. While you listen you must complete both tasks. You now have 45 seconds in which to look at Part 4. [PAUSE 45 SECONDS]**

#### Speaker 1

**Male:** My day out was brilliant. I went to a special exhibition called the Rain Room. You enter a dark area where there's a spotlight shining onto falling water. It sounds like a downpour and you start to feel the dampness in the air. The amazing thing is that when you move into the 'rain', you don't get wet. The water over your head stops as you walk, making it feel like you are special and won't get wet however hard it pours. The best thing for me was seeing how wary people were at first, putting out their hand to feel the rain and then finally dancing in it, but not getting wet.

#### Speaker 2

**Female:** While we were there, we went into the Planetarium. You feel like you're in Star Trek, whizzing round the galaxies on the inside of its roof, sitting in a comfortable chair. There are also many interactive displays you can play on, which makes it easy and fun to learn about gravity, meteorites and space missions. What I was most fascinated by though, is what is outside in the courtyard. There you can put your feet both sides of the meridian line and pretend to be in two hemispheres at the same time. Out there you also get fantastic views of Greenwich, and can even spy on other tourists by using the unique Camera Obscura.

#### Speaker 3

**Male:** I spent most of the day at the 'home of cricket'. First, I took the very absorbing hour-and-a-half tour of the ground and facilities. This included the Long Room, where members watch matches looked down on by the portraits of cricket's most famous people. The museum is packed full of memorabilia and I could see it appealed to visitors who were cricket fans, as well as those that weren't. My favourite thing of all was seeing for myself the famous weather vane in the shape of Father Time, now atop the Mound Stand. I've seen many pictures of it, but never the real thing. The media centre was unusual, too; it looks just like a clock radio.

#### Speaker 4

**Female:** Spending the day at a place so steeped in history was amazing. The Old Bailey is a byword for notorious people being put on trial and even today you can see some interesting cases. You can't take anything into the room with you, and the seats are very uncomfortable, so I was glad I could sit on my jumper. Even more interesting to

see for me, was the figure of justice holding a sword and scales in her hands above the building's iconic copper dome. I'd always thought she was blindfolded - to show she was against undue influence - but she isn't. Apparently, a lot of those who go through those doors are not of the same opinion.

#### Speaker 5

**Male:** A day at St. James's is an education. You get panoramic views of the London Eye and Westminster, and if you stand on the footbridge that spans the lake, you can see Buckingham Palace. We rented a deckchair and sat in the shade, watching the squirrels and birds while eating a picnic. On the lake there are ducks, swans and geese, but the coolest thing of all was the pelicans, which stop by the rocks at the side of the lake every day at half past two to eat. They were very amusing to watch. I was surprised; there was much more to see and do there than I had imagined.

**Now you will hear Part 4 again.**

**That is the end of Part 4.**

## TEST 6

**Paper 4 – Listening:** I'm going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound. [BELL] You will hear each piece twice. Remember while you are listening write your answers in your book. There will now be a pause. Please ask any questions now, because you must not speak during the test.

#### Part 1

**You'll hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

#### Extract 1

**You hear a man talking about a tombstone in Rome. Now look at Questions 1 and 2. [PAUSE 15 SECONDS]**

In Rome, a tombstone survives of a young boy, dated 94 AD. The boy's name was Quintus Sulpicius Maximus, and he died aged just eleven years, five months and twelve days old. His statue stands on a pedestal overlooking the Piazza Fiume, a busy intersection in central Rome. In his left hand is a scroll, appropriate for a young poet, and he is wearing a toga to indicate he was a Roman citizen, despite his young age. Not long before his death, he had entered an adult poetry competition, in which he composed and recited a very long poem in Greek. He didn't win, but only a few months after the competition, he suddenly died. His proud but heartbroken parents explain this on the tombstone, along with the fact that he had worked himself to death. His poem is also carved on the stone so everyone would know how clever he was. However, perhaps this example serves more as a reminder that pushy parent syndrome still continues today. Maybe parents should allow their children to be children, and not push them to excel when they are not ready for it.

**Now you will hear the recording again.**

#### Extract 2

**You hear part of a radio discussion about people's behaviour in lifts. Now look at Questions 3 and 4. [PAUSE 15 SECONDS]**

**Louise:** Mark, you've had the experience of being stuck in a lift for hours. How did you pass the time?

**Mark:** Well, I started thinking about why we behave so weirdly in lifts. I noticed that the four of us in the lift all stayed in our own corner, forming a square. We didn't even talk very much after the first five minutes or so of being stuck.

**Louise:** Yes, I've noticed that. Two people take diagonally opposite corners and when a third person enters the lift, they form a triangle.

It's because there's not enough space. We normally stand about an arm's length of distance apart when we meet someone, and there's just not enough room in a lift to do that.

**Mark:** Maybe, but I also think part of it is that we try to act in a way that can't be considered threatening in such a confined space. So we don't make eye-contact and always look at the floor numbers or down at the floor.

**Louise:** True, but although we know lifts are safe, most people can't wait to get out of them.

**Now you will hear the recording again.**

### Extract 3

**You hear a woman talking about tourists. Now look at Questions 5 and 6. [PAUSE 15 SECONDS]**

**Female:** Well, by the 1970s, package tours were the new way to travel and explore the rest of the world. These new tourists were spoiled and indulged wherever they went by holiday companies or hotels. Their holiday experience was tailored to meet their expectations, as opposed to what was really on offer in their host country.

They expected the same food and comforts as they would receive at home, never taking into account that they were not actually at home. Therefore, when something happened that let them part the curtain to see real life in the country they were in, they were shocked. This was something they were unprepared for and gave them the impression that all foreign countries were dangerous. Unfortunately, in some ways this attitude has not really changed today. Tourists still don't learn much about the country they are visiting, preferring to lounge on the beach, eat international food and do the odd bit of sightseeing, which is just enough culture for them.

**Now you will hear the recording again.**

**That is the end of Part 1.**

### Part 2

**You will hear Rachael Dawson, an environmentalist, giving a brief talk about an opportunity to reduce the amount of carbon dioxide in the atmosphere. For questions 7-14, complete the sentences with a word or short phrase. You now have 45 seconds in which to look at Part 2. [PAUSE 45 SECONDS]**

Scientists have for decades been investigating ways to reduce global temperatures by reducing greenhouse gases in the atmosphere. Carbon dioxide, the cause of rising temperatures, has no colour and no smell and unlike oxygen and nitrogen, it soaks up the heat of the Sun's rays despite letting light rays go through, just like the glass in a greenhouse. Scientists have been experimenting to find ways to adjust the temperature by lowering some of the greenhouse gases in the atmosphere.

If they succeeded, it would be more than just a feat of engineering to adjust nature. It would give Earth numerous advantages that supersede just lowering the temperature of the planet.

Each time we exhale, we release carbon dioxide, exactly like all other animals do. While we're doing this, plants, trees and algae absorb carbon dioxide and discharge oxygen. This balancing act by nature has kept the Earth at an average temperature of fourteen degrees centigrade, whereas without carbon dioxide, the world would be at around minus eighteen, so we definitely need carbon dioxide - just not so much of it.

This balance though, has been disrupted because humans are expelling more carbon dioxide than plants can take in, due to more people on the planet than ever before. Eventually the atmosphere will strike a new balance, but it will be at a higher temperature than today. By injecting more carbon dioxide into the atmosphere, human beings have raised average temperatures around the world, increased the frequency of hurricanes, and increased rain fall and wildfires. Sea levels have also risen.

All this does not take into account the effect on the habitats of plants and animals, which all play their part in keeping the temperature on an even keel. They cannot evolve as quickly as humans can, to the new circumstances. Human kind won't have to evolve, but the way and where we live will, costing billions of pounds to adapt. Cities and their infrastructure will have to be moved and new ways to produce food will also have to be found.

The biggest problem is that were we to find a solution to the amount of carbon dioxide in the air, it wouldn't make much difference for a couple of hundred years. We'd still be emitting it, there's a lot already in the atmosphere and it's a gas that lasts a long time, so temperatures will continue to rise.

However, now a way has been devised that could start to slow down the problem. They have made an artificial tree that absorbs the carbon dioxide from the air through the 'leaves' which is claimed to be one thousand times more efficient than real leaves. These trees don't need the sun like real trees do, so as they can be placed closer together, more of them can be used.

The leaves, which appear to be like papery plastic, are covered in a substance that includes sodium carbonate. This substance extracts carbon dioxide from the atmosphere, yet the accumulation on the leaf can be washed off with water. Each leaf then can dry in the wind and absorb yet more carbon dioxide.

The trees have been proven to be very effective, with one tree absorbing one tonne of carbon dioxide a day. Planting ten million of these trees would extract three point six billion tonnes of carbon dioxide a year. This is the equivalent to almost ten percent of the carbon dioxide produced annually. Encouraging figures, but the problem remains that they are expensive to produce and there's no point in, say, just the UK planting them. Every country in the world needs to plant these trees to have any effect.

**Now you will hear Part 2 again.**

**That is the end of Part 2.**

### Part 3

**You will hear part of a discussion between two education experts, David Wilcox and Gabriella Dale, who are talking about how the increasing number of online universities is redefining learning and education. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have 1 minute to look at Part 3. [PAUSE 60 SECONDS]**

**Interviewer:** It's a pleasure to welcome two researchers from the government's Education Department, David and Gabriella, to lead our discussion on what's happening to education today. Some are accusing the Internet of hijacking students, leading to the inevitable collapse of traditional ways of learning. Are they right, Gabriella?

**Gabriella:** Well, for quite a while now people have been able to learn through distance learning - the Open University has been around for a long time. They used printed material and television programmes in the past, but now they can make life easier, especially for overseas students, by using the Internet. It's another way of communicating information, but with its own conventions. What do you think, David?

**David:** Since the Industrial Revolution, the increase in technology has allowed us to do new things in education, but there have always been doom-mongers who predicted the end of conventional learning in schools, colleges and universities. They assert that the Internet is allowing anyone to set up an educational website when they are not necessarily qualified to do so. However, there are some sites on the web where people can get a topclass education without spending a penny.

**Gabriella:** Indeed. In 2012, the Bill and Melinda Gates foundation donated a million dollars to edX, the world's biggest online learning enterprise. It was founded by MIT and Harvard, and incorporates an

ever growing number of what they term 'massively open online courses'. It aims to bring virtual higher education of the finest quality to thousands upon thousands of people. In 2013 it started to offer a variety of completely free online classes made available from MIT, Harvard, the University of Texas and Berkeley.

**David:** edX is a non-profit organisation, hailed as 'the future of online education: for anyone, anywhere, anytime'.

Although they're one of the newest and largest, they are by no means on their own. There are thousands of others. One, Udacity, is another supplier of superior Internet higher education. They had to increase the number of courses they offer after 160,000 students enrolled on the first one, which demonstrates how many people want to learn online.

**Gabriella:** The Internet is nothing new and the public are used to being able to find any information they want, however obscure. So, in my opinion, people are increasingly looking at online courses because they want to acquire the skills and knowledge to flourish in today's business world. They don't have the time or financial means to go back to college or study full-time, so the Internet is the perfect answer.

**David:** I agree. The author, Clay Shirky, said that online learning is not a replacement. He believes that - and these are his words - 'education can be unbundled'. By that he means that we can separate the pieces traditional learning offers, and use parts of them as we need them or can afford them. This is something conventional educational establishments can't compete with.

**Gabriella:** To many academic organisations though, Shirky's 'unbundling' is anathema. They believe it is a blueprint for lower standards, the disintegration of everything we cherish and hold dear. Now, all this might well be right, at least for now. It's unimportant because it doesn't matter. Education is going the same way as information - into the ether. People don't buy dictionaries or encyclopaedias any more - they use an online dictionary or look in Wikipedia. And that's not going to change.

**David:** What should actually be taken into account is that looking at a computer screen cannot replace a sense of community within a school, the personal interactions and the shared space, face-to-face dealings with a teacher or tutor and the aspirations they have in common to succeed. As well as learning to co-operate and work as part of a team. All this students miss out on by learning online.

**Now you will hear Part 3 again.**

**That is the end of Part 3.**

#### Part 4

**Part 4 consists of two tasks. You will hear five short extracts in which people are talking about their part in the tourist industry. Look at Task 1. For questions 21-25, choose from the list (A-H) what each speaker's occupation is.**

**Now look at Task 2. For questions 26-30, choose from the list (A-H) how each speaker hopes to improve their business. While you listen you must complete both tasks. You now have forty-five seconds in which to look at Part Four. [PAUSE 45 SECONDS]**

#### Speaker 1

**Male:** We try to add something new each year to encourage tourists to visit and spend their money. This year we extended the garden and bought new garden furniture. In addition, we added a glass conservatory so people can sit and eat and drink in there if the weather is bad - which it usually is - and look out over the garden. In the caf  , we've come up with a menu that has more variety and made the whole place more attractive, light and airy. Last year we invested in more hands-on exhibits to encourage younger people to visit and next year we will renovate the Elizabethan Main Hall and hire it out for wedding receptions, anniversaries and birthday parties.

#### Speaker 2

**Female:** We plan to begin our season earlier. The weather is changing, so it's often warmer in the spring than in the summer. It's no good starting flights in May. We need to begin in March and offer more competitive prices. We're negotiating now to finalise this. Then we can start advertising online and update our Internet timetables. We

only use the Internet for bookings, as it keeps our overheads at a minimum. It will mean hiring more staff, which will be a boost for the local economy and, in the long run it will benefit us as a business, along with all our employees. In this business you constantly have to evolve or lose out to your competitors.

#### Speaker 3

**Male:** We make an effort every year to improve something for the tourist season. We're open fifty weeks of the year, so whatever we decide to do has to be completed in the two weeks we're shut. This year we've done a lot of research into colour and how it affects people's mood. Therefore we're changing all our cups, saucers and small plates so that they're orange and the larger plates are cream. We're also going to paint the walls a colour that's between cream and orange and changing the lighting. We're hoping to create a more pleasant ambience so that our customers will take pleasure in their experience here and tell their friends.

#### Speaker 4

**Female:** This year we've decided to offer trips further afield. There are some wonderful places to visit further down the river and we think we should include them in our itinerary. Not only that, but we're going to focus on different groups and provide places to see that are age-appropriate for them. We get feedback from the Tourist Board so that we can develop trips that suit and they've given us some very helpful information. For example, one idea is to market trips to the more mature higher spending tourists who visit outside the main tourist season. They like to visit gardens, historic buildings and other places they can walk around at their leisure.

#### Speaker 5

**Male:** It's hard to remain competitive in this industry and still make a profit. However, this year we've come up with a lot of special offers and bargain deals that we hope will attract visitors to stay here. For example, if a family of four want to stay and the youngest child is under the age of ten, he or she stays for free. We also propose to offer fourteen days for the price of twelve, and so on. It's an incentive to stay longer and use our facilities. We have a gym, a spa and an indoor swimming pool, so there are alternatives to walking round London on a rainy day.

**Now you will hear Part 4 again.**

**That is the end of Part 4.**

## TEST 7

**Paper 4 – Listening:** I'm going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound. [BELL] You will hear each piece twice. Remember while you are listening write your answers in your book. There will now be a pause. Please ask any questions now, because you must not speak during the test.

### Part 1

You'll hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

#### Extract 1

**You hear a marine biologist talking about measures to increase fish populations. Now look at Questions 1 and 2. [PAUSE 15 SECONDS]**

**Male:** The number of fish in our oceans is declining fast, yet there seems to be practically nothing being done by governments or businesses to intercede. Overfishing, when various countries ignore international agreements about fishing numbers and where to fish, along with illegal catches by fishermen to sell on the black market, are the root cause of the problem. One conservation answer is to initiate more marine reserves like those in the Pacific Ocean. Here there is no commercial fishing and inspections are constantly carried out on all facets of marine wildlife.

There is an increasing demand for fish and fish protein, resulting in overfishing. One way to solve this problem is fish farming, otherwise known as aquaculture. This involves breeding fish commercially in tanks or other enclosures for food. Currently around the world, the most common fish that are farmed are catfish, salmon, carp and tilapia. There is, however, no reason why other fish, such as cod, could not be farmed in the same way. This would ease the pressure on the oceans, provide employment and solve the fish shortage problem in many countries.

**You will hear the recording again.**

#### Extract 2

**You hear part of an interview with Sophie Lefevre, a history teacher who helps students who are being bullied. Now look at Questions 3 and 4. [PAUSE 15 SECONDS]**

**Interviewer:** Sophie, you were home-schooled from the age of thirteen, yet you became a history teacher. What attracted you to the profession?

**Sophie:** Well, I was home-schooled because I was bullied, not because I disliked the teachers. I admired some of my teachers and it turned out that my parents were excellent teachers, too, so maybe I take after them in more ways than one.

**Interviewer:** You're also quoted as saying that you want to make a difference, not just teach.

**Sophie:** Yes, indeed. The way the situation of my being bullied was handled was absolutely disgraceful. The Head Teacher took no action, nor did my Form Teacher. Every school should nip it in the bud immediately rather than do nothing, but these bullies got away with it for years. I know the misery it caused me and then I saw the same thing in other students. A big part of my job is dealing with such situations. We have a counsellor at the school that can help, and a phone line students can ring. I also run a website that gives information and advice to children being bullied.

**Now you will hear the recording again.**

### Extract 3

**You hear a vet, Gemma Shuter, talking about her career. Now look at Questions 5 and 6. [PAUSE 15 SECONDS]**

**Female:** I must admit that when I was younger I didn't give any thought to the fact that my parents had their own businesses. My father is a vet and my mother owns two pet shops. They hoped my brother and I would take them over in due course, but even so, they were tremendously supportive of whatever we wanted to do. Both of us went to university to become vets, but neither of us is involved in the family businesses. Now I'm Head Zoo Keeper and Vet at a zoo. I feel passionately about keeping wild animals in captivity and want to give them the best medical help I can. As I'm sure you realise, the job is very varied, from extracting a tooth from a tiger to creating a prosthetic foot for an elephant. That's part of the excitement of working there - you never know what each day will bring. My brother is working in Africa, treating wild animals and in conservation parks, but he's actually out in the wild looking for sick animals.

**Now you will hear the recording again.**

**That is the end of Part 1.**

### Part 2

**You will hear a student, Peter Kenneth, giving a short talk on the topic of concrete. For questions 7-14, complete the sentences with a word or short phrase. You now have 45 seconds in which to look at Part 2. [PAUSE 45 SECONDS]**

I'm going to be giving a short talk on concrete. I've tried to summarise some of the main information I've found about it. The advantage is that there's a great deal of research on concrete, though often this only looks at one particular use of it. For example, one study only focused on the importance of concrete for commercial buildings, because it has a high thermal mass and very low permeability, making for energy efficient construction. All studies, however, emphasised the not entirely negative effects of using concrete. It is a major contributor to greenhouse gas emissions, yet recycling of concrete is becoming increasingly common from structures that have been demolished.

Concrete can be used not only for buildings, but also bridges, tunnels, pavements, overpasses, roads, runways, dams, reservoirs, and other architectural structures, such as the Roman Pantheon. The Romans were the first to realise the properties and potential of concrete, though when the Roman Empire finally disintegrated, the art of concrete making was forgotten until the mid-18<sup>th</sup> century.

Concrete is one of the most resilient building materials available. It is very resistant to fire and can actually become stronger over time, so structures made out of concrete can have a long life. Concrete is also the most widely used building material throughout the world, with an annual use reckoned to be between twenty-one and thirty-one billion tonnes.

One benefit of using concrete - and a fact I found interesting - is that it is often produced locally; typically within thirty miles of where it is going to be used. Therefore fuel requirements to transport it are low in comparison with other construction materials. Similarly, comparatively little energy is used to produce and combine the materials that go into making and mixing concrete, though large amounts of CO<sub>2</sub> are produced through the chemical reactions when manufacturing it.

Whether the construction is a residential or a commercial building, throughout its lifetime concrete offers considerable energy efficiency. It should be borne in mind that air leakage from a building leads to a huge loss of energy, adding to heating bills.

The thermal mass of concrete stores and releases the energy required for both heating and cooling a building, so delivering year-round benefits by lessening the temperature fluctuations inside and minimising heating and cooling costs. Insulation in a building reduces energy loss, but thermal mass uses the walls to store and release energy. Modern concrete wall systems have external insulation and thermal mass to create a 'green' energy-efficient construction.

I've also looked at the other benefits of building in concrete. For example, as previously mentioned, they are more resistant to fire than buildings in other materials, because concrete does not burn. This lessens the risk of the building collapsing, thus providing valuable protection from a fire and it gives time for the fire brigade to enter the building and the occupants to leave it. Another advantage is that concrete buildings can withstand strong winds, hurricanes or tornados due to their inflexibility, resulting in minimal horizontal movement.

The same cannot be said when there is a strong earthquake. Large quakes can create stress on a concrete structure that is not steel reinforced, leading to what can be fatal failure. In fact, unreinforced buildings pose one of the biggest earthquake risks around the world. Concrete dust caused through collapsing buildings also produces dangerous air pollution.

In the past, when a concrete building was knocked down, the debris was always discarded in landfills, but as I mentioned before, recycling is on the increase thanks to people being more environmentally aware, financial savings and new green laws that have come into being around the globe. As regards...

**Now you will hear Part 2 again.  
That is the end of Part 2.**

### Part 3

**You will hear an interview in which two sociologists, Paula Slater and Trevor Burrell, discuss what makes a viral hit on video-sharing websites. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have 1 minute to look at Part 3.  
[PAUSE 60 SECONDS]**

**Interviewer:** The popularity of some uploads to video-sharing websites seems to be a peculiar mix with nothing in common. So is it feasible to identify which of video might become a viral hit? Here to discuss this with me are Paula and Trevor, two sociologists who have been studying this very phenomenon for a while. Paula, what's your opinion?

**Paula:** Well, when you think that in 2012 a Korean rap song, Gangnam Style, amassed more than one billion views - a most unlikely hit one would have thought - and a man firing a gun at his daughter's laptop was nearly as popular, it's hard to find a common denominator.

**Trevor:** There are seventy-two hours of video viewing put on a video-sharing website like YouTube every single minute. So nearly every single minute of modern history is a fad waiting to happen. And make no mistake, it's very big business. Some advertising companies spend millions and millions trying to recreate the essence of a video that they hope will become a viral hit.

**Paula:** Although we haven't come to any solid conclusions, we've actually found it easier to approach this in a different way. By that I mean instead of looking at what successful viral hits are doing, we've looked at what they aren't. This is rather unconventional, but it's helped us enormously.

**Trevor:** For example, is the length of these videos all the same, and the answer to that is 'No'. As of last week, four of the world's top ten videos lasted around five minutes or longer, but one lasts thirty minutes. So length doesn't seem to be an issue. And being able to speak the language to fully appreciate them doesn't seem to be necessary either. Unless, of course, more than a billion people learned how to speak Korean in 2012 to comprehend every word of Gangnam Style.

**Paula:** That obviously appealed to people because of the music and the fact people could dance to it. The top ten most watched at the moment are equally divided between people speaking and song, so that doesn't seem to be a criterion. Making it visually exciting seems to have no affect either. A recent smash hit was one camera focused on five people and a guitar, so no excitement there. We discovered that people keeping still was more important, but not absolutely essential.

**Trevor:** What has changed, though, is that in the last twelve months

nearly everything that was a viral hit was created by professionals for an online audience. Originally, all video-sharing websites were for people to upload their home videos or funny items they'd recorded on mobile phone cameras. These were the most popular. However, there are still home-made items on the net that turn out to be very successful.

**Paula:** We couldn't find any real common ground because however much you want your upload to go viral and make you money, basically it's up to the audience whether it's a success or not. Think back to pre-Internet days. You'd say to a member of your family or a friend, 'Look at this,' or 'Have you seen this?' But 'this' was in a newspaper or magazine.

**Trevor:** Now you send a video you've liked to all your friends and family, who then send it to all their friends and family, and so on. Everything is seen by a much wider audience and not just one or two people you know.

Naturally, in the past you might also have told your friends about something you'd seen, but the main difference is telling rather than seeing.

**Paula:** Absolutely. Videos are rarely uploaded to show art or originality. Instead they are uploaded to share, so what is important about a viral hit is when the clip meets the rest of the world and the world falls in love with the clip. It's something for everyone to participate in and inspires a sort of 'cult' experience. That's the moment when a video becomes a viral hit and spreads across and around the world like the plague.

**Now you will hear Part 3 again.  
That is the end of Part 3.**

### Part 4

**Part 4 consists of two tasks. You will hear five short extracts in which people are talking about what they did last weekend. Look at Task 1.**

**For questions 21-25, choose from the list (A-H) where each speaker went. Now look at Task 2. For questions 26-30, choose from the list (A-H) how each speaker felt about their activity. While you listen you must complete both tasks. You now have 45 seconds in which to look at Part 4. [PAUSE 45 SECONDS]**

#### Speaker 1

**Male:** It was the first time I'd been for years. I used to go every weekend, but then I got married, we had children, and inevitably, there was always another claim on my time. So, it made a nice change to go with my mates and cheer the team on. They lost, but it didn't really matter as they played well and the atmosphere was great. I'd forgotten what it was like, what with the banter amongst the supporters and seeing the famous names on the pitch. I'd like to start going again on a more regular basis, but it's much more expensive than in the past, so we'll see.

#### Speaker 2

**Female:** We nearly missed the beginning, as there was far more traffic than we'd been expecting for a Tuesday night. Luckily, finding a parking space was easy and we sat down in our seats just as the credits started to roll. Unfortunately, though, we shouldn't have bothered. It wasn't what we were expecting and we both felt rather let down. We wish we hadn't wasted our money or hired a baby-sitter. We'd have been warmer and more comfortable at home, watching a DVD. The only good thing was that we bumped into some friends as we came out, and went for a drink with them. It was a marvellous opportunity to catch up on all their news.

### Speaker 3

**Male:** I was pleasantly surprised to see how colourful and vibrant it was. There were people there of all nationalities, lots of different languages spoken and the choice of food was phenomenal. Apart from there being so many people there - it made it a bit difficult to see all the stalls - they had all kinds of clothes, furniture, knick-knacks, and who knows what else. We saw as much as we could and then when to try some of the wonderful food we'd seen. It made a change to go somewhere different, and I think we'd both like to make the foray again in a few weeks time. Maybe get some Christmas presents there.

### Speaker 4

**Female:** I was driving past Lin's and thought I'd just pop in. Normally, I'd have rung first, but I thought I'd take the chance she was in. She seemed more pleased to see me than I expected, but I didn't realise how much she'd gone through in the time since I'd last seen her. In the end, I was very pleased I'd bothered to stop - it made me feel like I'd done something worthwhile with my evening. I told her about a few funny things that had happened to me, and by the time I left she was smiling and laughing. I think my spontaneous visit was the best thing I could have done to cheer her up.

### Speaker 5

**Male:** Marina and I go every weekend now. She wasn't all that eager to try it at first, but she's got really good now and can beat all our friends. We play as part of a team against other teams from the local area every Saturday, but this week was different because we played in the final of a tournament and won! We were over the moon; it's the first time we've ever managed it. In fact, we've never got very far at all in the past, as we were always outplayed. This year though, it was our turn. Now we have the trophy as proof that we did it.

[PAUSE 10 SECONDS]

Now you will hear Part 4 again.  
That is the end of Part 4.

## TEST 8

**Paper 4 – Listening:** I'm going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound. [BELL] You will hear each piece twice. Remember while you are listening write your answers in your book. There will now be a pause. Please ask any questions now, because you must not speak during the test.

### Part 1

You'll hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

#### Extract 1

You hear two friends, Matthew and Samantha, discussing giving directions. Now look at Questions 1 and 2. [PAUSE 15 SECONDS]

**Matthew:** Hi, Sam. I've just been reading about how difficult it is to give people directions.

**Samantha:** You mean it's not just women who are bad at it?

**Matthew:** Both sexes are. Apparently it's called the 'curse of knowledge'. It's a psychological idiosyncrasy whereby once we have learned something we find it difficult to realise how things look to someone who doesn't know the same information yet. In other words, as soon as we know how to get somewhere we don't need directions, so we give inane directions to other people, such as 'It's about half way down the road on the right just past a white gate', which makes perfect sense to the person saying it.

**Samantha:** So you end up lost and blame someone else for not giving the right directions.

**Matthew:** Well, the problem is that if you've never been to a place before, you need exact directions and not just a description of the place. The curse of knowledge isn't a mental defect - it's a side effect of the differences between one person and another.

Now you will hear the recording again.

#### Extract 2

You hear a sleep consultant talking about the consequences of a lack of sleep. Now look at Questions 3 and 4. [PAUSE 15 SECONDS]

**Female:** Can you remember every single thing you did, said, saw, smelt, and heard yesterday? It's unlikely if you didn't get enough sleep last night. Recent research has shown that losing just two hours sleep a night can affect your memory. Loss of sleep stops the brain from storing the events of the day - and these memories are lost forever. The right amount of sleep is not a luxury; it's vitally important. It's crucial for the brain and for the brain's functions, so that we can remember and consolidate what happened to us during that day. This re-enactment of daily activities and conversations in our sleep is necessary for them to be stored in the brain. The brain needs this - what has been termed 'quiet time' - when it saves all the daily information just like a computer saving a document and filing it in your chosen folder. For students, it is even more significant. There appears to be a critical period when what has been learned is assimilated, proving that lack of sleep at certain times can be more damaging than at other times.

Now you will hear the recording again.

#### Extract 3

You hear an etymologist discussing the origins of an expression. Now look at Questions 5 and 6. [PAUSE 15 SECONDS]

**Presenter:** As part of our ongoing series about the origins of common English expressions, we have with us today Olive Rowland, who lectures on etymology around the world. Olive, one of our viewers would like to know how 'to eat humble pie' came about.

**Olive:** Actually, Tony, humble pie is made from umbles, which are the innards of a deer. Needless to say, the umbles are not the nicest part of the animal. So, after hunting deer, the rich landowners would eat the venison - the deer's prime meat - for their evening meal, while their employees had to dine on umble pie. That's humble with no h.

**Presenter:** So how come it begins with an h now?

**Olive:** Well, at some stage, someone who was not familiar with what umbles were, believed it was just a spelling mistake, especially when they saw that umble pie was indeed a 'humble' dish. So he or she added the h and it became humble pie.

**Presenter:** So the modern phrase was born really, from the sense that whoever was eating it was being forced, in a way, to swallow their pride.

**Olive:** Exactly, Tony.

Now you will hear the recording again.  
That is the end of Part 1.

## Part 2

You will hear a demographer, Charlotte Dawson, giving a talk about the difficulties of compiling population forecasts. For questions 7-14, complete the sentences with a word or short phrase. You now have 45 seconds in which to look at Part 2. [PAUSE 45 SECONDS]

Hello. I'm Charlotte Dawson and I'm here to talk about a recent report that describes the world's aging population, along with their predictions as to how many people will inhabit the planet by 2050.

Let's start by taking the report's premise that at the moment one in nine people are aged sixty or older. The report states that by 2050 this figure will have risen as high as one in five and that there will be more older people than those aged fifteen or under. A spokesperson for the United Nations Population Fund, who compiled the report, says that they are sure these figures will prove to be correct, because the people who will be sixty in 2050 have already been born. Therefore there is no speculation involved; everything is based on facts.

With a current world population of seven billion, the same report estimates there will be nine billion people by 2050, a lot of these elderly. But what, in my opinion, must be pretty hard to calculate, is the birth rate. How can they possibly predict this accurately? There are so many different, yet fascinating, factors that have to be allowed for. In my research on this, many statisticians focus on something they have noticed in the numbers that they call the 'demographic transition'. This is something that happens when a society becomes wealthier. It is a swing in the birth and death rates from a high level to a low level, generally due to an increase in their economic and social development. This takes place in four phases. The first is when there are high birth rates, as well as high death rates. The second phase consists of high birth rates, but fewer deaths. In phase three, the birth rate starts to drop, as does the death rate and there is slow population growth that starts to stabilise. Phase four is when there are low birth and death rates, leading to low population growth.

So we can see that countries that get richer suffer lower fertility rates. Yet many statisticians presume that first world, or advanced countries, will continue to have low population growth, despite their wealth. There are indications though, that they might be wrong. After all, traditionally the birth rate throughout Europe has fallen, but if we take as an example the last decade, there have been rises in fertility in these more advanced nations. This has been mainly attributed to immigration, but this is not in fact the case. The native inhabitants of these countries are now having more children. But does this increase in the birth rate in some developed countries mean that world population forecasts are incorrect?

Statisticians have admitted that they've made mistakes over the last half century, somewhat due to their underestimation of how long people will live, but also because they haven't kept up with the developments and fluctuations in the birth rate. Many feel the four phases are changing, and there might in fact be a fifth phase.

In my opinion, predicting the population numbers of the future is not an exact science, much as statisticians would like us to think otherwise. In 2004, the United Nations department of economic and social affairs attempted to predict what the global population would be in 2300. They agreed with the recent report that there would be approximately nine billion people on the planet by 2050 and stay at that figure until 2300. This, however, was just their 'middle' figure. They had a high figure of 36.4 billion and a low guess of only 2.3 billion. This to me shows that it's practically impossible to say how many people will be living in this world in the future.

Now you will hear Part 2 again.  
That is the end of Part 2.

## Part 3

You will hear an interview in which Dr. Jessie Spooner, a doctor at a university hospital, and Dr. Mitchell Clarke, a medical research assistant, discuss why hypochondriacs keep the rest of us healthy. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have 1 minute to look at Part 3. [PAUSE 60 SECONDS]

**Interviewer:** A new study reveals that society needs people who have a phobia about diseases and illnesses, because they influence the rest of us to get vaccinations. Mitchell, you're a medical research assistant. Do you agree that the rest of us benefit from having hypochondriacs amongst us?

**Mitchell:** Perhaps. There are so many contagious diseases around these days, like swine and bird flu that we researchers spend a lot of time attempting to predict if an epidemic is going to occur. This study, using a computer model, shows that having just a few individuals who fear disease and who get immunised, can induce other people they know to do the same. The result is what is termed 'herd immunity', when most of the population is vaccinated without much prompting from doctors.

**Jessie:** Exactly. It brings about a critical mass of immunised people. As Mitchell just mentioned, forecasting an epidemic is vital in the medical world. It's crucial for calculating any emergency measures that might need to be taken, should such a thing happen. Some models today use very advanced computer programmes to understand exactly how mobile people are. For example, international travel is a major headache if there's an outbreak of something contagious. Instantly it's spread to another continent.

**Mitchell:** I should point out that the researchers who compiled the study, suggested that some individuals will always choose to be vaccinated, maybe because they feel at risk or perhaps they just have very strong principles about it. Or it could be because they know or hear about someone else who has been infected. Not everyone responds in the same way.

**Jessie:** The point here, though, is do these committed people cause others to seek immunisation themselves? Bear in mind that some will refuse to receive any vaccination whatever the situation. This could be due to what has been termed the 'free-rider'. If there is a perceived cost to the vaccination, whether it is the risk of having the vaccine injected, a fear of injections, a belief that it won't do any good, or the inconvenience of going to the doctor's, people will not bother to do it. They might then rely on the protection afforded by everyone else they know to get immunised and not spread the infection.

**Mitchell:** The drawback with this is that if the majority of the population take this route, the herd immunity I mentioned earlier disappears. Then the whole population is at risk, though it must be said that another study found that the number of people who copied the hypochondriacs and got the necessary vaccine, varied over time and depended on the risk of catching a disease.

**Jessie:** Other factors come into play, too, as the researchers found out. They used a group of people who had to decide more than once if they would be vaccinated or not. Each 'turn' they took they were given a different scenario, for example, a flu epidemic. Their choice was made after being told the outcome of a decision made by them and other members of the group previously. So, if they hadn't been vaccinated last time and got infected, they often changed their mind the next time and got their injection.

**Mitchell:** So small influences can have a big effect, which means the question still remains whether those few hypochondriacs committed to getting regular vaccinations really affect those that have to think twice about it.

**Jessie:** What's fascinating is that the research showed that even if there are only a few - even as low as five percent - they can lessen the effects of an epidemic. They act as a sort of role model for others to act responsibly. In the real world, we generally see the same people all the time, so it's not beyond the realms of possibility to have an influence on some, if not all of them.

**Mitchell:** It also disproves the point that one person can't influence the world. They can, though the example we've been talking about

still needs more research into it. Individuals make their own health choices and we still don't know how much this is influenced by others. So we never know what the upshot of these decisions might be.

**Now you will hear Part 3 again.  
That is the end of Part 3.**

#### Part 4

**Part 4 consists of two tasks. You will hear five short extracts in which British people talk about living abroad.**

**Look at Task 1. For questions 21-25, choose from the list (A-H) what reason each speaker gives for moving to that country. Now look at Task 2. For questions 26-30, choose from the list (A-H) what benefit each speaker mentions about where they now live. While you listen you must complete both tasks. You now have forty-five seconds in which to look at Part Four. [PAUSE 45 SECONDS]**

#### Speaker 1

**Female:** I made an appointment with an agency and they suggested that I try working abroad as an English teacher, because I have a degree in English Language. I did some research and finally settled on Japan. It was quite simple to find a teaching position, although it was expensive for accommodation in the beginning. The school is very modern and well-equipped with all the latest technology and I love my students. I also earn far more than I would in England. Every day I learn something new about this country and its culture, and I've travelled quite extensively. It was a good move on my part and I really couldn't be happier.

#### Speaker 2

**Male:** I was posted here a year ago. I didn't really want to be sent here, but as I had no choice I decided to make the most of it. Now, the reverse is true. The place has really grown on me and I'm not looking forward to day I have to leave. There are so many outdoor activities to do here, especially on the water. The weather helps of course, despite the intense heat in July and August, but sailing or water skiing help cool you down. Wearing a uniform can be uncomfortable during those months, but most of the buildings have air conditioning. I've really enjoyed my time here.

#### Speaker 3

**Male:** My time living on this island began entirely by chance. I came on holiday here twenty years ago, and while walking around heard several tourists moaning about the lack of choice as regards food on the island. There were only expensive restaurants or coffee bars, nothing in between. I realised there was an opening for me here making filling snacks for lunch or afternoon tea. I started in a small way, with a place that could only seat twelve people, but have gradually expanded. It's hard work, but the locals are easy to get along with, and always willing to lend a hand. They've really made me feel a part of the community.

#### Speaker 4

**Female:** My husband and I used to come here on holiday for many years, so we knew quite a lot about the place. It wasn't exactly a difficult decision to move here permanently when we both lost our jobs because my company shut down, and Bob relocated to Norway. We both love the temperate winters and it's much less expensive to live here in the winter than in England; the biggest bonus in our opinion. We're not doing too badly with the language. Everyone tries to help us, and we watch a lot of Portuguese television, which helps. Shopping is getting easier each day and we have made many new friends.

#### Speaker 5

**Male:** I knew I wanted take a break and had intended to head to America, but I was then offered a one year contract to help build new infrastructure in Equatorial Guinea. My time is nearly up now, and I'm going to miss many people here. The salary is high and the cost of living, low. I live in a small bungalow with the most amazing views. I can't say I've got the hang of the local dialect, but we get by with my basic Spanish, which has improved.

I've been able to do things someone of my age would never normally be allowed to do, so I wouldn't have missed the experience for the world.

**Now you will hear Part 4 again. That is the end of Part 4.**

## TEST 9

**Paper 4 – Listening: I'm going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound. [BELL] You will hear each piece twice. Remember while you are listening write your answers in your book. There will now be a pause. Please ask any questions now, because you must not speak during the test.**

#### Part 1

**You'll hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

#### Extract 1

**You will hear a discussion in which a woman talks to her husband about her job. Now look at Questions 1 and 2. [PAUSE 15 SECONDS]**

M: You seem distracted this evening Sharon. Are you ok?

W: Oh, I don't know James. It's this promotion. I'm not comfortable with it but I'm not sure why.

M: Well you seemed eager to accept it last week. It's the natural path for you to take, isn't it? You've never been nervous of promotions in the past.

W: I know. I don't think I regret accepting it and the decision is made now. The extra money will certainly come in handy.

M: That's not too important though. I think it's your phobia of flying that's troubling you deep down.

W: I must admit that I'm happy with my daily commute but the long distance meetings might be a bit challenging. Oh, ignore me, I'm fine really.

#### Extract 2

**You will hear a conversation where two friends discuss a cruise they have just returned from. Now look at Questions 3 and 4. [PAUSE 15 SECONDS]**

M: That really was a dream trip, wasn't it?

W: Absolutely, I loved every minute of it. The food was as good as everyone said it would be with that celebrity chef on board and the service was outstanding. They deserved that that big tip we gave them.

M: Oh yes and we've got good suntans, haven't we?

W: You can say that again.

M: Considering how many passengers were on board, it was surprisingly uncrowded. I suppose we were on shore a lot of the time so we weren't aware of other people that much.

W: I loved that elderly couple that we had dinner with on the last night.

M: To be honest, I think we were among the youngest on board. It seemed that about 80% of the passengers were drawing their pension.

### Extract 3

**You will hear a conversation in which two colleagues talk about their job. Now look at Questions 5 and 6. [PAUSE 15 SECONDS]**

M: You must be outraged about Bob getting the manager's position, Amy. Are you still going to stick around, or is that the final straw? I know I wouldn't put up with that.

W: I blame myself as I was offered the job before and I turned it down. I was too busy bringing up my kids to take on more responsibility at work.

M: You seem to be ready for a new challenge now so maybe you should start looking further afield.

W: I'm beginning to think the same thing.

### Part 2

**You will hear a conservationist talking about the restoration of older buildings. For questions 7-14, complete the sentences with a word or short phrase. You now have 45 seconds in which to look at Part 2. [PAUSE 45 SECONDS]**

If working on your property involves the renovation of a period building, you may need the skills of a specialist conservator or restorer who will use the highest standards to ensure the preservation of original material. But how do you go about finding someone suitable? Fortunately, there are sources of information at hand and growing numbers of wellqualified experts.

For the less challenging tasks, there are also courses for the layman, and these can give both hands-on experience and historical background. In addition, there is a wealth of technical advice from a variety of impartial organisations.

The Conservation Register is a database of professional conservation and restoration businesses throughout the UK and Ireland. To be included in the Conservation Register, various stringent criteria have to be met, including seven years of experience, relevant training and qualifications, and references from five projects completed within the last five years.

The database can be searched according to subject and geographical area, with print-outs of five workshops being supplied for £7.50. Although currently available by phone (weekdays 10am-4pm), or via the web where people can search under specialisations and localities.

The Victorian Society, formed to promote the preservation and appreciation of the arts and architecture of that period, does not offer courses but can give advice over the telephone and via email - although only if you are a member.

The Georgian Group offers study days and lectures about Georgian architecture, although these are of a theoretical nature rather than practical. However, it does have a variety of useful publications.

Support for the renovators of period property has grown tremendously over recent years. That development is reflected in homeowners' appreciation of period features and original detailing.

So, whether for your own satisfaction or with an eye to increasing eventual saleability, it's worth considering conservation work and making sure it is carried out well. Start by finding out exactly what sort of building you are dealing with, how it was built, the materials and techniques employed and then find the appropriate methods for repair and modernisation.

**Now you will hear Part 2 again.  
That is the end of Part 2.**

### Part 3

**You will hear an interview in which a radio presenter interviews an artist about her work. For questions 15-20, choose the answer (A, B, C or D), which fits best according to what you hear. You now have 1 minute to look at Part 3. [PAUSE 60 SECONDS]**

M: Although Laly Mille has been creative since childhood, it took her many years to listen to her creative soul, and become an artist. In fact, she didn't start calling herself an artist, or sharing her art with the world, until 2010. Laly, there's a lot of mixed media collage work on the market these days, how do you differentiate yours from the rest? In other words, what do you feel makes your work unique and truly your own?

Laly: Collage is very important in my work and I do use it a lot. My most elaborate paintings have lots and lots of layers of collage, and yet, when you first look at them, you won't necessarily notice it at all. You'll have to come closer. That's because I tend to really blend it all together with paint, inks, pastels and even words.

M: So the layers of different materials represent layers of meaning I suppose.

Laly: To me, what's hidden is equally as important as what is visible. When I paint a girl by her window, I paint the garden behind it, or collage a map of the city where I imagine her to be. It may be almost invisible to the viewer, but it's there and it affects the rest of the painting. All the collage elements I use in a painting are relevant to the story I am trying to tell. They act as clues, like a sort of visual lexical field. Storytelling is a very important aspect of my art.

M: What is the most challenging part about being a mixed media artist?

Laly: One of the greatest things about mixed media is this sense of endless possibility. Practically anything can become an art supply! But it can become a bit overwhelming too, especially at the beginning, and make it hard to find your own style or favourite techniques. To me the key is to keep experimenting at my own pace and to stick with a few techniques that I have truly made my own. But any time I get stuck, trying out something new is the best remedy.

M: What is the best part about creating art using various art supplies and found objects?

Laly: First, it is just so much fun! The other day I was working on a plaster gauze piece for an assemblage and inadvertently spilled some coffee on it ... and it looked great! The effect was just so cool that I started dipping my brush into my mug and spilling more coffee all over the piece. I love this sense of freedom.

M: What do you wish you knew about mixed media before you got started?

Laly: Experimenting means trial and error! Working in layers with different materials means that sometimes they will react in unexpected ways. For instance, inks can be pretty tricky! Some inks will keep "coming back" no matter how much paint or gesso or modeling paste you put on top of them. Once you master these processes, you can start using them to your advantage.

M: As you know, art is very subjective in nature. What some people like, others do not. I'm sure you've received both positive and negative feedback in your career, but what I want to know is how you handle the negative criticism, especially when it really hurts?

Laly: I live in France and here, mixed media is very little known. And when it is, it is categorised as a craft along with scrapbooking. Not as art. So of course some people won't like it, or won't know what to make of it. And if some galleries prefer cold, abstract, "conceptual" art, well, they're just not a fit for me and I'm not a fit for them. To me art is not an intellectual thing and I'm not interested in concepts. What I love is how poetic, evocative and intuitive art can be. But I'm not saying that rejection is not painful. When you put your whole heart into your work, of course it will hurt. The best thing at times like these is to have a strong, supportive community that understands what you're trying to do and that you can rely on for a bit of cheer-leading. These are the people you're putting your art out there for, they're your "fit".

M: Do you use the internet much?

Laly: Blogging and social networking are great ways to connect with

like-minded souls and build a community where you can support each other.

M: What is your creative process like?

Laly: I don't really know if I have a process, not yet at least. Sometimes I will "see" or dream an image that I will quickly try to capture as a small sketch, other times I just start collaging papers and staining with inks and paint and follow where it leads me.

M: How do you come up with a profitable pricing structure for your art?

Laly: I am still very much struggling with this issue. With time and research, going to art shows, looking at how others price their work, gives me a better idea of where I stand. But it is so subjective. For now I have an idea of the minimum price for the smaller pieces and the highest price for the bigger or most elaborate ones. I try to find my way between these.

**Now you will hear Part 3 again.  
That is the end of Part 3.**

#### Part 4

**Part 4 consists of two tasks. You will hear five short extracts in which people are talking about learning a new skill.**

**Look at Task 1. For questions 21-25, choose from the list (A-H) the person who is speaking. Now look at Task 2. For questions 26-30, choose from the list (A-H) what each speaker is expressing. While you listen you must complete both tasks. You now have forty-five seconds in which to look at Part Four. [PAUSE 45 SECONDS]**

#### Speaker 1

M: These days my profession involves quite a lot of IT skills but back in my day we didn't even have computers, just shelves and shelves of patient files. So it wasn't for work reasons that I did the silver surfer course at my local college. I really needed a way to keep track of my three grown up grandchildren who are dotted all over the world. We use skype most of the time and I look at the images they put on Facebook. Having a vast knowledge of tropical diseases, I can't help worrying about them at times, especially as one of them is trekking through the amazon Rainforest at the moment.

#### Speaker 2

W: People might think that my job is a bit boring, but I am actually quite fulfilled working here. I've got to know a lot of the regulars who come shopping in our department store and I have a great rapport with them, especially the retired people who come in for a chat. Actually it was during one of these chats that I heard about the local ceramics class, and I thought I'd give it a whirl. Last year I actually made a whole batch of gifts for friends and family. I don't want to blow my own trumpet too much, but I think my pots look very professional. It's also heaps of fun and I've made a few new friends at the class.

#### Speaker 3

M: It's much harder working here than I had expected. After leaving school I thought catering would be lots of fun, lots of free food and not particularly difficult. How wrong could I have been? The staff canteen provides food for over 150 staff in the shop and it's non-stop all day. I enrolled for the Food Safety and Hygiene course at college as I later want to make a career in catering. Here I am being provided with good basic training in food preparation and cooking but of course I am on the lowest pay scale, which is a struggle. Once I have my safety certificate, I'll be entitled to more in my pay packet. At least with this job you never feel bored.

#### Speaker 4

W: I gave up my job ten years ago due to family commitments. In a way I don't regret that, but I did burn quite a few bridges when I left my last company. Now I can see that I was foolish as I would love to work for them again on a part-time basis but we didn't say goodbye on the best of terms. So, I took up the creative writing course as it's something I can do at home while the kids are at school. I'm hoping

that I will have a short story published soon, but I am aware that they still aren't quite good enough. I'm nearly there though.

#### Speaker 5

M: I've been working for this organisation since I graduated from university. It's a good solid company and I would like to think that I can gain that last promotion that I'm seeking. I'm one step away from the top job and I truly believe I could do it better than my boss. He is always making mistakes and I have to sort out the problems he creates. The worst thing is that when I do that he gets the praise for a job well done! I'm hoping that the new skills I am gaining on the accountancy course will give me the edge over him. Then the director will realise how valuable I am. I'm hoping to make myself indispensable to the company.

## TEST 10

**Paper 4 – Listening: I'm going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound. [BELL] You will hear each piece twice. Remember while you are listening write your answers in your book. There will now be a pause. Please ask any questions now, because you must not speak during the test.**

#### Part 1

**You'll hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

#### Extract 1

**You hear two friends talking about lectures. Now look at Questions 1 and 2. [PAUSE 15 SECONDS]**

F: Hi Jake, so what did you think about the lecture on Artificial Intelligence?

M: It was certainly interesting, as the speaker was very engaging. Also, it wasn't a topic that I know too much about, so I guess that helped to hold my interest, too.

F: I agree with you I felt the same too. You know, I remember I once went to a lecture about climate change and my attention kept wandering throughout, despite the best efforts of the speaker to engage the audience. I just felt the lecturer wasn't telling us anything that we didn't already know already. After all, it's so much in the news, these days!

M: Quite so! So are you going to the next lecture? You know the one on smart technology? It's bound to be well attended. A subject like that appeals to most people.

F: All I know about smart technology is to do with smartphones, as I use one every day. That's about my limit, with modern technology, apart from the internet, of course! It's not that I'm not interested in new technologies but I don't want to sit through another lecture so soon after the previous one! I'd start drifting off to sleep without a coffee to wake me up. I didn't get back 'til late, last night you know!

#### Extract 2

**You hear two friends discussing the topic of sending Christmas cards. Now look at Questions 3 and 4. [PAUSE 15 SECONDS]**

F: Right. That's the last of my cards done!

M: What? Written all your Christmas cards already?

F: I'm not one to leave things to the last minute, like you! It's good to be organised, I think, otherwise it can be so stressful if you have dozens of cards to do in a very short time. Also you're likely to miss the last posting date and then your cards won't arrive until after Christmas and what's the point in that?

M: I try to get mine off early too, you know, to avoid paying extra postage so the cards arrive in time for Christmas! It just never works that way, though and I end up paying more in postage than for the

card itself, sometimes! Luckily I don't send many Christmas cards - only to those who live far away. The rest I always deliver by hand.  
F: At least that's better than sending those dreadful e-cards to people at Christmas. I mean, come on now! Is it so difficult to post a real card and send it? Few people have so many friends that they can't afford to send Christmas cards to everyone! People appreciate thought and effort, something that someone who sends an e-card knows nothing about!

### Extract 3

**You hear two colleagues talking about their work. Now look at Questions 5 and 6. [PAUSE 15 SECONDS]**

F: Ugh! Sometimes I really hate my job!

M: Why do you say that? You're one of the most dedicated employees here!

F: Don't get me wrong. I love my job - even the early morning starts! I'm also never at a loss as to what to do next. As you know, I'm not one of those people who idle away their time in the office, clock-watching until the end of the working day. But I'm putting in a lot of extra hours and never getting any acknowledgement for it!

M: I see. A bit of praise can go a long way. Without it I can see how you would start to get a bit demotivated.

F: Well, I wouldn't mind so much but I'm I've been here five years now without so much as a pay rise.

M: Why don't you apply for a higher position?

F: Admittedly, I could do with the extra money but not the extra hours, as I have a lot of commitments outside work! You see, there's no easy solution.

M: Yes, I see. Tricky one, isn't it?

### Part 2

**You hear a director, Josh Martin, talking about the problems encountered by first-time film directors. For questions 7-14, complete the sentences. You now have 45 seconds in which to look at Part 2. [PAUSE 45 SECONDS]**

If there's anything that's even harder than making a movie, it's making your first movie. There are so many potential problems and pitfalls, that as a first-time director you're blissfully unaware of.

One of the greatest problems for an unknown film director is to get your film financed. Even if financiers are interested in your script and vision, they still consider you a liability. They don't know whether you can deliver the goods yet, and they might fear that you'll have a nervous breakdown in the middle of shooting, as some first-time directors have.

In order to convince financiers to invest in you and your film, you have to cast movie stars. I think it's funny that the question I get asked the most is, "How did you get so many movie stars to be in your film?" because the real answer is "Out of necessity!" That's what it takes to get an independent period drama made these days — especially as a first-time director - and if you don't have those stars, you'll have to slash the budget and the number of locations.

Another problem which can hit you out of the blue, if you are an inexperienced director, is with background actors. Even experienced directors can make bad choices, as when you cast background actors you have no idea whether or not they can perform. You just have to rely on agency head-shots and the word of their agents that they are up to the job. As you get more experienced you get to know who might overact, ruining a big scene. It's just a hunch you get when you see someone for the first time.

Also a big problem that first-time directors have, is prioritising. Many tend to leave the most important scenes for the end of the day. However, with experience, you learn that the last scene you shoot each day will be the most compromised, because inevitably, you're running out of time. I wish I'd known that going in, because for some reason,

almost all of the important scenes from the first twenty minutes of the movie I was directing, were scheduled at the end of several production days. When we got to those scenes, often we only had an hour to shoot an entire sequence, so they had to be rushed, and when we finally got into the editing room, the first twenty minutes were the toughest to put together. We had fewer pieces and less coverage than we had for the rest of the film, and our greatest struggle in postproduction was how to make that first act of setup seem as dynamic as everything else in the film.

Finally, first-time directors without exception, shoot too many scenes that could have been edited before filming began. This leads to hours and hours of painstaking and unnecessary editing. It is also a highly frustrating process, having to cut scenes that took so much time and effort to film.

That being said, I wouldn't change my job for the world! I just wish I had known about all the problems and pitfalls when setting out in my career. It would have saved a lot of heartache and frustration!

**Now you will hear Part 2 again.  
That is the end of Part 2.**

### Part 3

**You'll hear an interview in which two crime authors, called Petra Langford and Lucien Thompson, are talking about their work. For questions 15-20, choose the answer (A, B, C or D), which fits best according to what you hear. You now have 1 minute to look at Part 3. [PAUSE 60 SECONDS]**

Int: Today I have with me two internationally-renowned crime authors, Petra Langford and Lucien Thompson, to talk about their work. So let me start by asking you, Petra and Lucien, what inspires you to write?

Petra: Well I try to take inspiration from everyday things in life. I hear things in conversation or on the radio, and I try to imagine the whole story based on what I remember. I'm constantly working out scenarios in my head, playing "what if" and trying to find something to write down.

Lucien: What Petra says, I can identify with, wholeheartedly. I find eavesdropping on conversations on the bus or train a wonderful way to collect material. There are so many different types of people all around to inspire me. I take care though, that none of my fictional characters are too like the characters that inspired them. I don't want to get into trouble, after all!

Int: Although your characters are often drawn from real life, it must be difficult to get your fictional characters to behave realistically. How do you both achieve that?

Lucien: For me I can do it without too much effort, as my fictional characters become an extension of me. So I just write the words and actions of each character as if I were in their situation. That doesn't mean everything that what they say or do is what I would personally do in any given situation, I just try to imagine the scene from their viewpoint.

Petra: Personally if I'm stuck, wondering how this or that character would react, I just have a brainstorming session with a couple of my good friends. We often meet for a chat and a glass of wine at a bar or home and when you're relaxed it's easier to be inspired! Failing that, if I have based my storyline loosely on a real life event, I will research newspaper articles and so on, to find out what characters said or how they acted during episodes from that the related event.

Int: Tell me now about your writing process.

Petra: My writing process is rather old school. While I absolutely love computers and digital technology, I can't use any of it to write. I still write everything out longhand on a yellow pad. Lots of yellow pads. The first two drafts of my books are written this way. Then, for the third draft, I transfer it to a computer. In the past I've used voice recognition software but lately, I've gone back to typing. Outlines are not really my thing. Never were. It used to drive my teachers crazy in school. I'd write my article or report and then make the required outline afterwards. I still use that process on books. After I have the first

draft written, I make an outline!

Int: That certainly must be a slow process! Well, Lucien, what about you? Are you a technophobe, when it comes to writing?

Lucien: I must admit I did favour longhand until I realised that you can make alterations more effectively using a computer. You can take out words, or add them and move chunks of dialogue around much more easily on a computer. If you do that longhand, you're just left with an illegible scrawl and lots of crossings-out that take hours to decipher! So I'm a convert to technology, you could say, despite the initial reservations!

Int: Finally, what advice would you give to other writers?

Lucien: Well I had a bit of an uphill struggle when I first started writing - no overnight success for me! So my advice to would-be authors, is just keep writing! Never stop. Don't let anyone discourage you. If you have your own unconventional methods of writing, embrace that. If you like writing in isolation do it. It's often best not to have friends or even other would-be authors around to help or more to the point, distract you. Don't try to change what is working in order to satisfy someone who doesn't appreciate your process. There is no wrong way to write a book. Of course, there is always room to learn and grow as a writer but that shouldn't mean you have to abandon what you are comfortable with.

Petra: Yes, I agree with Lucien that it's no easy process to get published if you're a first-time author. However, I think it helps to surround yourself with like-minded people, pursuing a similar goal, like other budding authors. That way you can encourage one another, especially if you have a set-back, like yet another rejected novel returned from a publishing house! But above all, stay true to yourself however tempting it is to adopt a more 'marketable' style - just keep going you'll be rewarded for your perseverance, in the end!

Int: Well we've run out of time now, so I would just like to thank you both for sharing your thoughts with us. I wish you both good luck in your careers and to any would-be authors out there, take heart, it's never easy at the beginning as you can see but you can succeed, like Petra and Lucien, if you have determination and talent.

**Now you will hear Part 3 again.**

**That is the end of Part 3.**

#### **Part 4**

**Part 4 consists of two tasks. You will hear 5 people speaking about why they changed their diet.**

**Look at Task 1. For questions 21-25, choose from the list (A-H) the reason each speaker gives for changing their diet. Now look at Task 2. For questions 26-30, choose from the list (A-H) what each speaker feels a change of diet has achieved. While you listen you must complete both tasks. You now have forty-five seconds in which to look at Part Four. [PAUSE 45 SECONDS]**

#### **Speaker 1**

Well it was at university that I began to question where my food was being sourced. It's all too easy to go into a supermarket, pick up some pre-packaged meat without a thought as to its origin. It was some friends of mine who'd been to a debate given on campus by the Vegetarian Society that drew my attention to this. Soon after this they all kept suggesting that I should, too, adopt a healthier diet. Since changing to being a vegetarian, I can't say that I necessarily feel a lot healthier, but the savings I've made by switching to a diet of beans, pulses and wholegrain rice have been considerable.

#### **Speaker 2**

I'd just passed my fortieth birthday and I guess I was facing a bit of a mid-life crisis when I looked in a mirror after I'd been out on a run. Dressed in tight-fitting ski pants and a tank top, I realised that I desperately needed to get into shape. Exercise alone was not doing it for me! I took stock of what I ate on an average day and was horrified to discover how many biscuits and sweets I consumed. It wasn't exactly rocket science to work out that this, more than a lax physical regime was the reason I was so out of shape! Well, having now adopted a healthier eating plan I've seen the pounds drop away and now can view my reflection the mirror without cringing!

#### **Speaker 3**

I would love to say that adopting a vegetarian diet was due to ethical reasons and a concern for animal welfare and the future of the planet, prompted by persuasive journalism in a magazine or newspaper. Alas, behind it, was a more mercenary motivation. As a student, I was living on a limited budget and had to make ends meet somehow. I decided therefore to cut out meat and live off pulses, beans, fruit and vegetables. A healthy option, I'm sure you would agree. Well it wasn't long before I began to reap the benefits of a vegetarian diet. Whilst before I often went down with colds and flu every winter, I now seemed to be immune to these illnesses. I didn't become noticeably any fitter but I definitely think a vegetarian diet has done me a lot of good!

#### **Speaker 4**

It was my annual check-up at my local doctors' surgery that was the real wake-up call for me. I only had to look at my doctor's face as he pulled out the results of my recent medical, to realise that all was not well. Basically, I had been consuming a high-fat diet and my heart was not in good shape at all. Surprisingly, I hadn't the slightest idea that anything was wrong with my health. I was still jogging regularly and swimming in the local public baths without any problem whatsoever. I followed medical orders to switch to a low-fat diet and since then haven't looked back. I haven't done another medical since adopting a different eating regime but I just hope now that the results won't be as bad for my next medical as they were for the last one!

#### **Speaker 5**

Many years ago, I was living in Tunisia. I was contracted to work for a year as an EFL teacher, you see. Well there were many things I had to get used to. It was an entirely different culture for a start. Also the food was very different to what I had been used to before. Lots of couscous, vegetables and so on, with very little meat. A lot healthier than my normal diet, then, to be honest! Returning to the UK later, I adopted my old diet. Then one day, I picked up an old recipe book. Just out of interest, to see if I would feel any health benefits, I started eating foods that I ate in Tunisia. Within a couple of weeks I was a different person! I could run after a bus or up a flight of stairs without getting out of breath. A really positive result!