15 Days' Practice for

IELTS

Listening

Xia Li Ping – He Ting

- Consolidating Your English Ability
- Improving Your English Listening Skill
- Providing General Knowledge
- Developing Your Test-Taking Skill

NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

NTV
Công ty TNHH
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15 Days' Practice for IELTS Listening

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FOREWORD

You have certainly practised a great deal to prepare for your actual exam. You have also been exposed to a variety of materials, and have familiarised yourself with the format of the IELTS test. This book, therefore, does not aim at loading you with more practice materials on IELTS, but it will sum up the main points so as to enable you to work out an effective plan to finally achieve your desired band score in the actual test you are taking.

I. Six features of the IELTS test

1. Communicative Testing

The first feature of the IELTS test is communicative testing. The purpose of this test is, indeed, designed to assess the language ability of candidates who need to study or work where English is the language of communication. It aims at testing candidates' language use, not language knowledge.

Compare the items in the table below:

Focus of communicative testing	Focus of non-communicative testing
• Use of verbal and non-verbal communication • Understanding meanings of lexical items in contexts • Applying understanding into real-life tasks such as role-play in speaking, completing a table in reading • Integrating receptive with productive skills	• Knowledge of vocabulary and grammar • Understanding literal meanings of lexical items • Testing individual skills • Focussing only on receptive skills

2. The Third Generation Testing

As far as testing is concerned, the format of tests has resulted from the way language is taught and learnt. In reality, English language testing has so far gone through three stages: the first stage lasted from the beginning of the 20th century to prior World War II when the tests of this period focussed mainly on translating from and into the target language. Then, the second stage started from post World War II and continues up to the present time. The general trend of testing in this period concentrated on objective tests (typically the TOEFL test which is primarily popular in the US). Next came the third stage with the IELTS test which was introduced in 1989 (mainly popular in the UK and Australia) and was, in fact, the fruit of the Communicative Language Teaching that came into existence in the 1970s. Nowadays, the Communicative Language Teaching and its test format have widely been recognised by the majority of language instructors and candidates. This kind of test is, generally, becoming more and more popular.

3. Task-based Testing

In the IELTS test, candidates are required to perform tasks which are similar to those in "real life". Each task is given with clear and specific "directions" by examiners.

4. Questions in Group

Communicative testing results in a variety of question types. Discrete-point tests are not given in the IELTS test, but questions in various forms aiming at checking global and detailed understanding, summary/chart/table completion, are frequently tested.

Task-based testing and questions in group are combined to form a series of communicative activities which require candidates to decide appropriate strategies and to use the four skills in order to do the test well.

5. A Variety of Question Types

The IELTS test consists of a variety of question types, which is the most noticeable compared with the question types in such tests as TOEFL, GRE, or TOEIC. For example, multiple-choice questions are suitable for testing detailed comprehension whereas matching exercises aim at testing vocabulary or the main ideas of a listening or reading passage; the aim of gap-filling tasks is to check candidates' ability of organising the information in a systematic way, etc. With such tasks, candidates need to thoroughly understand what is required of them by carefully reading "directions" given.

Types of tasks in the IELTS test:

Reading	Listening	Writing	Speaking
1. Short-Answer Questions 2. Gap-Filling Questions 3. Multiple-Choice Questions 4. Classification Questions 5. True/False/Not Given Questions 6. Sentence-Completion Questions 7. Matching Questions 8. Diagram/Table/Flow Chart-Completion Questions	1. Multiple choice 2. Gap filling: Form/ Note/Summary/Table/ Sentence 3. Matching words/ phrases/sentences/ with pictures 4. Short answers 5. True/False	1. Letters (General Training Module) 2. Chart/Graph/ Table/Diagram descriptions (Academic Module) 3. Essays: - Opinion - Cause and effect	1. Giving information 2. Stating opinion 3. Explaining/ Suggesting 4. Describing 5. Comparing/ Contrasting 6. Synthesising/ Analysing 7. Likes/Dislikes

6. Authentic Materials

All the materials used in the IELTS test are authentic.

Both Academic and General Training modules try to reflect real-life situations to test whether a candidate would survive in English-speaking social and academic environments. For example, Section 2 of the Speaking test asks candidates to talk, after 1 minute's preparation, for 1 to 2 minutes on a given general topic. This would test General Training candidates to see if they could give a "work-related presentation" to fellow work colleagues and would test Academic candidates if they could give a "university style presentation" to fellow students. It tests whether candidates have the English language capability to perform these tasks under some kind of pressure.

The IELTS test has two forms: the Academic Module and the General Training Module. The module that you take depends on the purpose that you are taking it for. Generally speaking, the Academic Module is for those who are trying to gain entry into undergraduate or postgraduate education courses or for professional purposes. The General Training Module is for those who wish to join some kinds of vocational training courses, secondary schools or for immigration purposes.

These tables help you to understand more clearly about the format and timing of the two IELTS modules:

	Academic	General Training
Listening	4 sections; 40 questions 30 minutes	4 sections; 40 questions 30 minutes
Reading	3 sections; 40 questions 3 long texts 1 hour	3 sections; 40 questions 3 long texts 1 hour
Writing	2 tasks 1 hour	2 tasks 1 hour
Speaking	3 sections 11 – 14 minutes	3 sections 11 – 14 minutes

	Academic	General Training
Listening	Social English occurs in Section 1 and Section 2 of the Listening test, whereas academic English is used in Sections 3 and 4. The Listening test is the same for both the Academic and General Training modules. Candidates will listen to a recording and answer a series of questions. The recording will be played ONCE only. The Listening test is in four sections with 10 questions in each (i.e. a total of 40 questions) and will last for 30 minutes with an extra 10 minutes at the end for candidates to transfer answers to their answer sheets.	

Reading	The Reading test is a 1-hour test in 3 sections with 40 questions based on 1 reading text per section (i.e. 3 reading texts). The length of the test will be between 2,000 and 2,750 words. Texts are taken from magazines, journals, books and newspapers. Texts are for an undergraduate or postgraduate readership but assume NO specialist knowledge of the subject. All reading passage topics will be of general academic interest. At least one text will contain a logical argument. One text may include a diagram, graph or illustration. If there are any words or terms of a specialist technical nature, which candidates would not be expected to know, a short glossary will be provided.	The Reading test is a 1-hour test in 3 sections with 40 questions based on 1 reading text per section. The length of the test will be between 2,000 and 2,750 words. In this module, texts are taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines. The first section is concerned with social survival in an English-speaking country. The second section is concerned with survival in an education, training or welfare context. The third section tests candidates' abilities with a longer, more complex text.
Writing	The Writing test is of 1-hour duration. Candidates are required to do 2 tasks. Task 1 asks candidates to describe factual information presented in pictorial form(s). The pictorial form(s) could be a line graph, a bar chart, a pie chart, a table or a picture describing a process. There could be a combination of these input forms. Candidates must write a minimum of 150 words. Task 2 asks candidates to write an essay on a general academic topic. Candidates must write a minimum of 250 words.	The Writing test is of 1-hour duration. Candidates are required to do 2 tasks. Task 1 requires candidates to write a letter in response to a given situation. Candidates must write a minimum of 150 words. Task 2 asks candidates to write an essay on a general topic. Candidates must write a minimum of 250 words.
Speaking	The Speaking test is the same for both the Academic and General Training modules. The test is conducted with 1 examiner and 1 candidate. The Speaking test is recorded and divided into 3 sections. Section 1 begins with some general introductory questions. This is followed by some questions on personal information similar to the type of questions one would ask when meeting someone for the first time. Finally, the examiner will ask a series of questions on topics of general interest. (4 – 5 minutes) Section 2 is a monologue by the candidate. The examiner will give the candidate a card with a subject and a few guiding questions on it. The candidate must talk for 1 to 2 minutes on this subject excluding an optional 1 minute's preparation for his talk. After this talk, the examiner will ask 1 or 2 brief questions in order to finish off the section. (3 – 4 minutes) Section 3 is a discussion. The examiner will ask some more questions generally related to the subject spoken about in Section 2. These questions will be more demanding and require some critical analysis on the part of the candidate. (4 – 5 minutes)	

II. What you should do in the last stage of your preparation for the IELTS test

In this critical period, you have supposedly accumulated adequate knowledge of vocabulary items and grammatical points. Also, your skills of English have considerably improved after a long time of practice. In addition, you have grasped the key features of the IELTS test, your job now is to train your test-doing strategies and enhance your communicative competence. You should know how to allocate the time allowed, how to use appropriate strategies and exploit your strengths to the utmost when taking the test to achieve your desired band score.

A series of 15 **DAYS' PRACTICE FOR IELTS** guidebooks designed by IELTS gurus who have written and taught IELTS courses since this kind of test came into being in 1989 are regarded as indispensable materials on your path to success.

In this series, the speaking and writing materials are edited by Sheila Crowe, an Irish expert to whom we would like to show our appreciation and thanks. Besides, an English examiner named Donald Crawford deserves our gratitude for some of his sample writings with which he has provided us. Lastly, we would like to express our heartfelt appreciation to specialists and colleagues whose great contributions certainly bring about the birth of these rewarding books.

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Day 1

An Overview on the IELTS Listening Test

The IELTS Listening test is one area where teachers cannot help students as much as they can in other areas. The skill of listening is one that is developed by practice and there is not much a teacher can say to improve a student's ability at it. What we can do is to give you some hints for doing the test and also show you the types of questions that you will come up against when you do the test. After that, as much practice as possible is the way to improve. This practice can be doing IELTS practice tests or by doing any form of listening in English.

The IELTS Listening test is approximately 40 minutes in length and there are four sections, each with a separate listening passage. In each section, there are 10 questions making 40 in all. Sections 1 and 2 are based on social survival in an English-speaking country and Sections 3 and 4 are based on a more educational and training orientation. The listening recording lasts for about 30 minutes and then you have 10 minutes at the end of the listening in order to transfer your answers to the answer sheet.

Section 1: Here you will listen to a conversation between 2 people. The conversation is divided into 2 parts. You have to answer 10 questions based on what you hear. At the start of Section 1, you will have an example read out to you and then explained. This is then repeated when the listening starts properly.

Section 2: Here you will hear a monologue though it may include a second speaker asking questions in order to stimulate the monologue. The monologue is divided into 2 parts. You have to answer 10 questions based on what you hear.

Section 3: Here you will listen to a conversation between 2, 3 or 4 people. The conversation is divided into 2 parts. You have to answer 10 questions based on what you hear.

Section 4: Here you will hear a monologue though it may include a second speaker asking questions in order to stimulate the monologue. The monologue is divided into 2 parts. You have to answer 10 questions based on what you hear.

The main problem that candidates have with the IELTS Listening test is that the listening recording is played once only. Therefore, you have to be quite quick and very alert in order to pick up the answers, write them down and be ready for the next answer. Another area where candidates have problems is that they are used to listening to a live speaker in front of them when they can look at the lips and the body movements. IELTS candidates listen to a recording and this is not a natural skill. As mentioned above, you have to get as much practice at this skill as possible in order to maximise your chances of getting a good band score.

Typical Subjects

- Enquiring the course
- Asking a stranger or a passer-by for directions
- Asking information at a bank or post office
- Enrolling at the international students' office (a place where international students can get assistance and contact school management board)
- Listening to an introduction about a scenic spot by a tour guide
- Attending an orientation course
- Renting a room (flat)
- Attending holiday and leisure activities
- Going to the doctor, talking about medical facilities of colleges and universities
- Going to an entertainment
- Going to a shopping mall or supermarket
- Asking information about car parking or car hiring
- Attending job interviews
- Giving tutorial presentations
- **Several topic subjects for Section 4:**

women's issue	food processing	social issue
education & examination	agriculture	computer
nature	unemployment	marketing
environment & pollution	horticulture	racial matter
transportation		

IELTS Listening Question Types

1. Multiple choice
2. Gap filling: Form / Note / Summary / Table / Sentence
3. Matching words / phrases / sentences / with pictures
4. Short answers
5. True / False

As usual, practice is the key. Listening to recordings and doing the practice questions is the best possible preparation you can have.

Practice for the IELTS Listening Test

There are different types of practice that you can do to improve your listening skill for the IELTS test. The best way is to practise on specific IELTS practice materials. Also, there are some other ways: listening to the radio is excellent as it is the same skill as the IELTS Listening test – listening to a voice without the speaker(s) being present. Listening to the TV is good too, but you can see the speaker(s). You could try turning your back to the TV as this will make it more realistic. Listening to the news on TV and radio is probably the best practice you could do with these two media. You can also see English-speaking films at the cinema or at home on TV or video. All these things will develop your listening skill.

IELTS Listening Test Strategies

There isn't much you can do, but there are some hints. First of all, you get time to read the questions at the start of each section and mid-way in each section. Use this time (usually 20 seconds) wisely. You should know in advance all the questions before you hear the recording. At the end of the sections, you also get some time to check your answers. Try to use this time to check through, and then turn ahead to read the next questions in advance.

When you read the questions, you can usually predict some of the types of answers that will come. For example, in Section 1, if you can see that the question is asking for a telephone number, then you know you'll be listening out for numbers and the word *telephone*. In the later sections, this becomes more complicated, but the same technique can be used. Think about this when you are practising, so you can develop this skill.

Tips and Ideas about the IELTS Listening Test

As in all IELTS tests, the questions get harder as the test goes on. You will see from your practice that the types of listening passages and questions that you encounter become progressively difficult from section to section. This does not mean that by Section 4 they are impossible, but they are more demanding linguistically.

Beware of some questions which require a number (i.e. a telephone number) or some letters (i.e. a postcode) as sometimes what you think is the answer will be read out only for the speaker to correct himself/herself and then say the correct answer.

An important tip is to answer all the questions as you hear them; don't wait until later. Sometimes people in these tests hear the correct answer but decide to remember the answer and write it down later, so they can wait for the next answer. This, seems to be a mistake. Firstly, people will very often forget this answer and secondly, if you follow this method, you will have to remember up to 5 or 6 answers in a row before you can write them down. Then, you'll forget even more.

In the actual test, at the end, you have an extra 10 minutes to transfer your answers from the question paper to the answer sheet. Some people put their answers directly onto the answer sheet. You'd better write the answers on the question paper and use the 10 minutes given at the end for the transfer. Writing the answers on the question paper allows you to keep your concentration on the questions and, if you make a mistake, it's not so difficult to correct.

Don't panic if you miss an answer. If it has really gone, then it is history. Worrying and panicking is only going to make you miss another one. One miss is probably not going to destroy your mark, so calm down and listen for the next one. Sometimes you think you have missed it but you are mistaken. If you are calm and keep listening, maybe the answer will come or even be repeated.

Never leave a question unanswered, especially if it is only a multiple-choice question or something similar. Guess if you really don't know. There are no marks taken away for wrong answers or even stupid answers. So, have a go! Logic, general knowledge or just luck might give you the right answer!

"Signal words" are very helpful in helping you to follow the speech by speakers. Below are some signal words or connectors which frequently occur in recent IELTS tests:

Connectors showing contrast

however	although	instead of
though	yet	even though
otherwise	nonetheless	in spite of
whereas	alternatively	on the contrary
in contrast	despite	rather
on the other hand	but	compared with

Connectors showing addition or examples

in addition	moreover	besides this/that
likewise	even	for example
also	like	such as
not only... but also...	in particular	furthermore
to illustrate this point	similarly	too
and	besides	what's more
as well as	and then	for instance

Connectors showing order/sequences

firstly	initially	until
then	next	secondly
following this/that	previously	after this/that
subsequently	to begin with	afterwards
for one thing... for the other...	earlier/later	till
	last but not least	

Connectors showing conclusion

to sum up	accordingly	consequently
in conclusion	therefore	lastly
to recapitulate	in short	overall
altogether	finally	in brief
to conclude	as a result	in summary

Connectors showing conditions

if	so that	depending on
for	whether	provided/providing that
unless		

Connectors showing definitions

refers to	means	consists of
that is to say	that is	

Test yourself 01.MP3

You are going to hear some facts and figures about Australia. First, you have some time to read questions 1-10. Now, listen carefully and answer questions 1-10.

Questions 1-6

Read the following sentences and decide if the information is true or false. Write T for true, and F for false.

1. Australia is one of the smallest continents in the world, having an area of 7.6 square miles.
2. Australia is slightly smaller than the US in land area.

3. The lowest point in Australia is Mount Kosciusko.

4. Nowadays Australia doesn't export gold any more.

5. Australians are living along the eastern and southwestern coastal areas.

6. Australia consists of six states and two territories.

Questions 7-10

Write NO MORE THAN THREE WORDS for each answer.

Australia has a prosperous Western-style capitalist economy. Australia is a major exporter of (7) ..... products, minerals, metals, and fossil fuels. Economic problems include how to balance output and inflation and how to stimulate (8) ..... . Services make up 69.2% of the economy. The chief industries of Australia are mining, industrial and transport equipment, food processing, chemicals and steel. Australia's main agricultural products are wheat, barley, sugarcane, fruit, cattle, sheep and poultry. The chief export market is (9) ..... . The chief source of imports is (10) ..... . Communications and transport are very important in such a big country as Australia.

Well done! You can stop here today. Relax and wait for tomorrow's activities!

Day 2

Types of Questions in the IELTS Listening Test

I. Multiple-Choice Questions

Instruction heard from the recording:

Listen to the following conversation and circle the appropriate letter A, B, or C.

This activity uses the skills of paraphrasing and using synonyms to help students to answer Multiple-Choice Questions on the question paper.

Here are some tips for handling Multiple-Choice Questions of the IELTS Listening test:

1. Read the instructions carefully and check how many letters you need to circle.
2. Skim through the questions and the answer choices quickly before the recording starts and during the 30 seconds given. As you do this:
   - Underline the key words – the words that give you the most information, such as the "wh-question words" and nouns.
   - Try to work out what you are going to hear from the vocabulary of the questions and/ or pictures.
   - Translate any pictures into words and look for details that are different in the options.
   - Decide what kind of information you need to listen out for.
3. Listen to the introduction given carefully.
4. Answer the questions as you listen. Circle the letters. The information will be given in the same order as the questions, although it might be expressed differently. Be prepared not to hear the first or even second answer choices mentioned.
5. Remember to make notes beside the question if you are not sure of the answer, so you can go back later.
6. Don't leave any questions unanswered.
7. Remember:
   - to listen for people correcting themselves when speaking. They may discuss one of the answer choices and then reject it.
   - to eliminate unlikely answers.
8. If you need to make a guess, base it on key words and phrases you have heard:

- You are answering a Multiple-Choice Question and you miss the answer. One of the options is *None of the above* or *All of the above*. If you really don't know the answer, choose these options – they are likely to be the right ones because they might not be in the list otherwise.
- If you are answering a Multiple-Choice Question that involves a number of sentences or text and you miss the answer, choose the longest option. The answer is probably going to be a paraphrase of another sentence and that means it will probably be longer.

Look at this typical task:

Circle the correct letter.

1. Ostrich **meat**
   A. has more protein than beef.
   B. tastes nearly as good as beef.
   C. is very filling.

2. One **problem** with **ostrich farming** in **Britain** is
   A. the climate.
   B. the cost of transporting birds.
   C. the price of ostrich eggs.

3. Ostrich **chicks reared** on farms
   A. must be kept in incubators until mature.
   B. are very independent.
   C. need looking after carefully.

4. The speaker suggests ostrich farms are **profitable** because
   A. little initial outlay is required.
   B. farmed birds are very productive.
   C. there is a good market for the meat.

In Multiple-Choice Question type 1 as above, you will be given a 'stem' which may be an incomplete sentence. The stem will be followed by three or four options – one will be correct (the answer) and two or three may seem possible but are in fact incorrect in some way (the distractors).

In tackling Multiple-Choice Questions of this kind, it is very important to follow these steps:

Step 1: Read the stem carefully, recognise the key word. Glance through the options. (The words in bold type in the stem and options are key words.)

Step 2: Predict. In these four questions, the word *ostrich* is heard many times. That is to say, *ostrich* is the topic of the talk. The key word in question 1 is *meat*, and options A and B are both comparing *meat of ostrich* and *beef*, but option C is quite different. So, basically, we can leave C out. This question is no doubt the comparison between *meat of ostrich* and *beef*. In question 2, the key words are *problem*, *ostrich farming* and *Britain*. The key word in option A is *climate*; the key word in option B is *transporting*, and the key word in option C is *eggs*. With these key words alone, we cannot guess the right choice. The only way is to listen carefully to these key words in order to have the right answer. You can apply these techniques when doing questions 3 and 4. In reality, candidates often make careless mistakes when they misread the stem and so choose the wrong option.

Look at this typical task:

Circle the correct letter.

1. Where has Martha gone?
   A. London C. New York
   B. Sydney D. Paris

2. Why is Martha away from home?
   A. She's visiting friends. C. She's on business.
   B. She's at a conference. D. She's setting up a business.

3. Who will Martha meet while she's away?
   A. An old school friend C. An old university friend
   B. A friend of her mother's D. An old teacher

4. What has Martha left for John?
   A. A letter C. A book
   B. A meal D. A bill

5. Who does Martha want John to telephone?
   A. The optometrist C. The doctor
   B. The telephone company D. The dentist

6. What is the code for Martha's alarm system?
   A. Enter 2190 C. 9120 enter
   B. 2190 enter D. Enter 9120

This is a Multiple-Choice Question type 2. All of the 'stems' are questions, and four options are their answers. First, read through all 6 questions and point out all key words as mentioned above.

From these 6 questions, we can predict that the content of the talk is about a woman named Martha. Just focus on the Wh-question words to listen out for the answers to them.

When you encounter this type of question, remember the following:

- There are several possibilities for the ideas expressed in the list of answer choices.
- The idea is mentioned in a certain way, but you will notice that it does not answer the question.
- The idea is not mentioned.
- The idea is mentioned and it answers the question.

It will be very helpful if you are able to eliminate the incorrect options.

Look at this typical task:

Circle two letters.

1. On Monday, Dr. Andrew will visit these wards:

A. Male Surgical	D. Male Geriatric
B. Female Surgical	E. Female Geriatric
C. Children's Surgical	F. Infectious Diseases

2. On Tuesday, Dr. Andrew will be with

A. Dr. Chang.	D. Dr. Robertson.
B. Dr. Thomas.	E. Dr. Shay.
C. Dr. Gray.	F. Dr. Kominski.

In the instruction, note the **number of answers** required of you.

This type of question requires you to select the two out of several options given. By listening carefully to the job of a doctor named Andrew, you can find out the correct choices.

In Multiple-Choice Questions, before the passage is played, or as you listen, circle the topic of each question in order to stay focussed.

Most IELTS tests utilise Multiple-Choice Questions and the best way to deal with this type of question is by using elimination. More often than not, 50% of the choices are not completely related to the question being asked. You would have to be able to quickly spot these items in order to narrow down your choices. However, remember that there are times when all choices are correct or none of them is. So, remember to read and follow the instructions strictly in order to get through these tricky questions.

II. Gap Filling

Gap filling in the IELTS test involves form filling, note / summary / table / sentence completion. Below you will see some examples of gap-filling exercises in the form of summary, table, and sentence completion. Then, on days 7 and 8, you will see more practice on form filling and sentence completion.

1. Cost of concession ticket: $ (gap)
2. New Yorkers consume gallons of water each day. (sentence)
3. Reason for delay: (gap)
4. Spring rolls are made from . (sentence)

Gap Filling: Summary Completion

Instruction heard from the recording:
Write NO MORE THAN THREE WORDS to fill in the gaps / blanks.

How to approach Summary-Completion Questions

Your task is to complete the summary. Because the summary is a paraphrase of the listening text (rather than an edited version), you will need to have a good understanding of the overall meaning and main points of the section summarised, rather than a detailed understanding of the text.

Here are the tips whenever you encounter Summary-Completion Questions in the IELTS Listening test:

1. Read the instructions carefully because they tell you which questions you should read before listening.
2. Skim through the summarised text to get an idea of the topic and the details for which you will be searching when listening.
3. Read the summarised text again carefully. Try to work out what you are going to hear:
   - Decide what you need to listen out for.
   - Anticipate grammatical form as well as vocabulary: Predict not only the type of information or part of speech that is needed, but also what the missing word or words could actually be.
   - Listen to the introduction given carefully.
   - Fill in the gaps as you listen. Write your answers exactly as you hear them.
   - Re-check your answers to determine if they grammatically fit: for example, if there is the article *a* before the gap, it means that you have to supply the answer with a noun in singular form. If not, it means that the answer will be either plural or an uncountable noun.

- Check for correct spelling.
- Be alert. A word limit is given; for example, if the question asks for NO MORE THAN THREE WORDS, use no more than 3 words. Writing 4 words is wrong.
- Do not give more than one answer in a gap. Otherwise, it will be marked as wrong.
- Make notes beside the gaps you are unsure of the answers.

Remember: Sometimes the words you need to fill in do not occur in the same order as read in the recording. You have to predict before listening so as to keep up with the speed of the recording.

Look at this typical task:

You will now hear a short news item. Fill in the gaps in the summary below with the correct word or phrase according to what you hear. The first one has been done for you as an example.

The traffic accident in *Example:* **Lidham** has caused the death of (1) ..... persons, and a further (2) ..... people have been taken to St. John's (3) ..... for treatment. The northbound and southbound of Avalon Road are still closed, and drivers are advised to avoid the area.

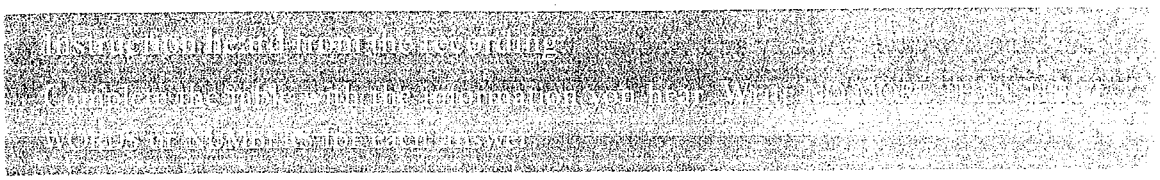
Police believe the driver of a (4) ..... lost control of the vehicle before reaching the traffic (5) ..... at the corner of Avalon Road and Batty Avenue. Witnesses told reporters that they heard the lorry sound the (6) ..... moments before it collided with traffic turning into the (7) ..... .

Anyone requiring further information should telephone the police hotline on (8) ..... .

First, skim through the summary to get an idea of the topic and the details for which you will be searching when listening. For example, the key word before gap 1 is *death* and the key word after this gap is *persons*. We, therefore, can predict that a figure is needed. Gap 2 may need another figure as an adjective before the noun *people*; from the word *treatment*, we can guess that the word in gap 3 must be the name of a hospital. The indefinite article *a* before gap 4 gives us a clue that this must be a noun referring to a form of transport. With the phrase *at the corner of Avalon Road and Batty Avenue*, that is an intersection, we can think right away of a collocation: *traffic lights*. Gaps 6 and 7 come after the definite article *the*, so the words here are certainly nouns. Last, by looking at the key words *telephone* and *hotline*, we can be certain that the gap here needs a phone number.

Answers to the task above	1. 3	2. 14	3. Hospital	4. semi-trailer
	5. lights	6. horn	7. highway	8. 0086547413

Gap Filling: Table Completion



In this task type, candidates are required to fill in gaps in an outline of part or of all of the listening text. The outline will focus on the main ideas / facts in the text. Note form can be used when completing the gaps. This means that articles, auxiliary verbs, etc. may be omitted when they are not necessary for the meaning. A table is used as a way of summarising information which relates to clear categories – e.g. place / time / price.

Here are the tips when you encounter questions that require you to complete a table:

1. Predict the kind of word or phrase you would need (place, number, name, etc.)
2. Keep in mind that there will be times when you have to write a measurement word or abbreviation (cm, in, hours, etc.).
3. Write the word or words as you hear them. Do not change them just to make them fit.
4. There is no need to write articles (a, an, the).
5. Always remember the word limit.
6. In Table-Completion Questions, be aware that some of the answers may come quickly one after the other.

Look at this typical task:

Complete the table comparing the two towns. Write NO MORE THAN THREE WORDS for each answer.

	Albany	Watford
Distance for nearest city	*Example:* 150 miles	170 miles
Population	(1) _____	80,000 ~ 90,000
Advantages	friendly, relaxed, slow pace of life	good entertainment
Disadvantages	(2) _____, no jobs	(4) _____, crime
Main industry	(3) _____	electronics, light engineering
Climate	wet and windy	(5) _____
Main attractions	beautiful beaches	(6) _____

First, you need to take a quick look at the information in the table. Reading the key words in horizontal lines and vertical lines, you can predict that the recording is going to introduce the two cities (Albany and Watford) with the focussed items like their *distance for nearest city, population, advantages, disadvantages, main industry, climate* and *main attractions*.

While reading the table, you have to **decide what information is most appropriate** for each gap. For example, gap 1 requires a figure; gaps 2 and 4 mention some disadvantages of the two cities. The noun phrase and noun *no jobs, crime* are useful clues that give you the idea that nouns or noun phrases should be written in these gaps. The two adjectives *wet* and *windy* can remind you of some common adjectives related to climate. So, get ready to listen out for adjectives to fill in gap 5. Similarly, *beautiful beaches* – the main attractions of Albany can give you the hint that a noun phrase is needed for gap 6.

After having these good guesses, you can now feel relaxed, concentrating on the listening and completing the gaps.

Answers to the task above

1. 12 000
2. shopping and entertainment
3. tourists
4. cost of living
5. cold and wet
6. large beach

Gap Filling: Sentence Completion

Instruction heard from the recording:
Write NO MORE THAN THREE WORDS to complete the following sentences.

Here are the tips whenever you encounter Sentence-Completion Questions in the IELTS Listening test.

1. Make it a point to read the sentences before you listen.
2. Predict not only the type of information or part of speech that is needed, but also what the missing word or words could actually be.
3. Write your answers exactly as you hear them.
4. Re-check your answers to determine if they are grammatically fit.
5. Check for correct spelling.
6. Be alert. A word limit is given; for example, if the question asks for NO MORE THAN THREE WORDS, use no more than 3 words. Writing 4 words is wrong.

Look at this typical task:

Write NO MORE THAN THREE WORDS to complete these sentences.

1. Samuel Wells _____ before Scholastic House opened in 1903.
2. Scholastic House became _____ in 1963.
3. There were _____ original students.
4. One of these students became a prominent _____.
5. The college has a tradition of learning and _____.

As usual, you have to read the questions quickly to grasp the general idea of what you are going to listen. Recognising that *Scholastic House* is repeated, you can come to the conclusion that you are going to hear an introduction to *Scholastic House* which may be a school because you can see the words *students* and *college* in some sentences.

Samuel Wells in question 1 is likely to be a person's name because it is capitalised, then comes an adverb clause. So, you can be sure that the gap here needs a main verb.

The gap in question 2 may be a noun or an adjective that comes after the linking verb *became*.

The gap in question 3 may need a figure. The gap in question 4 is surely a noun as you can see the article *a* together with a modifier.

Pay attention to the key words – *college* and *tradition* – in order to predict another noun after *learning* in question 5.

Answers to the task above	1. died 2. co-educational 3. ten 4. teacher 5. tolerance

III. Matching

In this task type, candidates are required to match a numbered or lettered list of items from the listening text to a set of options on the question paper. The set of options may be criteria of some kind. Many variations of this task type are possible with regard to the type of options to be matched:

1. Matching words/phrases/sentences – This task type assesses the skill of listening for detail. It assesses whether a candidate can understand information given in a conversation on an everyday topic such as different types of hotel or guest house accommodation. It also assesses the ability to follow a conversation involving interaction between two people. It may also be used to assess candidates' ability to recognise relationships and connections between facts in the listening text.

2. **Matching with pictures** – This task type also assesses the skill of listening for detail. Candidates are required to understand detailed information to match with pictures given.

Now we tackle the things you should note when you encounter Matching Questions in the IELTS Listening test.

1. Before starting to listen, carefully read the numbered or lettered list of items and the set of options.
2. The numbered or lettered list would always be in the same order as you would hear it in the recording.
3. The ideas in the list might not be expressed in the same way as those in the recording.
4. In this type of question, you should listen for ideas, never listen for particular words or phrases.
5. When you have chosen something from the set of options, put a line through it, so you will not get to use it again.

3. Lexical items related to giving directions

turn left/right	landmark	behind
go across	block/complex	go through
keep going	step	be near to
near	a fork on the road	T road
intersection	junction	rear/front entrance
opposite	take the first turning on the left	basement
dead end	at the first cross	corridor
aisle	motorway	escalator
lift/elevator	go straight across/to/through	wing
ground floor	be on the corner of	basement
annexe	go on/along	stair
twin building	beside	wheelchair access

4. Examples of matching tasks in the IELTS Listening test

Summary

Complete the summary. Use words from the box. There are more words in the box than you need. Some words may be used more than once.

the Midlands	picturesque	tourists
lashs	splendid	interesting
England	big	called

If you visited Scotland, you would find it very different from (1) . The Scottish (2) English with several (3) , all quite different from English accents.

The (4) is also quite different. There are many more mountains and (5) lakes, known as "(6) ". Some of the lochs, including the famous Loch Ness, are very (7) .

Edinburgh, the capital of Scotland, has been (8) the "Athens of the North". It is a very (9) capital where many (10) come. If you went there in August, you would be able to take part in the largest Arts Festival in the world.

Answers to the task above

1. the Midlands 2. speak 3. accents 4. mountains
5. hire 6. lochs 7. deep 8. called
9. picturesque 10. tourists

Table Completion

Complete the table showing the students' opinions. Choose your answers from the box below. There are more words than spaces, so you will not use them all. You may use any of the words more than once.

INSTRUMENT		
guitar	violin	pipa
organ	flute	bouzouki
piano	drums	harp

STYLE OF MUSIC		
ballet music	rap	classical
jazz	heavy metal	rock
bebop	country	opera

Student	Favourite instrument	Favourite style of music
Example: Greg	*drums*	*classical*
1. Alexandria		
2. Katja		
3. Rachel		
4. Harry		
5. Emiko		

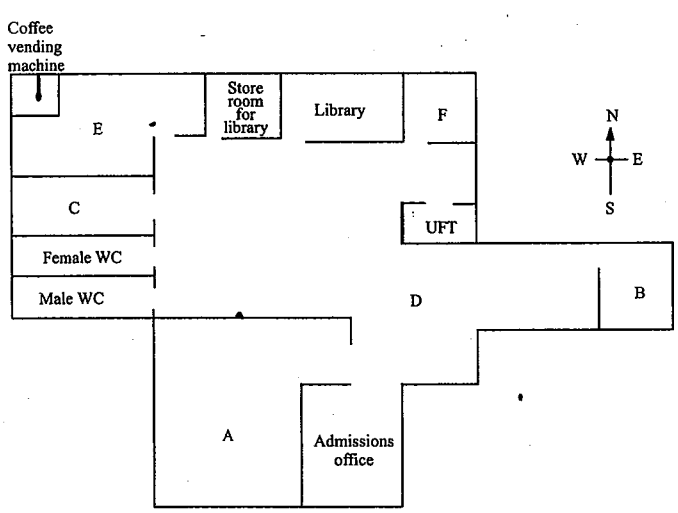
Answers to the task above

Map Reading

Listen to the conversation and match the places in questions 1-3 to the appropriate letters A-F on the map.

Example:
Fees office Answer: B

1. Student lounge
2. Key room
3. Box room

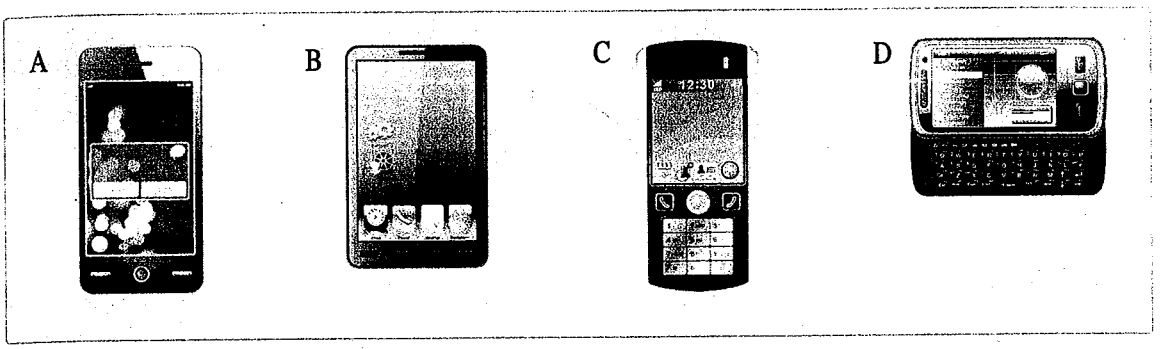


Answers to the task above

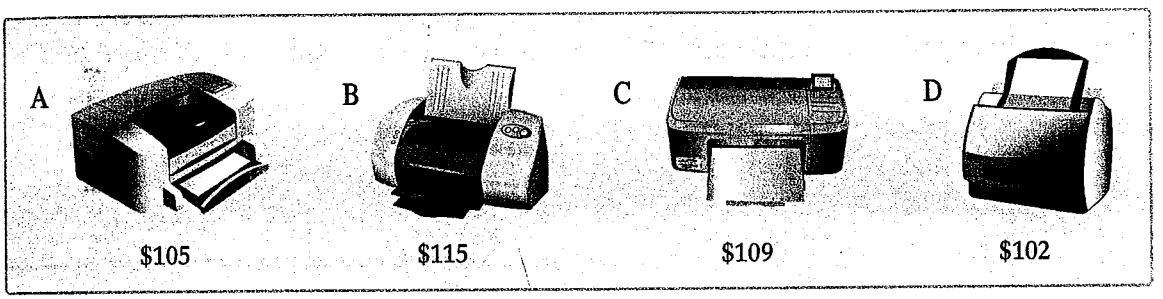
Matching with pictures

Listen to the conversation between two people in a shop which sells electronic goods. Put a circle around the letter of the item they choose.

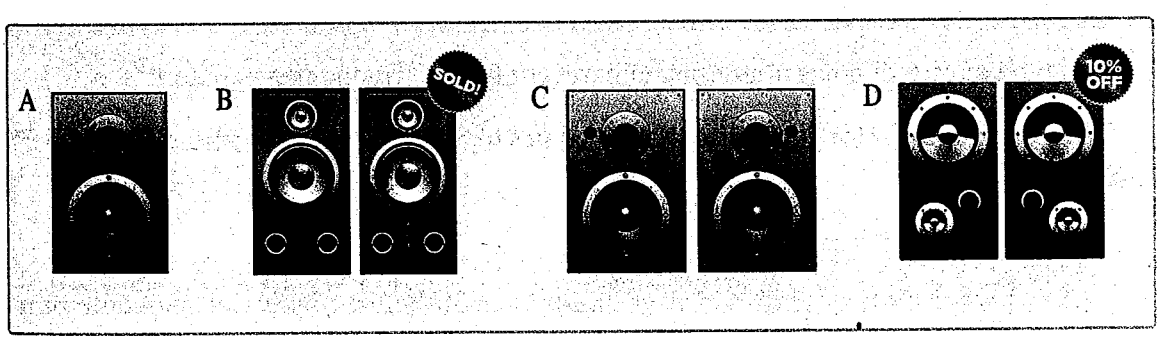
Example:



Question 1



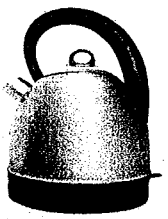
Question 2



Question 3

A

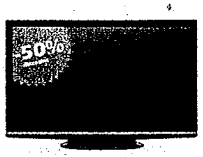
B

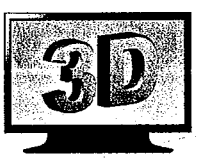
C 

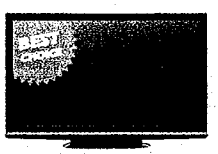
D

Question 4

A

B 

C 

D 

Answers to the task above

1. D (3102)
2. A (simple speaker box)
3. C (top handle)
4. A (full HD television)

IV. Short Answers

Instruction heard from the recording:
Answer the following questions with NO MORE THAN THREE WORDS.

This type of question has not occurred in recent tests so frequently as before.

These are some tips for you to use when it comes to Short-Answer Questions in the IELTS Listening test:

1. Read the instructions carefully.
2. Skim and scan the questions in your question paper before you listen, then determine what situation might be required.
3. Predict the type of information you should listen for, and be ready to give the correct answer to each question (e.g. *How far* indicates distance; *How* requires *By*; *Where* needs a place in the response, etc.).

4. Be alert for synonyms and paraphrases. There will be times when the information expressed in the questions would not be expressed in the same way as those you would get to hear.
5. Write what you hear. The needed information is always exactly in the form that you should place in the blanks.
6. Note the maximum number of words you should write.
7. Check your spelling. If you are unsure of the spelling of a word, write an approximation of the way the answer sounds. Sometimes you can copy it from the question paper itself.
8. Pay attention to capital letters like names of people, months, places, hotels, cities, countries, etc.
9. In almost every IELTS Listening test, you have to write dates at least once. The simplest way to write a date is to write the number and the month as in *15 July*. Always write numbers as figures rather than letters in order to save time and to avoid spelling mistakes.
10. If you need to write one of the letters that have similar forms in both capital and small cases (like k and K, c and C), make sure that they are big enough. Capitalise the names of sections/departments related to institutions like Computer Lab, Students' Toilet, Staff Room, etc.

Look at this typical task:

Write NO MORE THAN THREE WORDS for each answer.

1. Where will Mary go now?
2. Who is waiting for Tom?
3. What time does Mary expect to come home?
4. Where is Mary's office?
5. What TV programme does Tom plan to watch tonight?

V. True/False Questions

Instruction heard from the recording:

Indicate whether the following statements are true or false by writing T for true and F for false.

Many candidates have a lot of difficulty when doing this type of question. Firstly, they have a tendency of expecting to hear the answer as it is written in the True/False statement.

For example:

Statement: There are six children in John's family.
Script: I've got six children in my family.

It is not likely that you will hear the answer as it appears in front of you on the question paper, although there might be one or two easier questions like this. The people who write the exams often put in 'traps' to mislead you and to try to get you to answer the question incorrectly.

For example:

Statement: There are six children in John's family.
Script: John's got four kids, hasn't he? ... Or is it five? ... No, no, I forgot Sara is the youngest, ... yes, five and Sara.

In this script, you do not hear the exact number "six". So, if you answer the question too quickly, you will get the wrong answer.

The above example is of a question that is 'True'. Look at the same question, but the answer is 'False':

Statement: There are six children in John's family.
Script: John's got six kids, hasn't he? ... Yes, six? ... No, no, I forgot – it's Tony who's got six – John's got three.

Here, you hear the same number as in the statement three times before you hear the correct one. So, again, answering too quickly will mean it is wrong.

Have a look at these other 'traps' that you can get in True / False Questions:

1. Changing the modifier only

Statement: All students have to register before 8th August.
Script: Most students have to register before 8th August.

Answer: False

2. Changing the answer twice

Statement: Peter decides to go to the cinema.
Script:
Peter : Let's go to the cinema, there's a new film on.
Jane : I'd like to go to the theatre instead to see the play.
Peter : OK, that's fine. We'll go to the theatre.

Jane : Great, thanks, oh no – maybe the cinema would be better.
Peter : OK – the cinema it is then.
Jane : Are you sure?
Peter : Yes, sure. No, the theatre – definitely!

Answer: False

3. Using words that mean the same (synonyms)

Statement: All students have to register before 8th August.
Script: All students have to enrol before 8th August.

Answer: True

4. Using opposites (antonyms)

Statement: Robert is very upset.
Script: I'm worried about Robert, he isn't happy at all these days.

Answer: False

5. Changing the wording

Statement: You have to pay on or before 8th August.
Script: You can't make payment after the 7th of August.

Answer: False

Here are some tips for handling True/False Questions of the IELTS Listening test:

Be careful of True/False Questions when the statements given include words such as *always, never, must, have to, only,* and *all (the students),* etc. These so-called "100 per cent" qualifying words have unconditional or all-inclusive meanings in sentences. However, even though the words you read in the question paper may be heard in the passage, they are often qualified later. If you do not listen carefully, you might easily believe these statements are true when they are actually false. In fact, statements containing the above-mentioned qualifying words in True/False Questions are quite often false. They are sometimes purposely included in the test to discover candidates' true listening ability.

Sometimes, statements which make absolute claims are not further qualified in the same sentence, but are qualified a little later in the passage. Beware!

True/False Questions – step by step

- **Before you listen:**
  - Read the instructions carefully.
  - Always look at (and listen for) the example.
- **As you listen:**
  - Recognise the key words and topic to listen for and be aware of the question changing.
  - Check the question statements carefully for modifying and qualifying words.
  - Beware of question statements that contain the above-mentioned qualifying words.
  - If necessary, wait for the speaker to qualify what has been said.
- **In the time given to you at the end of the True/False Questions:**
  - Make sure your letters are easy to read.
  - Guess the answers to unanswered questions – do not leave blanks.

Look at this typical task:

Decide if the statements are true or false.

1. Johnsons Bookshop sells new books.
2. They also sell second-hand books.
3. The caller wants a book on architecture.
4. The caller doesn't know the exact title of the book.
5. The book he wants was published in 1818.
6. His number is 35353.

Always pay attention to the key words when reading the questions and listen carefully to related information to have the correct answers.

Test yourself 02.MP3

Look at this advertisement for a job. Listen to Philip and Ann talking about the job and fill in the missing words.

An international (1) ..... import firm seeks a young junior (2) ..... .
Excellent basic salary with opportunities to increase income through high sales (3) ..... .
A company (4) ..... is provided. Excellent prospects for ambitious young (5) .....
who have drive and enthusiasm. The applicant must be prepared to (6) ..... and must be able to work well in a (7) ..... . Interesting and varied work. Apply in writing to the Personnel Manager, Eastern Line Ltd., Harbour Lane, E4.

Up to this stage, you have examined types of questions that frequently occur in the IELTS Listening test.

There is no substitute for hard work and lots of study as far as the IELTS test is concerned, so don't think there are any shortcuts – there aren't! Please be patient!

Day 3 Classified Lexical Items (1)

Below is a list of frequently-used lexical items in the IELTS Listening test:

Schooling

1. Common verbs

register for/enrol in/ enlist in/sign up for
cancel/call off
postpone/put off
waive (a course)

2. Subjects

science
business
creative writing class
history
philosophy
math
trigonometry
astronomy
economics
biochemistry
anthropology
accounting
banking
psychology
linguistics
literature
engineering
architecture
algebra
geology
archaeology
botany
law
sociology
finance
arts/humanities/social science

3. Types of courses

introductory course
intermediate course
advanced course
required/compulsory course
non-credit course
prerequisite course
credit course
seminar
optional/elective course
full-time course

4. Languages

Portuguese
Cantonese
Russian
Spanish
Mandarin Chinese
Italian
Arabic
French

5. Offices/Departments

admissions office
student union
foreign/international/ overseas student office
common hall

applicant
course
test
mid-term exam
pop quiz

high mark/perfect grade
orientation week
application form
arrangement
quiz

full marks
enrolment
exam
final exam

Library

1. Borrowing/Returning books

borrow
due
renewal

check out
overdue
return

charge for
renew

2. Sections/Rooms

audio & video
information desk
delivery/circulation desk
reference stacks/desk

cataloguing department
periodical reading room
rare book collection
multimedia centre

reading room
study lounge
open shelf
stacks

3. Library-related lexical items

library card
student card
book
fine
current issue
copier/photocopier
librarian

date of expiration
bibliography
magazine binder
admission card
index
reservation

moratorium
back issue
due date
second-hand book
classification
interlibrary service

4. Common expressions

It's out of stock.

It's out of print.

Housing

1. Types of housing

flat/apartment
semi-detached house
bungalow

hotel
terraced house
detached house

dormitory
student hostel

bedroom
kitchen
basement
attic
entrance
porch
square
stove
fireplace
heater
radiator
ceiling
living room/sitting room
bathroom
balcony
storage place
hall
lobby
sink
air conditioner
central heating
roof
vacuum cleaner
bookshelf
lock
cupboard
dresser
venetian blind
French window
filter
furniture
closet
faucet
cabinet
wallpaper
microwave oven
fridge/refrigerator
washing machine
furnished flat

utensil
lease
landlady
sheet
blanket
quilt
burglar alarm
curtain
facility
sublet
tenant/lodger
mattress
carpet
gas meter
leaking
drape
rent
landlord
bed linen
rug
towel
insect repellent
flickering light

Places to Eat, Food & Drink

restaurant
snack bar
fast-food restaurant
spinach
radish
cauliflower
cucumber
fungus
sweet potato
coconut
cherry
hot drink
instant coffee
soda water
lemonade
milk shake
whiskey
bowl
teacup
steam
fat
cook
waitress
fast
host
French fries
pizza
specialty
go on a diet
bottoms up
sold out
watermelon
canteen

www.nhantriviet.com

cafeteria	minerals	white coffee
coffee bar	waiter	soft drink
lettuce	vegetarian	apple juice
carrot	grocery	mineral water
eggplant	honey	cocktail
pumpkin	hot dog	chopsticks
ginger	reserve a table	napkin paper
orange	lose weight	fry
peach	out of season	raw
olive	on the house	nutrition
grapefruit	make yourself at home	vitamin
dining hall	lemon tea	carbohydrate
bar	yogurt	chef
cabbage	Coca-Cola	cashier
celery	ice tea	change
onion	aperitif	vending machine
chili	fork	marmalade
mushroom	plate	sandwich
garlic	stew	go Dutch
lemon	boil	put on weight
pineapple	rare/medium/medium-rare/ well-done	in season
strawberry		run out of
cold drink	protein	pay the bill
malnutrition	valet parking	

Test yourself (1) 03.MP3

Listen to the interview with a psychologist who studies dreams. Then, choose the best answer.

1. Directed dreamers are people who
   A. wake up in the middle of a dream.
   B. can go back to sleep after dreaming.
   C. can control what they are dreaming.
   D. remember what they have dreamt.

2. Dr. Border is trying to find out if people can
   A. dream the same dream regularly.
   B. talk in their sleep.
   C. dream they are looking for each other.
   D. meet each other in their dreams.

3. What did the experiment require the people to do?
   A. To go to a river
   B. To sleep in the same room
   C. To dream about a particular situation
   D. To get to know each other better

4. What did the interviewer find interesting about the experiment?
   A. Neither of the men dreamt about the woman.
   B. The woman only dreamt about one of the men.
   C. Both the men had an odd dream.
   D. All the dreamers had the same dream.

Test yourself (2) 04.MP3

Questions 1-6

Listen to the talk and circle the correct answer for each question.

1. The speaker compares a solar eclipse today to a
   A. religious experience.
   B. scientific event.
   C. popular spectacle.

2. The speaker says that the dark spot of an eclipse is
   A. simple to predict.
   B. easy to explain.
   C. randomly occurring.

3. With regard to an eclipse, the ancient Chinese were
   A. fascinated.
   B. rational.
   C. terrified.

4. For the speaker, the most impressive aspect of an eclipse is the
   A. exceptional beauty of the sky.
   B. chance for scientific study.
   C. effect of the moon on the sun.

5. Eclipses occur rarely because of the size of the
   A. moon.
   B. sun.
   C. earth.

6. In predicting eclipses, the Babylonians were restricted by their

A. religious attitudes.
B. inaccurate observations.
C. limited ability to calculate.

Questions 7-10

Complete the table below.

Date of eclipse	Scientists	Observation
1715	Halley	(7) _____ who accurately predicted an eclipse
1868	Janssen and Lockyer	discovered (8) _____
1878	Watson	believed he had found (9) _____
1919	Einstein	realised astronomers had misunderstood (10) _____

Day 4 Classified Lexical Items (2)

Below is a list of frequently-used lexical items in the IELTS Listening test:

Illnesses

1. Symptoms

symptom	have a runny nose	have a stuffed nose
flu	heart attack	cough
earache	cold	toothache
backache	headache	allergy
indigestion	sore throat	chill
itch	dry cough	vomit
feel dizzy	feel weak	diarrhoea
high/low temperature	nausea	
high/low blood pressure	high/low fever	

2. Specialists, treatment, medicine

doctor	sweating medicine	cough syrup
surgery	dentist	febrifuge
physician/internist	optometrist	surgeon
make an appointment	pediatrician	diagnose
take one's temperature	feel one's pulse/blood pressure	eye doctor/oculist
prescription	treatment	injection
pill	operation	penicillin
tablet	granule	aspirin
eye drops	capsule	bandage

3. Others

contagious	go on a diet	ambulance
maintain a healthy lifestyle	take days off	eat more fruit and vegetables
vitamin	emergency room	
drink more water	first aid kit	

Banks & Banking

open an account
fixed account
time deposit
bankbook/passbook
cash point
close an account
savings account
current account
account balance
automatic teller machine (ATM)
checkbook
traveller's cheque/check

pound
cent
quarter
bill/note
penny
nickel
cash
dollar
dime
foreign currency

balance
credit rating
endorse a check
identification card
notarised document
safe deposit box/safe
withdraw money
instalment
accountant
telegraphic transfer
cash a check
debt
inflation
loan
penalty
signature
void
cashier
deposit/withdrawal slip
credit card
deposit
interest rate
mortgage
recession
valid
service charge
teller

Post Office

wrap a parcel
string
weigh
slot
tape
package
brown paper
scissors
first class
second class
third class
fourth class

Photography

blurry
focus
shot
develop
flash
adjust the focus
a roll of film
enlarge

Supermarket

supermarket
meat and poultry
canned foods
baked foods
dairy section
produce section
baking products
snack foods
cash register
line
paper bag
bottle return
shopping cart
aisle
shopping basket
pet foods
frozen foods
paper products
check-stand
checker
bagger

Travel & Hotel

1. Hotel

hotel
lodge
front desk
receptionist/desk clerk
room clerk
book/reserve a room
single room
motel
cabin
bellboy
room service
double room
twin bedroom
youth hostel
tip

2. Travel

destination
flight number
one-way ticket/single ticket
round-trip ticket
berth
business class
Pullman
direct/non-stop flight
fasten
stewardess
emergency exit
stopover
connecting flight
airport
airport tax
return ticket
first class
economy class
customs
declare
domestic flight
baggage claim check
check-in counter
flight attendant
travel agent
terminal
platform
aisle

3. Others

passport
credit card
long trousers
fishing rod
trailer
lighter
visa
walking boots
flashlight
driving licence
mosquito repellent
rope
fortnight
video
tent

Appearance & Personality

gender
bald
beard
straight hair
thick bushy eyebrows
chubby cheeks
blond
moustache
hair style
parting
high cheek bones
height

build
slim
healthy and strong
optimistic
upright
tolerant
dedicated
painstaking
thrifty
selfish
idle
medium height

lank
contact lenses
humorous
modest
courageous
industrious
generous
pessimistic
cowardly
extravagant

Clothing

1. Types of clothing

career women's wear
cardigan
jeans
vest
sportswear
sweater

cashmere
casual wear
uniform
evening gown
tie
pants/trousers

fur overcoat
nylon
linen
pullover

2. Clothing-related textile items

grey
purple
navy blue
tan
dry clean
shrink
crystal necklace
logo
V-neck
cuff
zipper
sunglasses

tie clip
pink
silver
dark green
laundry
iron
diamond ring
pearl earring
standing collar
sleeve
button
sunshade

slipper
sandal
sneaker
go with/match
be out of fashion
boutique
new arrival
out of stock
give 10% off
on sale
chain store
bargain

Accidents, Weather, Disasters

lost child	It's raining cats and dogs./	drought
airplane crash	It's pouring./Today is a	hurricane
earthquake	perfect day for ducks.	volcanic eruption
fire	sleet	flood
fire truck	scattered rain	breeze
blizzard	cloudy	drizzle
tornado	sunny	heavy rain
tidal wave	car accident	thunderstorm
search and rescue team	explosion	overcast
gust	landslide	mild
shower	firefighter	

Tips

In addition to lexical items categorised as above, you should be able to understand the following common items:

Geographical Names

1. The United Kingdom of Great Britain and Northern Ireland

London	Wales	Hull
Oxford	Salisbury	Newcastle
Southampton	Stratford-upon-Avon	Glasgow
Bristol	Lincoln	Dundee
Birmingham	Northern Ireland	Scotland
Leicester	England	Bath
Manchester	Cambridge	Windsor
Liverpool	Brighton	Lancaster
Edinburgh	Plymouth	Belfast
Aberdeen	Nottingham	
Cardiff	Sheffield	

2. Ireland

Dublin

Canberra
Brisbane
Sydney
Adelaide
Melbourne
Perth
Queensland
New South Wales
South Australia
Victoria
Western Australia

Wellington

Ottawa
Victoria
Alberta
Ontario
Quebec
British Columbia
Vancouver
Edmonton
Toronto
Montreal

Washington
Boston
Seattle
Chicago
New York
Atlanta
Los Angeles
San Francisco

Amsterdam (Holland/ Netherlands)
Athens (Greece)
Bangkok (Thailand)
Belgrade (Yugoslavia)
Berlin (Germany)
Bombay (India)
Brussels (Belgium)
Bucharest (Romania)
Budapest (Hungary)
Buenos Aires (Argentina)
Cairo (Egypt)
Cape Town (South Africa)
Copenhagen (Denmark)
Geneva (Switzerland)
Havana (Cuba)
Helsinki (Finland)
Lisbon (Portugal)
Istanbul (Turkey)
Madrid (Spain)
Moscow (Russia)
Oslo (Norway)
Paris (France)
Prague (Czechoslovakia)
Rome (Italy)
Singapore (Singapore)
Sofia (Bulgaria)
Stockholm (Sweden)
Vienna (Austria)
Warsaw (Poland)

Heathrow Airport , London
Gatwick Airport, London

Common Names

Matthew
Alice
Angela
Louise
Paul
Lee
May/Mei
Alexandria
Harry

Brooks	Perkins	Max
Anderson	Jenny	Charles
Rachel	Tonks	Richard
Brown	Green	Julia

Test yourself (1) 05.MP3

Listen carefully to the following talk and choose the correct answer for each question.

1. What is the main purpose of this talk?
   A. To inform about the results of European settlement
   B. To criticise the Europeans
   C. To teach how to start a business
   D. To encourage people to visit museums

2. Why did the diseases not affect the Europeans?
   A. There were plenty of vaccines.
   B. They had a better diet than the natives.
   C. They knew how to prevent the diseases.
   D. They had immunity to the diseases.

3. What was unique about the items sold at the trading post?
   A. They were made from a rare cloth produced in the US.
   B. They were sold at unusually low prices.
   C. They were combinations of European and Native American art.
   D. They were Native American art that could not be traded elsewhere.

4. Where can these unique works of art be seen now?
   A. They can be seen in a museum.
   B. They can be seen at a trading post.
   C. They can be seen in the market.
   D. They can be seen on the streets.

Test yourself (2) 06.MP3

You are going to hear a talk about making the most of graduate school. As you listen, answer questions 1-11.

Questions 1-4

Write NO MORE THAN THREE WORDS for each answer.

1. First, students should pay more attention to the relationship with their , and it is .

2. Students should meet their tutor .

3. Add a "to do" list for students themselves and the tutor, including a .

4. Students should with their tutor, if they disagree with their advisor, they must state their and clearly and calmly.

Questions 5-8

Look at the checklist below. Tick if the information is correct according to what you hear.

The principles for the students about getting the most out of what they read
A. be organised
B. keep your "to do" list
C. be efficient
D. write the time and date of next meeting
E. summarise what you have read
F. minimise your other commitments
G. read PhD theses

Questions 9-11

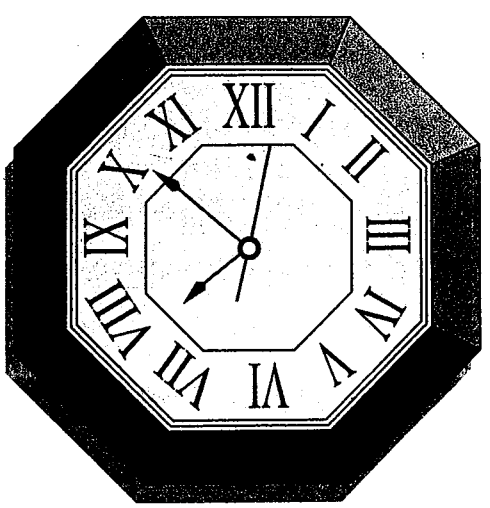
Look at the following questions and decide if the statements are true or false. Write T for true, and F for false.

9. It is not necessary to write down all your ideas because some of them are stupid.

10. Students should set some deadlines and goals for their progress.

11. The whole writing process includes several steps, including writing a short list of their preliminary ideas.

Remember: PRACTICE MAKES PERFECT!



Some important points to consider before doing the test:

- Make sure you read the questions carefully.
- It's not necessary to understand every word.
- If you don't know an answer, move onto the next question.
- If you're not sure about an answer, write something, you do not lose marks for wrong answers.
- The exam must be done in pencil – make sure you have a pencil and rubber with you.
- Spelling is important.
- Make sure your handwriting is clear.
- If the instructions tell you how many words you can write, follow the instructions – it's there for a reason.
- You have time at the end of each section to check your answers. As soon as you finish, move onto the next section and start reading the questions to help prepare you for the next part of the text.
- You have ten minutes at the end to copy your answers. Make sure you copy the right answer next to the right number.
- Do as much practice as possible before the exam.

Good luck!

Day 5 Multiple-Choice Questions

Multiple-Choice Questions (1) 07.MP3

Listen to the talk and choose the correct answer for each question.

1. Atlantis was
   A. a legendary island
   B. an island named after the ocean in which it was supposed to have been located
   C. an actual island which has disappeared
   D. both A and B

2. According to the selection, today the Atlantic is
   A. romantic rather than businesslike
   B. completely lacking in romance
   C. less important to business than in the days of the sailing ships
   D. important in world commerce

3. The Spaniards discovered that calms were most common
   A. just south of the equator
   B. just on the edge of steady trade winds
   C. in a narrow belt along the equator
   D. near the coast of South America

4. The area was perilous because
   A. ships could easily be wrecked there
   B. there was no wind
   C. ships had no power other than the wind
   D. both A and B

5. Thirst was a grave problem because
   A. the sun was often very hot
   B. the water supply was limited
   C. horses required a lot of water
   D. all of the above

6. Horses were probably thrown overboard in order to " ".
   A. conserve water
   B. lighten the ship
   C. spare them the agonies of thirst
   D. spare the men the trouble of caring for them

7. Proof of the Spaniards' placing a high value on their horses was their
   A. taking them to America
   B. crediting them with souls
   C. regretting their loss
   D. all of the above

8. The selection says that sailors called the area the "horse latitudes" because
   A. the Spaniards told them it was haunted by the ghosts of horses
   B. they regretted the loss of the horses
   C. they had dreams about the lost horses
   D. the Spaniards had named it that

Multiple-Choice Questions (2) 08.MP3

Choose the correct answer A, B or C.

1. Joanne says that visitors to Darwin are often surprised by
   A. the number of young people.
   B. the casual atmosphere.
   C. the range of cultures.

2. To enjoy cultural activities, the people of Darwin tend to
   A. travel to southern Australia.
   B. bring in artists from other areas.
   C. involve themselves in production.

3. The Chinese temple in Darwin
   A. is no longer used for its original purpose.
   B. was rebuilt after its destruction in a storm.
   C. was demolished to make room for new buildings.

4. The main problem with travelling by bicycle is
   A. the climate.
   B. the traffic.
   C. the hills.

5. What does Joanne say about swimming in the sea?
   A. It is essential to wear a protective suit.
   B. Swimming is only safe during the winter.
   C. You should stay in certain restricted areas.

Multiple-Choice Questions (3) 09.MP3

You will hear Peter Walsh being interviewed for a job. Listen and choose the correct answer for each question.

1. How long has he been in his present job?
   A. Since 2005
   B. For about three years
   C. For three months

2. Why does he want a new job?
   A. For a change
   B. To earn more money
   C. To get promotion

3. What does he like most about his job?
   A. The right to take action and make decisions
   B. His colleagues
   C. Working conditions

4. What kind of person are they looking for?
   A. Someone prepared to work overtime
   B. Someone who is punctual
   C. Someone who wants to get on

5. What qualifications does Peter have?
   A. A degree
   B. A school leaving certificate
   C. A postgraduate diploma

Multiple-Choice Questions (4) 10.MP3

Richard Murray, a zoologist and popular TV personality, has been giving a talk on "Endangered Species of Wildlife" to members of the Young Conservationists Association in a small town in the south of England. Listen to the extract from the discussion he had with two of the young people after his talk. For questions 1-5, tick the box A, B, C or D for the answer you choose. For questions 6 and 7, tick the boxes which apply.

1. Whatever the motive for destroying wildlife, Richard Murray believes that
   A. nature will correct the balance.
   B. the end result is the same.
   C. we shall be extinct in 20 years.
   D. wildlife will continue to survive.

A	
B	
C	
D	

2. What kind of people gain from the slaughter of seals and crocodiles?

A. Food manufacturers
B. Fashion editors
C. Profiteers
D. Conservationists

A	
B	
C	
D	

3. How can the risk to wildlife be reduced?

A. Natural wastage
B. Improved pesticides
C. Law enforcement
D. Public opinion

A	
B	
C	
D	

4. In certain areas, the dolphin is killed because it

A. provides a source of food.
B. threatens a source of income.
C. endangers human life.
D. pollutes fishing grounds.

A	
B	
C	
D	

5. What does Jenny mean by the expression "a caring society"?

A. People who suffer from anxiety
B. People who are concerned about others
C. People who need help and advice
D. People who are conscientious workers

A	
B	
C	
D	

6. Which of the following may result from the use of pesticides?

A	sterility of beneficial wildlife
B	contamination of natural foods
C	death from natural causes
D	immunisation against disease
E	pollution of the environment
F	disease in infancy

7. In what ways do Tony and Jenny question Richard Murray's argument?

They suggest that:

A	Animals provide certain necessities.
B	Most pesticides are harmless.
C	Insecticides provide valuable protection.
D	Conservation can affect people's livelihood.
E	Crops must be protected against pests.
F	Conservation ignores human needs.

Day 6 Gap Filling: Summary Completion

Summary (1) 11.MP3

You will hear a lecture about sports. Listen carefully and fill in each blank with NO MORE THAN THREE WORDS.

People always say that sports help them not only to have a happy life, but also keep them (1) _____ and (2) _____. This is because sports make them (3) _____ and (4) _____ with their friends. Sports take (5) _____ of forms: (6) _____, (7) _____ and hunting and (8) _____. Sports are (9) _____. If you want to know about what others' favourite sports are, you should find what kind of weather they have. Generally speaking, people in hot areas like (10) _____ while people in cold places prefer (11) _____ or (12) _____. Some sports, including (13) _____, boxing and (14) _____, are called (15) _____ while other sports, such as (16) _____, are called (17) _____.

Summary (2) 12.MP3

You will hear a radio programme in which the speakers discuss the importance of looking after old people in winter. Listen to the dialogue and fill in each blank with NO MORE THAN THREE WORDS.

Mr. Hastings, a (1) _____ from the Social Services Department, came to a radio programme to discuss the importance of looking after (2) _____ in winter. First of all, he told the listeners there were (3) _____ reasons for them to (4) _____ on elderly people during the cold winter. Then he explained what they should do to help the old. For example, they should (5) _____ the old person's body, make sure that the one room where the old person lives is (6) _____, make sure if the old person could have a (7) _____ meal. Finally, he mentioned the government and other local (8) _____ already involved in this kind of work. He wished the listeners could help the old to contact with the (9) _____ to get some help for them.

Summary (3) 13.MP3

You will hear a short news item. Fill in the gaps in the summary below with the correct word or phrase according to what you hear. The first one has been done for you as an example.

In *Example:* THR the drought is getting worse. It has been over (1) _____ since rain has fallen, and further rain is not expected soon. Farmers are shooting their cattle and (2) _____ in order to prevent the possibility of an outbreak of (3) _____. Environmentalists believe kangaroos, (4) _____, and wallabies are also endangered by the drought.

Meanwhile, at least one weather (5) _____ is predicting the end of the drought in two months. In Ottawa, (6) _____ have developed a new technique to help make clouds produce rain. It will cost up to (7) _____ to build modern cloud-seeding stations in drought-affected areas. However, it is too late for some families, who have had to sell their (8) _____. People wishing to make a donation can send money by calling this telephone number: (9) _____.

Summary (4) 14.MP3

Below is a summary of the conversation between Andrew and Samantha. Complete the summary by writing ONE suitable word in each of the numbered spaces.

As a solicitor, Samantha advises people about their (1) _____ in many different topic areas. One of the most interesting areas for overseas students is (2) _____ laws. People are often surprised to find that you are not allowed to bring (3) _____ into Australia because in many countries customs regulations pay little attention to this matter. They attach more importance to (4) _____ and (5) _____. However, in Australia, you can't even take (6) _____ from one state to another. It doesn't matter whether you are travelling by (7) _____ or by (8) _____. There are (9) _____ to remind you not to bring in any fruit. This is because of the need to protect (10) _____ against pests.

Day 7

Gap Filling: Form / Note / Table Completion

Form Filling (1) 15.MP3

Complete the following forms from different extracts.

Message One

Questions 1-4

LOST CARDS REGISTRATION

Name of the owner: Ronald (1) _____

Lost cards:

	a (2) _____	a Master card
Numbers:	6091 1313 9781 0231	7228 6718 7217 5059
Expiration date:	Nov, 2014	(3) _____, 2015

Miscellanies: issuing two new cards on (4) _____

Message Two

Questions 5-8

ORDER TICKET

Table No: 3 Customers: 1

Ordering: table d'hôte

Entrees: roast duck and some (5) _____

Drinks: a bottle of (6) _____

Desserts: (7) _____ pie

Beverages: a cup of (8) _____

Message Three

Questions 9-13

AMBASSADOR HOTEL

Registration Card

Name of the customer: (9) _____

Passport No.: (10) _____

Number of customers: (11) _____

Room No.: (12) _____

Luggage: Two (13) _____ and one bag

Form Filling (2) 16.MP3

You will hear two people discussing an extramural course. Fill in the information you hear on the application form below.

DEPARTMENT OF EXTRAMURAL STUDIES CENTRAL COURSE APPLICATION FORM

Course No.: (1) _____ Fee enclosed: (2) _____

Course title: Drama & Theatre Studies

If there is an examination involved, do you intend sitting it? Yes / No

Surname: (3) _____

First name: Jenny

Address: (4) _____, Longford

Telephone No.: daytime: No evening: (5) _____

Occupation: (6) _____ Age: (7) _____

Educational qualifications: Degree in (8) _____

Diploma in (9) _____

Previous extramural courses attended: (10) _____

Gap Filling (3): Note Completion 17.MP3

Listen to the news report about a robbery, and then complete the notes from the detective's notebook.

NOTES

Time of robbery: (1) _____

Place: Halifax Building Society, (2) _____ Street

Amount stolen: (3) $ _____

MAN

Height: (4) _____ Age: (5) _____

Eye colour: (6) _____ Hair: (7) _____

Clothes: (8) _____, green sweater, (9) _____

Name: (10) _____

Accent: (11) _____

WOMAN

Height: (12) _____ Age: (13) _____

Eye colour: (14) _____ Hair: (15) _____

Clothes: (16) _____

CAR

(17) _____ Ford Escort

(18) _____ number: G595 ERI _ Headlight: (19) _____

Gap Filling (4): Table Completion 18.MP3

Listen to the results of a radio questionnaire on sports and physical exercises and complete the table below.

Activities	% Men	% Women
Physical exercise	40	(1) _____
Watching sport on TV	41	(2) _____
Jogging	20	(3) _____
Football	(4) _____	None
(5) _____	19	None
Walking	(6) _____	90
Athletics	(7) _____	None
Dancing	3	(8) _____
(9) _____	2	5
(10) _____	11	13

Day 8

Gap Filling: Sentence Completion

Sentence Completion (1) 19.MP3

Write NO MORE THAN THREE WORDS in each blank to complete the following sentences.

1. _____ was thought to be one of the great mysteries of nature.
2. Ancient people thought that lightning and _____ were the _____ of God.
3. Benjamin Franklin, an American scientist and statesman, was the first to find the connection between _____.
4. In order to protect buildings from damage by lightning, Benjamin Franklin invented the first _____ in 1752.
5. Scientists estimate that there are about _____ flashes of lightning every year.
6. The safest place to be in _____ of an electrical _____ is in a _____ car.
7. Outside, one should go to low ground and not _____ trees.
8. Inside a house, people should avoid _____ doorways and _____ and not touch _____ or _____ things.

Sentence Completion (2) 20.MP3

Listen to the lecture carefully and complete the sentences with NO MORE THAN THREE WORDS in each blank.

1. Three major pollutants pollute the environment. They are smoke, chemical substances and _____.
2. Excessive noises can lead to _____.
3. Psychologists thought that people's attitudes and _____ are affected by noise.
4. In noisy places, people behave less cooperatively and _____.
5. In some permanent noisy situations, people suffer from anxiety and _____ as well as other psychological problems.
6. Psychologists point out that "noise" cannot be measured in the same way as "sound" is. But both "sound" and "noise" can have _____ effects.

7. Psychologists claim that the important thing is if the person has over the sound.

8. We need to control in order to help people live more happily.

Sentence Completion (3) 21.MP3

Listen to the interview between a police inspector and a witness to a robbery, and then fill in the missing information.

1. The first police interview with Mr. Wilson took place on:

,

(day) (date) (month)

2. The registration number given by Mr. Wilson to the police was: .

3. Mr. Wilson had just bought some from the when he saw the robbery.

4. On that day:

the robbery took place at p.m.

the chemist's was to close at p.m.

5. There were members of the gang responsible for the robbery. So far, the police have arrested of them.

Sentence Completion (4) 22.MP3

Listen to the talk about men and apes, and then complete each sentence with NO MORE THAN THREE WORDS.

1. Men and apes differ little in their .

2. Like apes, men have no .

3. Both men and apes have instead of claws or hooves.

4. Both apes and men differ from other animals in having .

5. Apes can make and use simple tools. Only man, however, can .

6. It is possible that a chimpanzee has struck a match on a matchbox and made fire, but only man .

Sentence-Completion Questions are, in fact, a kind of either gap-filling tasks or multiple-choice tasks.

On the next page are typical tasks of this kind:

Sentence Completion (Mixed) 23.MP3

Questions 1-8

Fill the table with NO MORE THAN THREE WORDS in each blank.

Name	Views on Friendship
Mr. Brooks	A good friendship is one where you can (1) _____ him, (2) _____, and don't (3) _____ if a friend doesn't feel like seeing you. And real friendship is a (4) _____ experience.
Mark	Never regarded friends as (5) _____.
Jean	A friend is someone you know you can (6) _____.
Robert	A friend is someone who you can argue with and not (7) _____. A friend is someone you needn't talk to all the time but can be (8) _____.

Questions 9-10

Circle the correct answer for each question.

9. Mr. Brooks said a lot of people get involved with "keeping up with the Joneses", which means _____.
   A. people always pursue glorious but unrealistic dreams
   B. people always intrigue against each other
   C. people always imitate what others do in order to follow the fashion and to avoid being looked down upon

10. Robert often drifts out of touch with his friends because _____.
   A. he has moved from place to place
   B. making new friends is very easy to him
   C. he does not really care for his friends

Day 9 Matching Words/Phrases/Sentences

Matching Words/Phrases/Sentences (1) 24.MP3

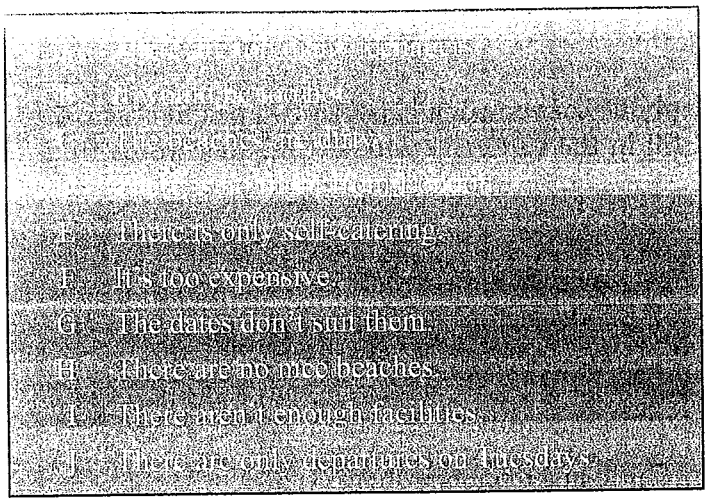
Listen to the introduction about Tower Bridge and complete the summary. Use words or phrases from the box. There are more words in the box than you need.

located	Thames	a bird's eye view	1890s
Pool	proposed	scenery	close
the Tower of London	arms	walkways	1819
tug	Times	tourist attraction	smart
in addition	open	thousand-year	going through
8 years	a modern bridge		

Tower Bridge, the first bridge over the (1) ....., was built in (2) ..... . The original designers wanted to make it look like (3) , not (4) . Compared with the Tower, which has almost a (5) ..... history, Tower Bridge is just over one hundred. Many workers spent (6) ..... in building this wonderful bridge. One special feature about this bridge is that it can (7) ..... in the middle while the big ships are (8) ..... to the (9) ..... of London. Today, it has become a famous (10)..... . Every year many people from all over the world go to visit this symbol of London. I bet you will never forget the scene if you see the bridge with its two opening (11) ..... high in the air. But whatever happens in its exciting future, Tower Bridge will always mean London.

Matching Words/Phrases/Sentences (2) 25.MP3

Listen to a travel agent discussing a holiday booking with two lady customers, and then choose from the list of countries the ones which are mentioned in the dialogue, and then match them up with the reasons why the two customers didn't want to go there.



Yugoslavia	(1) _____
Greek islands	(2) _____
Greek mainland	(3) _____
Portugal	(4) _____
Italy	(5) _____
Spain	(6) _____

Matching Words/Phrases/Sentences (3) 26.MP3

Listen to the following conversation and choose your answers from the box below. There are more words than spaces, so you will not use them all.

cuff-links	leather	cocktail shaker	coat
metal	camera	toolkit	pyjamas
not mentioned	scarf	£15.30	£30.50
£10	£40	£13.60	£78.98

Shopping List

	Gift	Price
1. sister's boyfriend	_____	_____
2. mother	_____	_____
3. doctor	_____	_____
4. mother-in-law	_____	_____
5. brother	_____	_____
6. father-in-law	_____	_____

Matching Words/Phrases/Sentences (4) 27.MP3

You will hear a telephone conversation between two people discussing car rental. Look at questions 1-11 and fill in the summary with the missing words from the following box.

sub-compact	£132	£119	Ford Escort
4 adults	Mercury Lynx	Ford Fairmont	luggage capacity
29 miles	22 miles	328 miles	308 miles
full tank	£89/week	£109/week	£119/week
automatic	manual	renting cars	mid-size

Janet called Hertz Car Rental to inquire about (1) _____ in the States. She said she would travel with her husband and friends ((2) _____) , so she was looking for a smaller car. The salesman recommended 4 smaller car categories to her. They are J, A, B and C. Both J and A are (3) _____ cars while B is a compact car and C is a (4) _____ car. Categories J, A and B do (5) _____ to the gallon but C only does (6) _____ . On a full tank the first three can do (7) _____ but with category C it's only (8) _____. The prices still vary a lot. Categories J, A and B have some differences in price: Category J – (9) _____; Category A – (10) _____ ; Category B – (11) _____.

Matching Words/Phrases/Sentences (5) 28.MP3

Listen to a travel agent talking about interesting places to visit in Wales. Match the correct activities & beaches with each place. Some of the choices may be used more than once.

WELCOME TO WALES

Places		Activities & Beaches
1. Aberdovey	_____	A. surfing
2. Abersoch	_____	B. sailing
3. Barafundle Bay	_____	C. racing events
4. Barmouth	_____	D. fishing
5. Llanddwyn Bay	_____	E. beaches for the spectacular view
6. Llangrannog	_____	F. golden sandy beach
7. Marloes Sands	_____	
8. Pendine Sands	_____	
9. Rhossili Beach	_____	
10. Tenby	B	

Day 10

Matching with Pictures

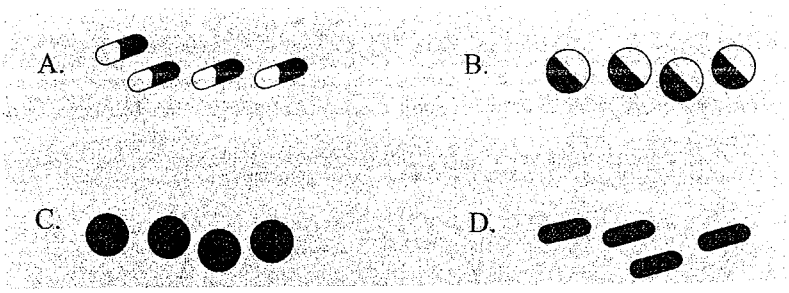
Matching with Pictures (1) 29.MP3

Listen to the conversation between Daniel, a Spanish student, and Kira from Greece. Kira is asking about medicine for a cold. Then, answer the following questions.

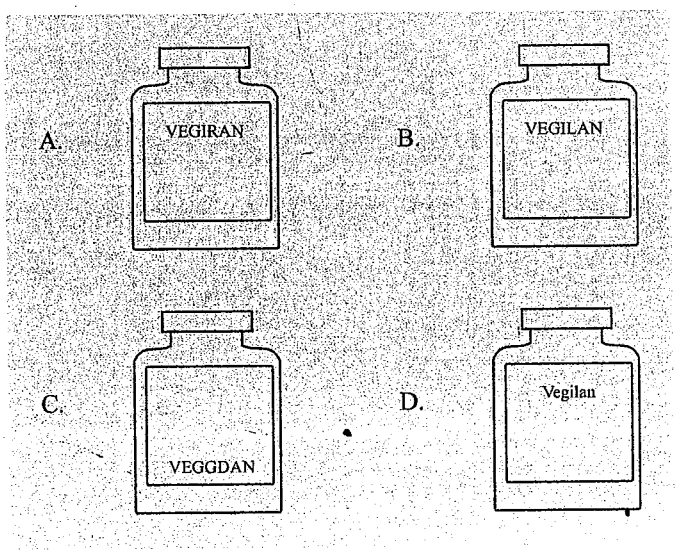
Questions 1-2

Circle the correct answer.

1. What does the medicine Daniel recommends look like?



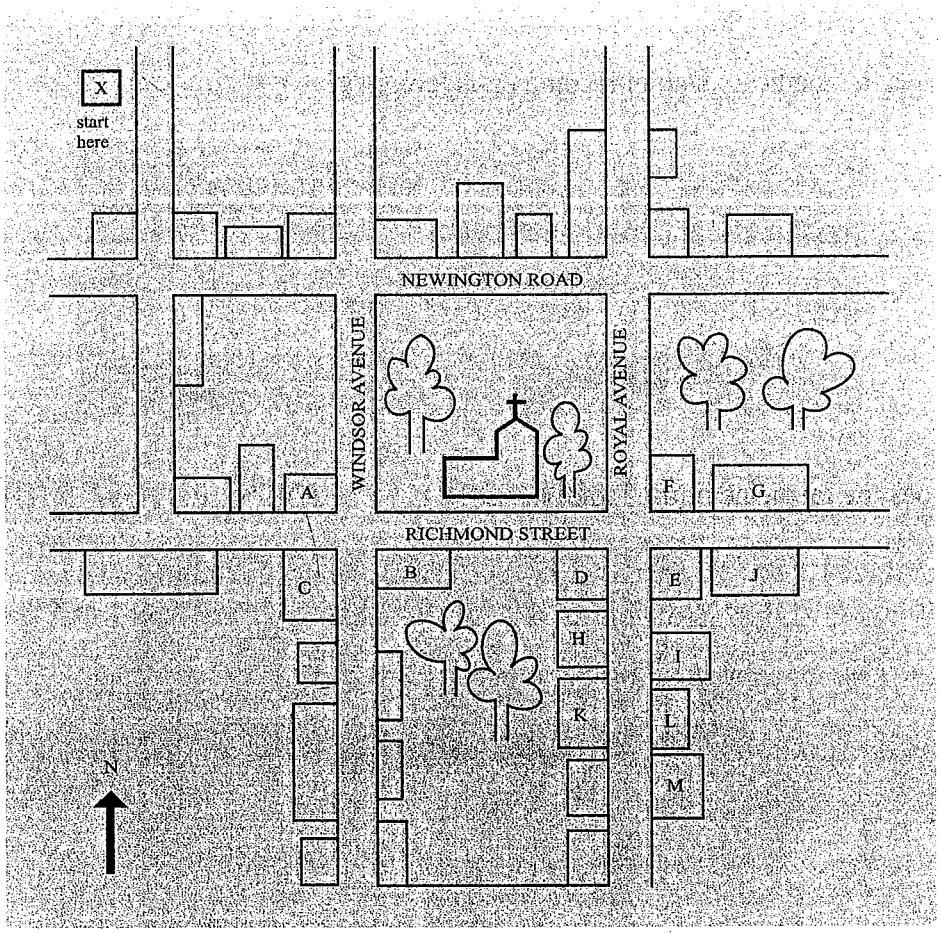
2. What does the medicine bottle look like?



Questions 3-6

Write an appropriate letter in each blank.

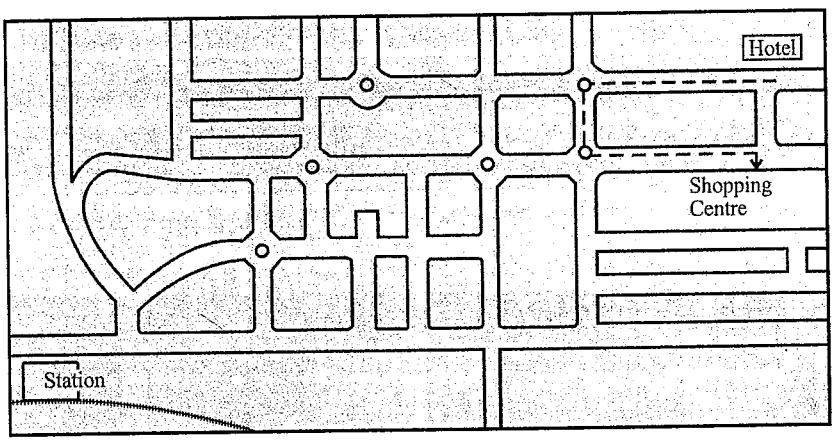
3. Greengrocer's .....
4. Chemist's .....
5. Shoe shop .....
6. Bank .....



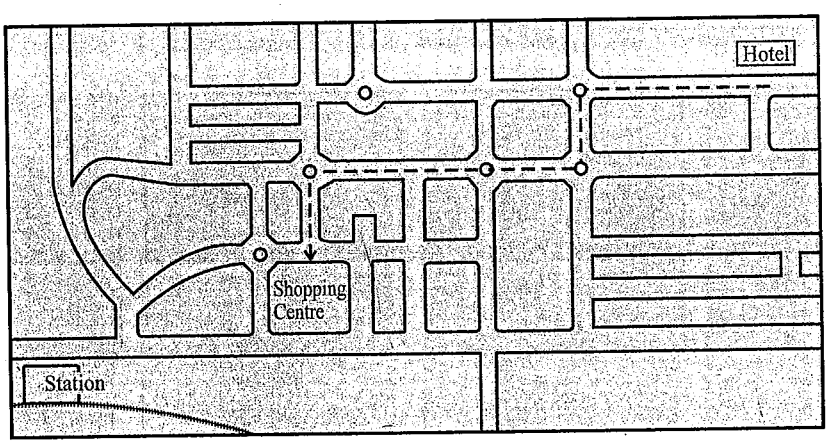
Matching with Pictures (2) 30.MP3

The phone rings in Pierre's room. Hilary has just been informed that Pierre's flight will be delayed by two hours. So, Pierre decides to visit the shopping centre in Southtown. Listen to the conversation carefully and choose the correct route.

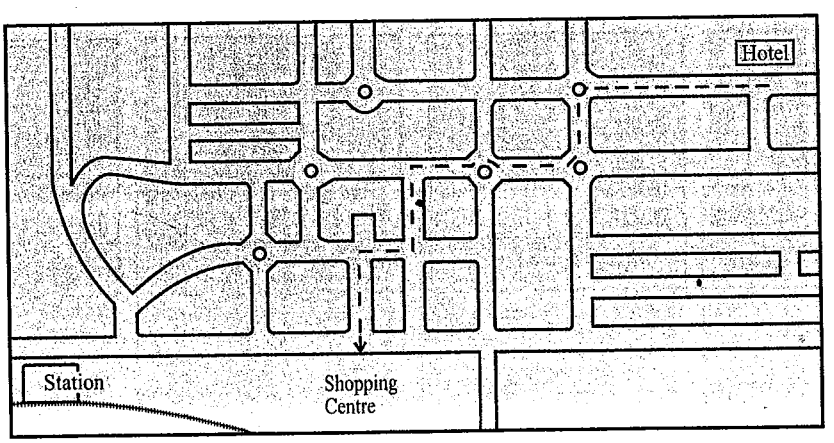
A.



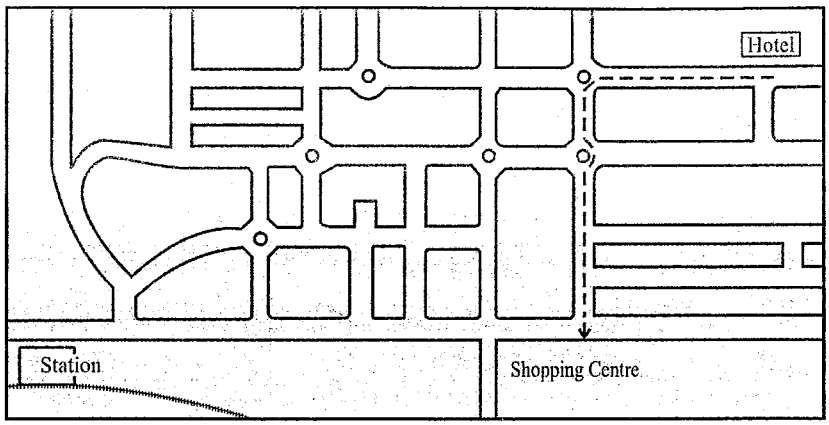
B.



C.



D.

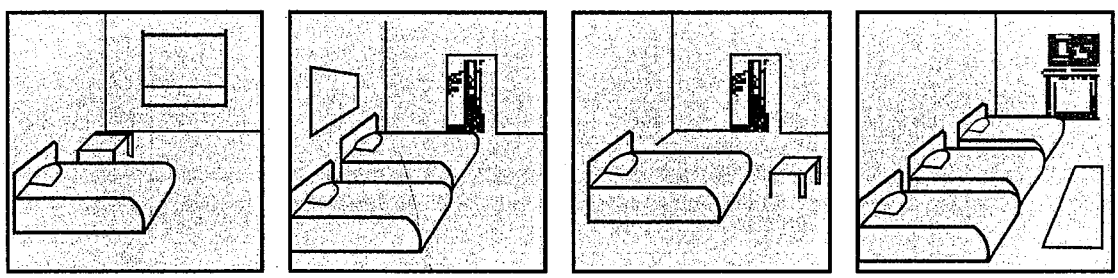


Matching with Pictures (3) 31.MP3

Questions 1-6

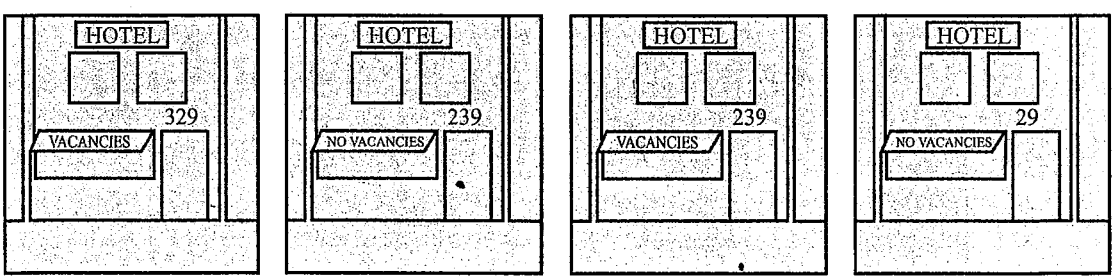
Circle the correct answer.

Example: Which room does the woman want?



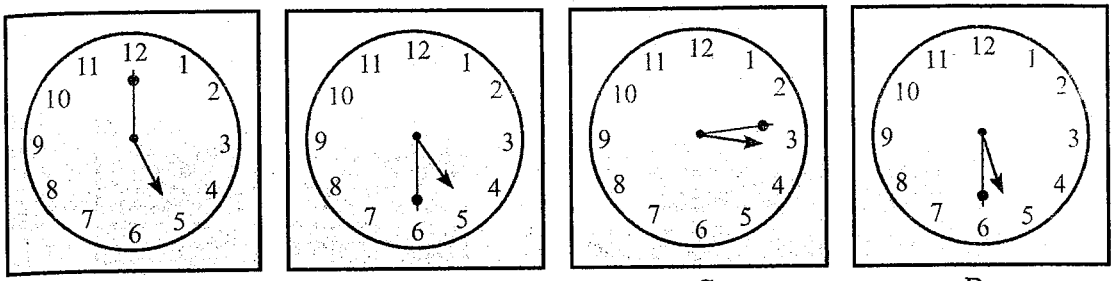
A B © D

1. Which is the Evergreen Hotel?



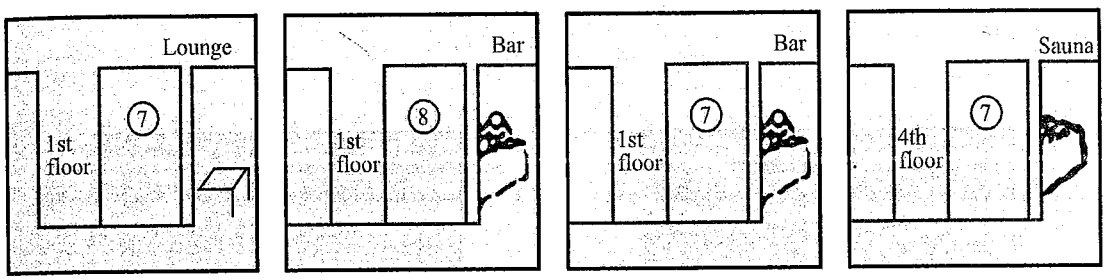
A B C D

2. What time does Mr. Leiber arrive at the hotel?



A B C D

3. Which room does Mr. Leiber stay in?

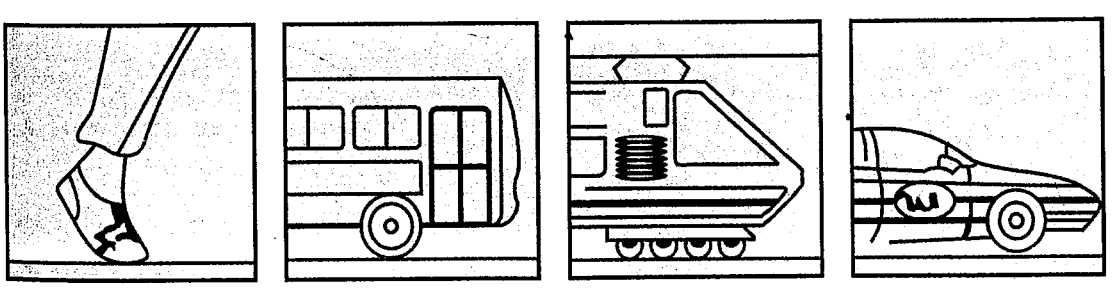


A B C D

4. Who is Mr. Leiber waiting for?

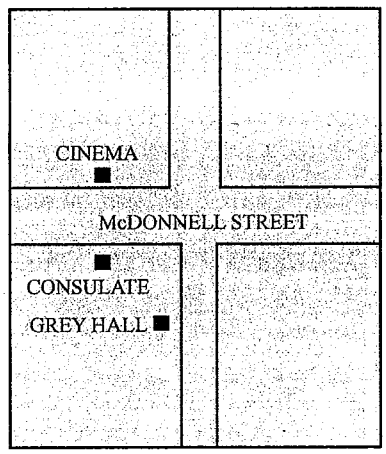
A B C D

5. How does Mr. Leiber travel from the hotel to the city centre?

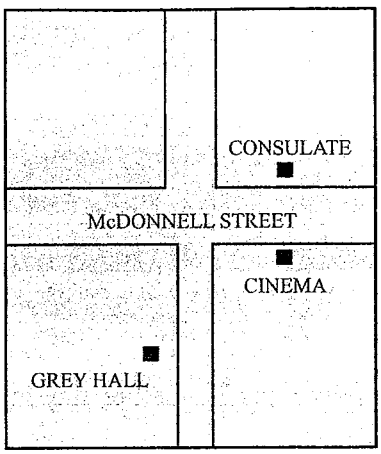


A B C D

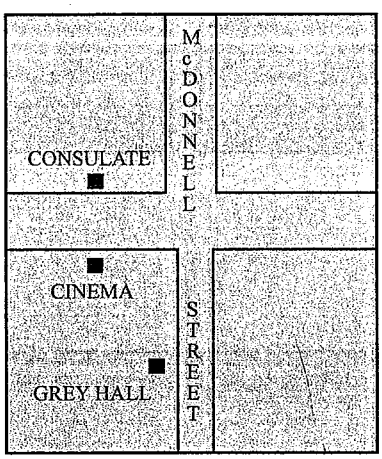
6. Where is the consulate located?



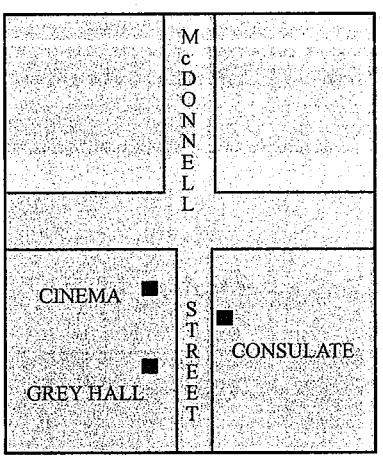
A



B



C



D

Day 11

Short Answers

Short Answers (1) 32.MP3

Listen to the following news and answer the questions.

Questions

A. 1. Who were the police chasing?

2. What had they done?

3. How was a policeman injured?

4. What did the robbers use to escape in?

5. How much money did they escape with?

6. What did the robbers do with their car?

B. 1. Where did this incident take place?

2. What were the people outside waiting for?

3. How were people injured?

4. Was anybody killed?

5. Why did the concert continue as planned?

6. Why are the organisers of the concert being criticised?

7. Are Fantasy going to continue their tour of the US?

C. 1. What aeroplanes were nearly involved in an accident recently?

2. Where did the incident take place?

3. Whose fault was it?

4. Where did the passenger plane take off from?

5. How many aeroplanes were involved?

6. How close did the aeroplanes get?

D. 1. What is happening between Frejus and Cannes?

2. How many firemen have been involved?

3. Who is now going to help them?

Short Answers (2) 33.MP3

Listen to a phone call between a mother and her daughter. Answer each question with NO MORE THAN THREE WORDS according to what you hear from the conversation.

1. What's the time of the year now?

2. What happened during the trip for Jane from her home to the vacation spot?

3. What did Jane do on Sunday?

4. How long is her vacation?

5. When will she come back home?

6. What had happened when she lied down on the beach the other day?

7. Why isn't John feeling very well?

Short Answers (3) 34.MP3

Listen to the interview and answer each question with NO MORE THAN THREE WORDS.

1. What is the name of the applicant?

2. Why does the applicant want to apply for this job?

3. What is the applicant's present job?

4. Where did the applicant use to work?

5. What did the applicant say about his old sales manager in the company where he used to work?

6. Where did the applicant mention in the conversation that he went to study?

7. What did the interviewer say about her company's slogan?

8. What will the applicant probably do next?

Short Answers (4) 35.MP3

Listen to the talk between two friends and answer each question with NO MORE THAN THREE WORDS.

1. According to the woman, how can people travel to space in the near future?

2. Who is Adrian Berry?

3. How long is the cable?

4. Where would the cable car be attached on the Earth?

5. What would the cable car carry?

6. How would people travel through the cable?

7. What would happen if the cable broke near the Earth?

8. What would it be like if the break occurred over 15,000 miles?

9. Would Tom go to the outer space by this means of travelling if it were true?

Short Answers (5) 36.MP3

Listen to the talk about UFOs and answer questions 1-8 with NO MORE THAN FOUR WORDS for each one.

1. In terms of UFOs, what do the believers believe exist?

2. What's the shape of UFOs?

3. What's the colour of UFOs in the evening?

4. How fast are UFOs said to travel?

5. Who have claimed to eyewitness UFOs?

6. How many kinds of reports are there about close encounters with UFOs?

7. What do the non-believers regard UFOs as? (mention 3 things)

8. What does the speaker say about the evidence to the existence of UFOs?

Day 12 True/False Questions

True/False Questions (1) 37.MP3

Listen to the extract of a television travel programme, and then decide whether each of the following statements is true or false.

1. Bhutan is a republic in the Himalayas. T/F
2. All EEC nationals need a visa to visit Guatemala. T/F
3. A British passport holder has to pay $10 for a visa at the border of Guatemala. T/F
4. French passport holders must get a visa for Guatemala from their own consulate. T/F
5. A new limit of seven days will be imposed on tourist visas to visit Burma. T/F
6. Tourists arriving in Burma will not be allowed to visit the capital, Rangoon. T/F
7. At the moment, the only place you can obtain a visa to visit Burma is in Bangkok. T/F
8. Not all resorts on the Costa del Sol will be offering reductions for children next year. T/F

True/False Questions (2) 38.MP3

You will hear part of a lecture on satellites. Look at questions 1-7 and decide whether the statements are true or false. Tick in the appropriate box.

	TRUE	FALSE
1. American scientists launched the first man-made satellite in human history into space on February 1st, 1958.		
2. Satellites could not help forecast the weather.		
3. Deposits of minerals, oil and natural gas could be found by scientists through using of satellites.		
4. Television programmes could not be seen simultaneously all over the world without the use of satellites.		
5. The most important usage of satellite is for our daily life, not military.		
6. American space shuttle Challenger exploded during a mission in January 1986, only one astronaut survived.		
7. ESA, built by ten European countries together, launched their first rocket, the Ariane L3S, in 1979.		

True/False Questions (3) 39.MP3

You will hear a college lecturer being interviewed about the subject of her new book. Look at questions 1-7 and decide if the statements are true or false.

1. Pat's book has already been published for 3 months. T/F
2. Pat thinks girls do not benefit in mixed-sex schools. T/F
3. According to Pat's book, boys always keep quiet when a girl is speaking in the classroom. T/F
4. Pat thinks boys not only dominate the classroom verbally, but physically as well. T/F
5. The so-called "normal" behaviour is men dominate women. T/F
6. Pat deems that girls should go to single-sex schools so that they will have a chance to develop their potential. T/F
7. Margaret Thatcher went to a co-educational school when she was a kid. T/F

True/False Questions (4) 40.MP3

You are going to listen to an article from a magazine. Look at questions 1-9 and decide if the statements are true or false.

1. A Greek man, Lucian, was the first person who wrote stories about men's going to the Moon. T/F
2. The Sun was the subject in the early literature. T/F
3. After Lucian, for the next 1,400 years, no writers wrote fantasies about travelling to the Moon. T/F
4. Man used to think the Earth was the most important planet in the centre of the universe. T/F
5. In 1643, Copernicus published his theory that the Sun was the centre of the universe, and that other planets including the Earth were revolving about it. T/F
6. The first telescope was invented by an Italian astronomer. T/F
7. Jules Verne, the famous French novelist, sent his space travellers to the Sun as well as to the Moon in his books in 1649. T/F
8. Armstrong and Aldrin stepped out onto the Moon's surface in 1969. T/F
9. All the fictions will be changed to fact one day in the future. T/F

True/False Questions (5) 41.MP3

Listen to the conversation between two students. Look at questions 1-7 and decide if the statements are true or false.

1. The talk, which has only 3 weeks to plan, will be held on the 21st of this month. T/F
2. The talk is about the pollution in the inner city. T/F
3. Students could get some information about the amount of carbon monoxide from the library. T/F
4. Nowadays, the city inhabitants like to use "car-pooling". T/F
5. The students want to mention some solutions of reducing the number of private cars. T/F
6. One of the students thinks it may be necessary to build some cycle lanes. T/F
7. The students think it is necessary to make more pedestrian precincts in the city. T/F

Day 13

Review

Review (1) 42.MP3

You will hear part of a tutorial between two students and their tutor. The students are doing a research project on computer use. Listen to the conversation carefully and choose the correct answer A, B or C for each question.

1. Sami and Irene decided to do a survey about access to computer facilities because
   A. no one had investigated this before.
   B. their tutor suggested this topic.
   C. this was a problem for many students.

2. Sami and Irene had problems with the reading for their project because
   A. the language was too technical.
   B. not much had been written about the topic.
   C. they could not locate the books in the library.

3. How did Sami and Irene get the main data in their survey?
   A. From face-to-face interviews
   B. From observation of students
   C. From online questionnaires

4. The tutor suggests that one problem with the survey was limitations in
   A. the range of students questioned.
   B. the number of students involved.
   C. the places where the questions were asked.

5. What proportion of students surveyed thought that a booking system would be the best solution?
   A. 45%
   B. 65%
   C. 77%

Review (2) 43.MP3

Questions 1-6

Listen to the talk, and then decide whether each of the statements below is true or false. Write T for true, and F for false.

1. Harry wanted to hire a car because he was taking his wife with him.
2. Harry will visit some famous tourist resorts in Britain, including Big Ben in London.
3. If the customer finds a lower price from other car rental companies for the same model car, this company promised to refund the difference to the customer.
4. The salesperson said they could provide a full-range insurance to the customer.
5. Harry preferred to return the car to the car rental company himself.
6. The salesperson promised there was no extra pay about renting the car, but people should pay if they amend or cancel their booking.

Questions 7-10

Complete the following sentences.

7. Both the large and small hatchbacks have and .
8. Our two-door car looks like a sports car.
9. If the customer wants to go on rough country roads, maybe a nice is a good choice.
10. Compared with other cars, is the most expensive one.

Review (3) 44.MP3

You are going to hear a lecture about the world's energy. Listen carefully and write NO MORE THAN THREE WORDS to fill in each blank in the following summary.

The world's energy can be broadly divided into two sources. The first sources, including fossil fuels and minerals, are (1) while the second sources, such as the winds, the waves and the sun, will last as long as the earth and the sun (2) . And yet, most of this second source category remains (3) .

Scientists said most energy is produced today by (4) hydrocarbon fuels. But we are still not sure how much fuel (5) has hidden in the earth. They predicted that between now and the year (6) , the quantity of energy required by the world will (7) almost (8) of its proven recover-

able fossil fuels. And they even said (9) of the fossil fuels will have been used up by the year (10) . So it is time for us to think about ways and (11) of producing (12) oil or gas.

Review (4) 45.MP3

You are going to listen to an article from a magazine. Look at questions 1-6 and decide if the statements are true, false, or not mentioned.

T = True F = False N = Not mentioned

1. Rae, a chief scientist at the Department of Energy, thinks windmills are one of the most promising energy sources. T/F/N
2. In California, USA, when more than 7,000 windmills are working at peak production, the total output is 1.2 gigawatts. T/F/N
3. The British programme which focused on researching the "renewable energy" began from the early 1970s due to the increase of the oil price. T/F/N
4. The budget of "renewable energy" research is higher than that of nuclear power research. T/F/N
5. Britain is the leader of the whole "renewable energy" research in the world. T/F/N
6. Britain has no difficulty in taking advantage of tidal power. T/F/N

Questions 13-14

Complete the following sentences with NO MORE THAN THREE WORDS in each blank.

Applicants should hand in their application forms between (13) _____ and December. And anyone who wants to apply for the University of Oxford and Cambridge should submit their forms by (14) _____ at the latest.

Questions 15-17

Look at these notes of the talk. Tick (√) if the information is correct according to what you hear.

	SOURCE OF INFORMATION
A. Student magazines	
B. Rankings	
C. Reference books	
D. Government offices	
E. Prospectuses	

Questions 18-22

Look at the statements below. As you listen, write T if the statement is true, and F if the statement is false.

18. The speaker mentioned students should adopt many study methods in the course, such as brainstorming sessions, field trips, seminars, tutorials and peer review.
19. British universities only offer accommodation for the freshmen.
20. According to the speaker, before a student made a decision, he should confirm what kind of social life the school could offer.
21. If you go to the same university, all the courses would cost you the same.
22. Students may apply for financial help or scholarships in British universities.

able fossil fuels. And they even said (9) of the fossil fuels will have been used up by the year (10) . So it is time for us to think about ways and (11) of producing (12) oil or gas.

Review (4) 45.MP3

You are going to listen to an article from a magazine. Look at questions 1-6 and decide if the statements are true, false, or not mentioned.

T = True F = False N = Not mentioned

1. Rae, a chief scientist at the Department of Energy, thinks windmills are one of the most promising energy sources. T/F/N
2. In California, USA, when more than 7,000 windmills are working at peak production, the total output is 1.2 gigawatts. T/F/N
3. The British programme which focused on researching the "renewable energy" began from the early 1970s due to the increase of the oil price. T/F/N
4. The budget of "renewable energy" research is higher than that of nuclear power research. T/F/N
5. Britain is the leader of the whole "renewable energy" research in the world. T/F/N
6. Britain has no difficulty in taking advantage of tidal power. T/F/N

Day 14

Practice Test (1)

46.MP3

IELTS Practice Test One
Listening

TIME ALLOWED: 30 MINUTES

NUMBER OF QUESTIONS: 41

You will hear a number of different recordings, and you will have to answer questions on what you hear.

There will be time for you to read the instructions and questions, and you will have a chance to check your work.

All the recordings will be played ONCE only.

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

Now turn to Section 1.

Section 1: Questions 1-9

Questions 1-4

Circle the correct answer A–D.

1. Why would the woman prefer not to live in London?
   A. It's too big.
   B. It's an unfriendly place.
   C. It's too far from Liverpool.
   D. It makes her tired.

2. What does the woman say about the people she knows in London?
   A. She would like to find out more about them.
   B. She thinks they are uninteresting.
   C. She thinks they have to work too hard.
   D. She thinks they hardly show any interest in things.

Section 3: Questions 23-31

Questions 23-31

Fill in the missing information with NO MORE THAN THREE WORDS in each blank.

GREENPEACE
SAVE THE WHALE CAMPAIGN

The twentieth century has brought many dangers to the world's largest mammal. Due to improved (23) _____ and (24) _____ ships, we might be too late to prevent whales from becoming (25) _____.

There are only 2,000 (26) _____ left, and although the species is (27) _____, there is no sign that their population is growing.

Only three countries, (28) _____, (29) _____ and (30) _____, are allowed to catch whales for (31) _____ but the situation is not improving.

Section 4: Questions 32-41

Questions 32-33

Tick the correct answers.

Paul Stange	
A. Paul Stange is the editor of the course.	
B. Paul Stange is the course coordinator.	
C. Paul Stange is the author of the two textbooks.	
D. Students could get the textbooks from the university bookshop and other materials from Paul Stange after this lecture.	

Questions 34-35

Circle the correct letter A-C.

34. What is the purpose of this lecture?

A. To tell the students where to buy the textbooks
B. To introduce himself
C. To make the new students familiar with a new situation

35. Both reading materials are very important because
   A. they help develop a clearer understanding of each other.
   B. they help gain better sensitivity to the differences between the various cultures.
   C. they help reinforce understanding of the two countries.

Questions 36-41

Complete the summary below. Write NO MORE THAN THREE WORDS for each answer.

Course structure:

Main course focus is on (36) _____ of Southeast Asia.

Influences from (37) _____ and (38) _____.

These influences have been both (39) _____ and social.

The emphasis is on (40) _____ between past influences and present cultural patterns.

Relation to other courses:

Later courses focus more on political and economic aspects of modern period. This course serves as (41) _____ to later courses.

Day 15

Practice Test (2)

47.MP3

IELTS Practice Test Two
Listening

TIME ALLOWED: 30 MINUTES

NUMBER OF QUESTIONS: 41

You will hear a number of different recordings, and you will have to answer questions on what you hear.

There will be time for you to read the instructions and questions, and you will have a chance to check your work.

All the recordings will be played ONCE only.

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

Now turn to Section 1.

Section 1: Questions 1-11

Questions 1-8

Fill in the missing information below.

PESTAWAY QUESTIONNAIRE

Name: (Block letters please) (1) .....

Address: (2) .....

Age: (3) .....

Occupation: (4) .....

5. Why did you buy Pestaway? (Tick where appropriate)

☐ cockroaches ☐ fleas ☐ ants ☐ woodworms

6. Where did you buy it? (Tick where appropriate)

☐ supermarket ☐ chemist's ☐ department store ☐ corner shop

7. How did you first hear about Pestaway? (Tick where appropriate)

☐ friend ☐ advertisement ☐ supermarket ☐ newspaper

☐ radio advertisement

8. You are (Tick where appropriate) with Pestaway.

☐ very satisfied ☐ satisfied ☐ fairly dissatisfied ☐ dissatisfied

Questions 9-11

Write NO MORE THAN THREE WORDS for each answer.

9. How long has the woman been using Pestaway?

10. How often does she use it?

11. Where does she use it?

Section 2: Questions 12-20

Questions 12-20

Put a tick (√) in the appropriate column to indicate whether the following statements are true or false.

	True	False
12. The summer course lasts one month.		
13. The students already know who their class teachers are.		
14. The students have already been on a sightseeing tour of the area.		
15. All the students have to do a project on the history of the school.		
16. There is a new computer room in the school.		
17. Classes begin at 9:00 a.m.		
18. The social activities programme is not compulsory.		
19. The school is in a large city.		
20. The disco begins at 9:30 p.m.		

Section 3: Questions 21-31

Questions 21-31

Fill in the missing information.

End of Year Report		
Name: Stephen Jameson	Class: (21)	Age: 14
Subject	**Exam Result**	**Comment**
Mathematics	(22)	A satisfactory year's work. The only problem area is his algebra.
(23)	48%	Stephen needs to concentrate more in class. He seems to have a very poor (24) .
Music	40%	Stephen tends to (25) in class and he is not taking his (26) lessons seriously.
Geography	64%	He has improved a lot this year and his project on (27) was excellent.
(28)	58%	I am very happy to see a great improvement in Stephen's work this year. He seemed to become very interested after our visit to the local (29) .
French	(30)	Well done! An excellent year's work. The trip to France last (31) helped his oral work a lot.

Section 4: Questions 32-41

Questions 32-41

Complete the summary, using words from the box. There are more words in the box than you need. Some words may be used more than once.

rest	relaxed	angry	45 degrees
stress	work	hunger	40 degrees
chew	exhaustion	desk	crowded
noise	tense	study	tired
speak	smoky	relaxation	
exercise	raised	warm	

The most usual cause of headache is (32) . Headaches can also come as a result of excessive (33) .

Some people say they get a headache when they (34) . This is probably because they get very (35) . It may also be because they are working in poor light which makes them very (36) . It is helpful if your reading material is on a bookrest at (37) to the desk. It is also important to be (38) in bed.

You may even get a headache because you (39) too hard.

The best advice is to try to eat regular meals, get enough (40) and avoid (41) places.

Audio Scripts

Day 1

Test yourself 01.MP3

You are going to hear some facts and figures about Australia. First, you have some time to read questions 1-10. (pause) Now, listen carefully and answer questions 1-10.

Welcome to this talk about Australia. I'm going to give you some key facts and figures about the country, which I hope you'll find of interest. First, let's start with geography. Where is Australia? Australia is in Oceania, between the Indian Ocean and the South Pacific Ocean. Australia is ranked as a continent. It's the smallest continent, having an area of 7.6 million sq km. Of that, 68,920 sq km is water, so in land area, Australia is slightly smaller than the US. In fact, Australia is the world's sixth largest country. As a very large island, Australia's climate is generally dry, that is, arid to semiarid; temperate in the south and east; tropical in the north. The terrain, that's the type of land surface, is mostly low plateau with deserts, and fertile plain in the southeast. The lowest point in Australia is Lake Eyre at -15m. The highest point is Mount Kosciusko, that's spelt K-O-S-C-I-U-S-K-O, at 2,229m. Australia is rich in natural resources. Among the chief are bauxite, coal, iron ore, copper, tin, silver, and nickel. You may have heard of the Australian gold rush, and some gold is still exported. We have several environmental issues here in Australia. The top one is soil erosion. The main reasons for soil erosion are firstly, overgrazing; secondly, industrial development; and thirdly, urbanisation, the growth of cities. Another issue is the rising amount of salt in our soils. This comes from using poor quality water. Desertification, the growth of the desert, is another problem. In addition, clearing land for agricultural purposes threatens the natural habitat of many unique animal and plant species. Then, also the Great Barrier Reef off the northeast coast, which is the largest coral reef in the world, is threatened by increased shipping and by its popularity as a tourist site.

The second section of this talk is about Australia's population. We Australians are concentrated along the eastern and southeastern coasts. So, how many Australians are there? Well, as of July 1997, there were an estimated 18.4 million. Of these, 66% were aged between 15 and 64 years. Life expectancy at birth is 79 years, 76 years for men and 82 for women.

Now, I should tell you that the country of Australia is made up of six states and two territories. These are the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia, Tasmania, Victoria, and Western Australia. The national capital is Canberra.

Right, let's turn to the Australian economy. Australia has a prosperous Western-style capitalist economy. Australia is a major exporter of agricultural products, minerals, metals, and fossil fuels. Commodity prices have a big impact on the economy. Australia suffered from

the low growth and high unemployment typical of the OECD countries in the early 1990s, but the economy has expanded at reasonably steady rates in recent years. In addition to high unemployment, short-term economic problems include how to balance output and inflation and how to stimulate exports. The economy is made up like this: agriculture: 3.1%, industry: 27.7%, services: 69.2%. The labour force has a similar pattern. The total labour force is 8.4 million, 34% work in finance and services; 23% work in public and community services; 20% work in the wholesale and retail trade; 17% work in manufacturing and industry; and 6% work in agriculture. What are the chief industries of Australia? They are mining, industrial and transport equipment, food processing, chemicals, and steel. What are Australia's main agricultural products? They are wheat, barley, sugarcane, fruit, cattle, sheep, and poultry. And who do we sell our products to? At present, our chief export market is Japan, which takes 24% of our exports. After that, South Korea takes 8%, and New Zealand and the US each take 7%. In years to come, however, we expect China to become a significant trade partner. China already supplies 5% of Australia's imports. This is the same amount as New Zealand. Meanwhile, we take one fifth, in fact 22% of our imports, from the US, 17% from Japan and 6% from the UK. So what sort of things does Australia import? Well, we import a lot of machinery and transport equipment, especially computers and office machines, also telecommunications equipment; and in addition, we have to import oil and petroleum products.

So, let's move to the subject of communications in Australia. We have an estimated 8.7 million telephones and 9.2 million televisions. There are some 134 television broadcast stations and 325 radio stations. The related subject of transport is naturally very important in such a big country as Australia. Let's look at highways first. There are two kinds of highways, paved and unpaved. Paved highways are regular roads with a permanent surface. But actually, we have more unpaved highways (around 60%) than paved, when all the country roads are included. In addition, Australia has a railway network of over 38,000 km. But you'll probably find it hard to believe how many airports we've got. Ten? Twenty? Fifty? No. The total is 443. Of course, this includes many short runways on farms and in the outback. There are only 9 airports with runways of more than 3,000m.

Day 2

Test yourself 02.MP3

Look at this advertisement for a job. Listen to Philip and Ann talking about the job and fill in the missing words. Look at the questions now. (pause) Now, we shall begin.

Ann: Look. Here's one that might interest you.

Philip: What is it? Are you sure? The last one you sent me off to was a disaster.

Ann: Yes, look. It says they want a junior sales manager, and it looks like it's a big international company. That'd be good. You might get to travel.

Philip: What kind of company is it, though?

Ann: Um, let's see. Yes, it's a textile company that seems to import from abroad. That's odd, isn't it? What else?... They say the salary is really good. They operate a system of paying you a basic salary and then offering sales commission on top of that. They say it's high. And... oh, look! They give you a car to travel round in. Gosh! That's not bad, is it?

Philip: Um, do they say anything about experience?

Ann: Um, let's see. No. They want someone young with ambition and enthusiasm. Oh yes, they want graduates, so that's OK. You've been to university. Now what else? Let's see.

Philip: There must be some catch.

Ann: No. The only thing is you have to travel, but then that's what the company car's for. Oh, and you have to be able to get on well with other people 'cause it says you have to be good in a team.

Philip: Um, perhaps I'll have a closer look at that one.

Day 3

Test yourself (1) 03.MP3

Listen to the interview with a psychologist who studies dreams. Then, choose the best answer. Look at the questions now. (pause) Now, we shall begin.

I = Interviewer P = Psychologist

I: Now, could you tell us more about what you do in your department? I mean, what research are you actually doing at the moment?

P: We're trying to find out as much as we can about dreams. There's one area that we're particularly interested in at the moment... and that is what we call directed dreaming.

I: Directed dreaming. What is that exactly?

P: Let me explain. You know, sometimes, if you're... having a dream and you wake up in the middle of it, you can sometimes go back to sleep again and go back to the dream?

I: Yes.

P: Well, that is similar to what we call directed dreaming. Now, what I was talking about is a fairly common experience, but real directed dreamers are people who have almost complete control over what they dream because they actually know what they are dreaming.

I: They can dream what they want?

P: Yes... nearly.

I: Can anyone develop this ability?

P: Well, that's one of the things that we would like to find out. At our centre we have, in fact, got three people who are very reliable and who can have these directed dreams quite regularly.

I: And what sort of experiments do you do with them?

P: Well, a few weeks ago, we thought it would be interesting to see if there was any way that these three regular dreamers could communicate with each other in a directed dream while they were sleeping. So one night, we arranged for them all to stay at the centre. Then, we asked the three of them – er, there were two men and a woman – we asked them all to go to a pub that they all knew quite well, down by the river, and asked them, if they started dreaming, to go down there and try to find each other.

I: In the dream? Or three dreams?

P: Yes, so... um... they all went off to sleep, and the next morning, we interviewed them all separately and asked them what they had seen. The two men had had dreams and could remember them, and they both said that they had been to the pub and had seen each other and had had a talk. But also... um... both of them said that they hadn't seen the woman, and we thought that was a bit... um... a bit odd. And then... we talked to her, and she told us that she hadn't had a dream at all that night, or she couldn't remember it anyway.

I: Fascinating! So, both of the men said she hadn't appeared in their dreams and that was because she hadn't, in fact, been dreaming.

P: Yes, though of course it could just be a coincidence, but that's the kind of thing that we're trying to find out more about.

I: Well, thank you very much, Dr. Border. It's been fascinating talking to you.

P: Thank you.

Test yourself (2) 04.MP3

Male: Good evening and welcome to this month's Observatory Club lecture. I'm Donald Mackie, and I'm here to talk to you about the solar eclipse in history.

A thousand years ago, a total eclipse of the sun was a terrifying religious experience, but these days an eclipse is more likely to be viewed as a tourist attraction than as a scientific or spiritual event. People will travel literally miles to be in the right place at the right time to get the best view of their eclipse.

Well, what exactly causes a solar eclipse – when the world goes dark for a few minutes in the middle of the day? Scientifically speaking, the dark spot itself is easy to explain: it is the shadow of the moon streaking across the earth. This happens every year or two, each time along a different and, to all intents and purposes, a seemingly random piece of the globe.

In the past, people often interpreted an eclipse as a danger signal heralding disaster and in fact, the Chinese were so disturbed by these events that they included among their gods one whose job was to prevent eclipses. But whether or not you are superstitious or take a purely scientific view, our earthly eclipses are special in three ways.

Firstly, there can be no doubt that they are very beautiful. It's as if a deep blue curtain had fallen over the daytime sky as the sun becomes a black void surrounded by the glow of its outer atmosphere.

But beyond this, total eclipses possess a second more compelling beauty in the eyes of us scientists... for they offer a unique opportunity for research. Only during an eclipse can we study the corona and other dim things that are normally lost in the sun's glare.

And thirdly, they are rare. Even though an eclipse of the sun occurs somewhere on earth every year or two, if you sit in your garden and wait, it will take 375 years on average for one to come to you. If the moon were any larger, eclipses would become a monthly bore; if it were smaller, they simply would not be possible.

The ancient Babylonian priests, who spent a fair bit of time staring at the sky, had already noted that there was an 18-year pattern in their recurrence, but they didn't have the mathematics to predict an eclipse accurately. It was Edmund Halley, the English astronomer, who knew his maths well enough to predict the return of the comet which incidentally bears his name, and in 1715, he became the first person to make an accurate eclipse prediction. This brought eclipses firmly into the scientific domain, and they have since allowed a number of important scientific discoveries to be made. For instance, in the eclipse of 1868, two scientists, Janssen and Lockyer, were observing the sun's atmosphere, and it was these observations that

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ultimately led to the discovery of a new element. They named the element helium after the Greek god of the sun. This was a major find because helium turned out to be the most common element in the universe after hydrogen. Another great triumph involved Mercury... I'll just put that up on the board for you now. See – there's Mercury – the planet closest to the Sun – then there's Venus, Earth, etc. For centuries, scientists had been unable to understand why Mercury appeared to rotate faster than it should. Some astronomers suggested that there might be an undiscovered planet causing this unusual orbit and even gave it the name "Vulcan". During the eclipse of 1878, an American astronomer, James Watson, thought he had spotted this so-called "lost" planet. But, alas for him, he was later obliged to admit that he had been wrong about Vulcan and withdrew his claim.

Then, Albert Einstein came on the scene. Einstein suggested that rather than being wrong about the number of planets, astronomers were actually wrong about gravity. Einstein's theory of relativity – for which he is so famous – disagreed with Newton's law of gravity in just the right way to explain Mercury's odd orbit. He also realised that a definitive test would be possible during the total eclipse of 1919, and this is indeed when his theory was finally proved correct.

So, there you have several examples of how eclipses have helped to increase our understanding of the universe, and now let's move on the social...

Day 4

Test yourself (1) 05.MP3

Listen carefully to the following talk and choose the correct answer for each question.

When the Europeans first came to the American continent more than four hundred years ago, there were relatively few diseases and viruses on the new continent. During that time, however, plagues and diseases that killed thousands were floating around Europe. Eventually, some Europeans developed immunity to the unsanitary world of industrialisation. When they came to the American continent, however, many of the Native Americans had never been exposed to these viruses and hence, did not develop immunity to them. By sharing the same food and water sources, many Native Americans contracted the European diseases. At a time when medical vaccines were still in their early stages, this led to the tragic death of thousands.

The Native Americans gradually developed immunity to these diseases and were able to interact with the new explorers and colonists. They traded everyday items with each other, which led to the hybridisation of these two cultures. One enterprising European colonist had an interesting idea: why not create a trading post where the two groups could sell their newly

combined works of art? Eventually, a post was set up and the distinctly American works became known throughout the country for their unique styles.

The trading post continued for a couple more decades until it eventually faded away. The works of that time period can now be seen at the Smithsonian National Museum. Until very recently, some tribes were still making pieces of art and selling them in their local trading posts.

Test yourself (2) 06.MP3

You are going to hear a talk about making the most of graduate school. As you listen, answer questions 1-11. First, you have some time to look at questions 1-11. (pause) Now, listen carefully to the talk and answer questions 1-11.

Good afternoon, welcome you, new entrants to the graduate school. My job now is to give you the graduate school survival guide and make some concise suggestions for getting the most out of your relationship with your research supervisor, getting the most out of what you read and making continual progress with your research.

First, your relationship with your supervisor. This is fundamental. Meet regularly. You should expect to meet once a week or at least every other week because this will give you the motivation to make progress and also keep your advisor aware of your work. Prepare for your meetings. Come to each meeting. Also bring the notes from your previous meeting together with a list of any upcoming deadlines. Make a plan for what you hope to get out of each meeting. After the meeting, e-mail your supervisor a brief summary. Include a list of major topics discussed, a list of what you agreed on, a note of any advice you may not want to follow and a new summary of what you are planning to do. This helps avoid misunderstandings and provides a handy record of the progress of your research. Add a "to do" list for yourself and your supervisor, including a reading list. Finally, add the time and date for the next meeting. My second main piece of advice is to keep your supervisor informed. Show him or her the results of your work as soon as possible. This helps your supervisor understand your research and identify any potential points of conflict early in the process. Include summaries of your work, including any results of experiments, and also anything you write about your research. Thirdly, communicate clearly. If you disagree with your advisor, state your objections and concerns clearly and calmly. If you feel that something about your relationship is not working, discuss it with him or her. Whenever possible, suggest steps that they could take to address your concerns. Under this heading, it is extremely important to take the initiative. You do not need to clear everything you do in your research with your advisor. He or she is busy too. You must be responsible for your own ideas and the progress of your work.

The second section of my talk is about getting the most out of what you read. The first principle here is to be organised. Keep an electronic bibliography with notes and pointers to the paper files. Keep and file all the papers you have read. Point two. Be efficient. Only read what you need to. Start by reading only the conclusion, scanning figures and tables, and looking at their references. Read the other sections only if the paper seems relevant, or you think it might help you get a different perspective. Skip the sections you think you already understand. These are often the background and motivation sections. It's of critical importance to take good notes on every paper you find worth reading. Note especially what problem the author is trying to solve, what approach they take to the problem, and how their approach differs from other approaches. Next, summarise what you have read on each topic. After you have read several papers on the same topic, note the key problems, the various formulations of the problem under consideration, the relationship between the various approaches and the alternative approaches you come across. Let me add one point you might not have already thought of. Read PhD theses. Even though they are long, they can be very helpful for quickly learning about what has been done in your field of interest. Focus particularly on the background sections and method sections. Don't forget to read your advisor's thesis. This will give you an idea of what he or she expects from you.

The third section of my talk is about making continual progress with your research. Keep a journal of your ideas. Write down every issue you are thinking about even if you think it is stupid. This will help you keep track of your progress and keep you from going round in circles. Set yourself some reasonable goals and deadlines. Identify key tasks that need to be completed. Set a reasonable date for completing them, in terms of weeks or months. Share your goals and deadlines with your advisor. Indeed, enlist his or her help in creating them. Set some deadlines that you cannot avoid keeping. For example, volunteer to give a student seminar on your research or work towards the submission deadline for a conference paper. Once you have set your goals and deadlines, keep a "to do" list. Checking off the items on a "to do" list can feel very rewarding when you are working on a long-term project. Discuss your research with anyone who will listen. They may have useful insights. At least, you will find that putting your ideas into words helps clarify them for yourself. Next point, write about your work. In the early stages, write short idea papers and share them with your advisor and colleagues. Later on, look for workshops and conferences where you can submit your preliminary results. When your work is nearing completion, target relevant journals. Finally, some points about handling yourself. A key objective is to avoid distractions. It is easy to waste time taking too many classes, teaching classes, organising student activities, etc. Minimise these commitments and make a list of small tasks which can be done in about an hour. Pick at least one that can be completed each day and make sure you do it. Finally, and this concludes my talk, confront your fears and weaknesses. If you are nervous about speaking in public, volunteer to give talks; if you are afraid your ideas are stupid, discuss them with someone; if you are anxious about writing, write something about your research every day. That's it. Welcome to graduate school!

Day 5

Multiple Choice (1) 07.MP3

Listen to the following talk and choose the correct answer for each question.

The Atlantic Ocean, named for the legendary lost island of Atlantis, has made up for the romantic origin of its name by becoming the most important commercial highway in the world; yet traces of romance continually mingle with the business of the sea.

For instance, the Spanish adventurers who first sought gold and silver in America frequently found their ships becalmed, usually on the edge of the steady trade winds – about 30 degrees north or south latitude. A sailing ship could carry only so much water, and as it lay motionless under a hot sun for days or weeks, the tortures of thirst were agonising.

The horses were generally the first victims. They had to be thrown overboard when they died or became crazed with thirst. Because the Spanish caballeros thought highly of their horses, even crediting them with souls, they suffered great remorse and believed the ghosts of the proud war horses were haunting the scene. They saw the restless spirits in their dreams and related their dreams to sailors.

Whenever the mariners passed that way, they would see in the spray or clouds images of wild horses bearing down on them; they began to call the broad belts of calm the "horse latitudes", the romantic name by which they are known today.

Multiple Choice (2) 08.MP3

Choose the correct answer A, B or C.

R = Rob J = Joanne

R: Joanne?

J: Hi, you must be Rob. Nice to meet you. So, I hear you're planning to visit Australia.

R: Yeah, and I really wanted to talk to you because I was thinking of spending some time in Darwin, and my sister told me you're from there.

J: That's right.

R: So... tell me about it.

J: Well... where shall I start... well, Darwin's in what they call the "top end" 'cause it's right up at the northern end of Australia and it's quite different from the rest of Australia in

terms of cultural influences – in fact, it's nearer to Jakarta in Indonesia than it is to Sydney, so you get a very strong Asian influence there. That means we get lots of tourists – people from other parts of Australia are attracted by this sort of international, cosmopolitan image. And as well as that, we've got the same laid-back atmosphere you get all over Australia – probably more so if anything, because of the climate. But, what a lot of the tourists don't realise until they get there is that the city's also got a very young population... the average age is just 29, and this makes the whole place very buzzy. Some people think that there might not be that much going on as far as art, music, dancing and so on are concerned, because it's so remote. I mean, we don't really get things like theatre and opera in the same way as cities down in the south like Sydney for example, because of the transport expenses. But in fact, what happens is that we just do it ourselves – lots of people play music, classical as well as pop, and there are things like artists groups and writers groups and dance classes – everyone does something. We don't just sit and watch other people.

R: You said it's very international?

J: Yeah, they say there are over 70 different nationalities in Darwin. For instance, there's been a Chinese population there for over 100 years – we've even got a Chinese temple. It was built way back in 1887, but... erm... when a very bad storm – a... a cyclone in fact – hit Darwin in the 1970s, it was almost completely destroyed. The only parts of the temple that survived were part of the altars and the stone lions, but after the storm they reconstructed it using modern materials. It's still used as a religious centre today, but it's open to tourists too, and it's definitely worth going to see it. Oh, and as far as getting around goes, you'll see the places that advertise bicycles for hire, but I wouldn't recommend it. A lot of the year it's just so hot and humid. Some tourists think it'll be fine because there's not much in the way of hills, and the traffic's quite light compared with some places, but, believe me, you're better off with public transport – it's fine, and not expensive. Or you can hire a car, but it's not really worth it.

R: What's the swimming like?

J: Well, there are some good beaches, but the trouble is that there's the nasty creature called the box jellyfish and if it stings you, you're in bad trouble. So, you have to be very careful most of the year especially in the winter months. You can wear a lycra suit to cover your arms and legs, but I wouldn't like to risk it even so, personally. And there are the salt water crocodiles, too... I mean, I don't want to put you off. There are protected swimming areas netted off where you'll be safe from jellyfish and crocs, or there are the public swimming pools, they're fine of course.

Multiple Choice (3) 09.MP3

J = Jane Swaine P = Peter Walsh

J: Please sit down, Mr. Walsh. My name's Jane Swaine, and I'm the personnel manager.

P: Hello. How do you do?

J: Now, this is just a short preliminary interview. I'd like to chat about your present job and what you've done up till now.

P: Yes, of course.

J: Well, could you tell me how long you've had your present position in Weston's. It is Weston's, isn't it?

P: Yes, that's right. Um, I'm not sure. Let's see. I left university in 2005 – is that right? – yes, 2005. Then, I was unemployed for about three months, and then I travelled round America for a few months, so yes, it must be about three years now, in fact.

J: Um, yes. And have you any particular reason for wanting to change jobs? I mean, why do you want to move?

P: Well, I actually like my present job and still find it interesting and stimulating. The salary's OK, so it's nothing to do with money, though you can always do with more. I suppose the thing is that I'm really very ambitious and keen to get promoted, so that's the real reason.

J: You say you like your job. Can you tell me what aspect you like most?

P: Oh, my dear. That's difficult. There are so many things. The other people are great, there's a good co-operative atmosphere, I mean, among the staff, and compared to other companies, the conditions are great. I mean the office itself and the working conditions.

J: Um.

P: And then, there's the fact that they give me lots of room for initiative and let me make decisions. You know, that's what I really like most about the job.

J: Yes, well, we're looking for someone like that. You know, someone who isn't a clock-watcher and who isn't too concerned about working fairly long hours.

P: Oh, I don't mind that. I'm used to it.

J: And what about your education? You went to Manchester University, didn't you?

P: Er, yes. After leaving school I started a diploma course in Design, but I decided to give it up and did an Arts degree at university instead.

J: Good, and have you done any courses since?...

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Multiple Choice (4) 10.MP3

Tony: What would you say, Mr. Murray, are the main reasons that so much of our wildlife will have died out by the end of the next few decades?

Richard: Well, Tony, we can't of course rule out the effect of urbanisation due to the spread of population but, apart from that, I believe there are two reasons which, in a way, are like the opposite ends of a piece of string. If you tie a knot in that piece of string, you end up with a circle and whichever way you go round, it's going to turn out to be the same.

Jenny: I don't think I quite get that, Mr. Murray.

Richard: Well, let's put it another way. It's rather like a film – you've got the Good Guys and the Bad Guys – they're pulling in opposite directions, but when it comes to the final showdown, it's hard to make out which is which.

Tony: What are your two reasons, Mr. Murray?

Richard: I call them Greed and Caring.

Jenny: Greed and Caring?

Richard: Yes, I know they don't seem to have much to do with one another, but think about it. The motive of greed is pretty obvious. In the course of the next few months, thousands of baby seals will be bludgeoned to death before they are even weaned from their mothers. (What for?) For the sale of their skins at inflated prices to please the vanity of a few and line the pockets of the killers. Crocodiles will be slaughtered to provide shoes and handbags for the rich. Gorillas, tigers, leopards and rhinos will be hunted for senseless sport or poached in defiance of regulations – their skins, their horns, and their magnificent heads will be used as trophies to decorate someone's living-room floor or walls...

Jenny: That's terrible.

Richard: Yes, but it's not all. The whale, probably the most impressive and certainly one of the most intelligent sea mammals in creation, will be cruelly hunted and harpooned to make more money for the profiteers. The dolphin, the sailor's friend, will be indiscriminately battered to death at so much a head on the grounds that it is taking away the livelihood of a few fishermen by consuming the fish in its natural habitat.

Tony: But surely, Mr. Murray, we do have to keep warm, we need whale oil and ambergris, fishermen have to make a living...

Richard: Part of what you say is true, of course, Tony, but we shall have to enforce far stricter controls if future generations are not to find themselves in a world devoid of wildlife as we know it.

Jenny: Well, I see what you mean about fur coats and crocodile handbags, Mr. Murray, but I don't understand what you mean by "caring". That can't be bad, surely. I mean, I thought we were supposed to be living in a "caring society".

Richard: Well, so we do, in a way. The trouble is, there are so many well-intentioned people who start out with the best possible motives of trying to protect or immunise us from this, that or the other in the most effective way at the quickest possible rate, but in their enthusiasm, they lose sight of the long-term consequences. It's only very gradually that the danger to other forms of life, including humans, comes out – not to say, leaks out – and by that time, it will probably be too late to do much about it. Take insecticides, for instance.

Jenny: But insecticides protect crops from pests. They destroy disease-carrying mites and creepy-crawlies like cockroaches.

Richard: True, but Nature has a way of developing her own immunity against insecticides and other pest controls, with the result that the biologists are driven to inventing stronger and stronger compounds which, though they may annihilate the pest, nevertheless permeate the environment, are assimilated by plant and animal life, and become absorbed by the soil. Countless innocent creatures, the beaver or the mole, for example, are performing a useful task in the natural control. The alarming prospect is that as these poisons enter the foods we eat and consequently our own systems, they will find their way into the body of the pregnant mother and into her milk, offering incalculable risks to the unborn or newly born infant. In spite of all our technological expertise, our time is running out; we are virtually destroying ourselves.

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Day 6

Summary (1) 11.MP3

You will hear a lecture about sports. Listen carefully and fill in each blank with NO MORE THAN THREE WORDS. First, you have some time to look at the questions. (pause) Now, listen to the lecture and answer questions 1-17.

Not all people like to work but everyone likes to play. As sports help people live happily, they help to keep people healthy and feeling good. When people are playing games, they move a lot. This is good for their health. Having fun with their friends makes them happy. So, all over the world men and women, boys and girls enjoy sports. Since long ago, adults and children have called their friends together to spend hours, even days playing games.

Sports usually take a variety of forms: organised competitions, which draw huge crowds to cheer their favourite team to victory; athletic games, played for recreation anywhere sufficient space is found; and hunting and fishing.

Most sports are seasonal, so that what is happening in sports depends on the time of the year. As sports change with the season, people often do not play the same games in winter as in summer. If you want to know what others' favourite sports are, first of all, you should find where they live. Generally speaking, people in hot areas are fond of swimming while people in cold places love skiing or skating. In this case, surfing is believed to be an important sport in Hawaii. The Pacific Ocean sends huge waves up on the beaches, waves that are just right for surfing.

Some sports, including wrestling, boxing, horse racing, etc., are called spectator sports, as the number of spectators greatly exceeds the number of players in the game. Other sports are called participant sports, drawing a crowd of onlookers only on special occasions, such as tournaments. Some sports are commercial and professional, with players who are paid for their participation and with audiences who pay admission to watch.

Summary (2) 12.MP3

You will hear a radio programme in which the speakers discuss the importance of looking after old people in winter. Listen to the dialogue and fill in each blank with NO MORE THAN THREE WORDS. First, please read the questions. (pause) Now, listen and answer the questions.

I = Interviewer H = Mr. Hastings

I: Nobody likes cold weather, but for old people, it can be particularly uncomfortable and dangerous. They can become cold without even noticing it. To keep warm, they may need

help from friends and neighbours, like you. To find out how we can help, we've invited a representative from the Social Services Department at the Town Hall to talk about the Winter Warmth Code campaign. Mr. Hastings, can I first ask you why it is so important to keep an eye on elderly people during cold weather such as we've been having lately?

H: Yes. There are two main reasons. First, the old suffer from the cold more than the rest of us. They're not as active or strong as you and me, and it's harder for them to keep warm. This can lead to all sorts of complications – they have less resistance to infection, the quality of their lives is badly affected, and in extreme cases they may need to be hospitalised.

I: According to the newspapers, old people are actually dying of the cold. Is this true?

H: I'm afraid it is. I said before, there were two main reasons why we should keep an eye on old people. Well, the other major problem is that so many pensioners cannot afford to heat their homes properly. They may already be living in difficult circumstances. Then, in an exceptionally cold winter such as this one, they may just not have enough money to pay for the extra heating necessary.

I: It seems terrible that in a society such as ours this should be happening.

H: It is. And what the Winter Warmth Code campaign aims to do is to bring this problem to the attention not only of the government but of everybody else in society. We all have a duty towards our old people to make sure that they do not suffer in this cold weather.

I: So now to the practical side of things – what can we do to help?

H: Well, we all know someone old – a relative maybe, a neighbour, someone living round the corner. We should "adopt" that person, and make sure that we spare a few minutes every day to check that everything is OK. Make sure, even if the old person is not actually ill, that he or she is not suffering. Check when you go inside that the house or flat doesn't feel cold to you. It's a good idea to try to feel some part of their body – like their face or hands. Old people can become cold without even noticing it, you know.

I: OK. And if a person is too poor to afford to heat the house or flat?

H: The best thing then is for the old person to live in one room only, and to make sure that that one room is warm. Check that the bed is on an inside wall – move it yourself if necessary. Check the room for draughts – a lot of cold air gets into the room through old windows or badly-fitting doors.

I: Is food important?

H: Yes. Make sure that the old person is eating well. You could help by cooking for them or doing the shopping. Remember: a good, hot meal a day makes a big difference. Also make sure that they are well dressed – old people need to wear more layers of clothes than we do, particularly at night.

I: One last question, Mr. Hastings – is there nothing the state can do to help?

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H: Oh yes, indeed. Contact your town hall to find out about local organisations already involved in this kind of work. If there is a local meals-on-wheels service, for instance, you could get your adopted old person on the list. Then, of course, there are also many state benefits which an old person could be entitled to, and which he or she doesn't know about, and which therefore he or she is not claiming. An extra problem here is that it can often be complicated, and old people don't like going to social security offices to fill in forms and all that. You can help by finding out for them what possibilities exist for claiming a little extra money from the government, then applying for it for them. That little extra could make all the difference.

I: Yes, indeed. Well, Mr. Hastings, thank you for coming in and talking to us today.

H: Thank you.

Summary (3) 13.MP3

You will hear a short news item. Fill in the gaps in the summary below with the correct word or phrase according to what you hear. The first one has been done for you as an example. First, you have some time to look at the questions. (pause) Now, listen to the news item and answer the questions.

N = News Announcer C = Colin Harrison J = Joseph Singer

N: ... The police are continuing their investigations and, based on new leads, expect to make an early arrest. The drought in Northern THR continues to worsen, with tens of thousands of hectares of once lush pastoral land having now been without a single drop of rain for over 11 months. Farmers from the stricken region are beginning to despair, with meteorologists predicting that the drought is unlikely to break before Christmas. Many farmers have begun shooting their worst affected cattle, and in some cases, entire flocks of sheep have been destroyed. These measures, tough and cruel though they may seem, are essential to prevent a possible outbreak of widespread disease.

It is not only farm animals that are in trouble. Environmentalists are also concerned that the lack of water in rivers, lakes, and streams will mean more native animals in the bush will die, unless rain comes soon. They believe the drought could have a lasting effect on the populations of such native animals as kangaroos, wallabies, and koalas. Our reporter, Colin Harrison, is in Vance talking with long-range weather forecaster Joseph Singer. Over to you, Colin...

C: Joseph, can you give any indication as to when we might receive some rain in the affected regions of THR?

J: Well, it's hard to say, of course, but I'm confident that the drought will break within approximately two months. If you look back at the data kept of previous periods of drought over the last hundred years or so, you see a cyclic pattern of severity developing, and we are now at the short end of the last cycle. I'm fairly certain that we'll see some rain either just before or after Christmas.

C: Let's hope so. Thank you, Joseph. Colin Harrison, from the very hot and dry town of Vance in Northern THR.

N: Meanwhile, at the CSIRO laboratories in Ottawa, encouraging developments have recently been made in the process of cloud-seeding – a process by which clouds can be forced to make rain – and research scientists are to begin conducting trials of a new technique involving lasers later this month. If successful, the state government will be asked to contribute up to $5 million to establish permanent cloud-seeding stations in areas most likely to be affected by drought in the future. For many farmers, though, any break-through will have come too late. Every week, more farming families are being forced to sell their homes, unable to survive financially with little or no income to support them. A special assistance fund has been set up to help drought-stricken families. If you would like to send some money, you can do so by calling this number now: 001-43-8172. I'll repeat that number: 001-43-8172.

Summary (4) 14.MP3

Listen to the conversation between Andrew and Samantha. Complete the summary by writing ONE suitable word in each of the numbered spaces. First, you have some time to look at the questions. (pause) Now, listen to the talk and answer the questions.

A = Andrew S = Samantha

A: Does your work bring you into contact with many overseas students, Samantha?

S: Occasionally. As you know, a solicitor's work is to advise people about their rights when they have any problems understanding how the law operates. They may need help because of injury to themselves or their property – if they've been attacked or robbed, for example. But these are not by any means the main problems I deal with.

A: Really? We know more about crime, I suppose, because we read about it in the newspaper or see it on TV. What other things do people come to you for help with?

S: There are lots of things which don't get nearly so much attention. Sometimes, it's to do with relationships in the community, as when bills aren't paid or contracted work isn't completed, or neighbours disagree. At other times, it's to do with people not understanding the law and their responsibilities, and this is probably where overseas students have the most

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difficulty. One interesting example is customs laws – something which every new arrival has to come up against.

A: What is it that overseas students find most difficult to understand about Australian customs regulations?

S: I think it's a shock to many people arriving here for the first time to find out how many things are prohibited – everyday food items, for example. I mean, when I've been travelling overseas, I've been quite amazed at the lack of concern in some countries about food being brought in from other parts of the world without any check.

A: You mean, people arriving into other countries don't have to declare any foodstuffs at all?

S: In some countries, there are lots of warnings about drugs and firearms, and there are usually limits on alcohol and tobacco and perhaps perfume, but food's not mentioned.

A: Yes, I suppose I never thought about it till I came here. You can take anything you like into England, as far as food is concerned.

S: You see, here, you can't even drive from one state to another with a few apples and oranges for the journey. There are signs to remind you not to bring any fruit into some states, though they don't usually search your bags, unless there's a fruit fly epidemic or something.

A: Hmm, with those kinds of regulations between states, it's no wonder that they're so strict about what you can bring in from overseas. Of course, farmers would be wiped out if some pests were introduced which destroyed their whole crop. It's easy to understand why you should take steps to prevent that.

S: And with food being such an important part of many cultures, it can be difficult for some people to realise they're not allowed to bring in delicacies from home for friends and relatives here. I'm defending someone at the moment who has exactly that problem.

A: Oh? What happened?

S: It's an interesting case. Have you got time for a cup of coffee? I'll tell you about it if you like.

A: That'd be great!

Day 7

Form Filling (1) 15.MP3

Listen to the following conversations carefully, and then complete the forms from the different extracts. First, you have some time to read the questions. (pause) Now, here are the three messages.

Message One

M: I've lost two credit cards. One is a Visa, the other is a Master card. What can I do?

W: Don't worry. What's your name, please?

M: My name is Ronald Howard. Howard, H-O-W-A-R-D.

W: Do you know the numbers of the lost cards, sir?

M: Yes, I wrote them down here. The Visa is number 6091 1313 9781 0231, and the Master card is number 7228 6718 7217 5059.

W: Do you still remember the expiration date of the cards?

M: Yes. The Visa expires in November 2014, and the Master card in January 2015.

W: Thank you, sir. Could you show me your ID card?

M: Here you are.

W: Thank you. Please come by the office on Wednesday so that we can issue you two new cards.

Message Two

M: Could you show me the menu, please?

W: Here you are, sir. Will you dine à la carte or the table d'hôte?

M: I think the table d'hôte will do very well for me. Does it include an appetizer, soup and so forth?

W: Yes, sir. The table d'hôte includes an appetizer, soup, salad, choice of dessert, tea or coffee.

M: Is there any particular dish you would recommend?

W: The roast duck is very good tonight. And we also have several special chicken dishes if you like chicken.

M: OK. I'll take the roast duck and some veal.

W: Do you want to drink something?

M: A bottle of beer.

W: Will you order your desserts now? Apple pie, ice-cream or cakes?

M: Apple pie, please. And a cup of coffee.

W: OK. Wait a minute, I'll bring you the appetizer right away.

W: Good morning, sir. Welcome to the Ambassador Hotel.

M: Thank you. I've got a reservation through my secretary. My name is Reade. R-E-A-D-E.

W: Just a minute, please... Yes, you've got a reservation. A single room for three days. The room number is 1201. Here is the key.

M: Thank you.

W: Could you show me your passport? Your passport number?

M: Its number is JDA 2151623.

W: How many pieces of luggage do you have?

M: Just these three. Two suitcases and one bag.

W: OK! Please sign the register here, and the porter will take your luggage to your room.

M: Here is the register. Thank you very much.

W: You're welcome. I hope you'll enjoy your stay here.

Form Filling (2) 16.MP3

You will hear two people discussing an extramural course. Fill in the information you hear on the application form below. First, you have some time to look at the questions. (pause) Now, here is the conversation.

Steve: Hi, Jenny. What are you doing down here?

Jenny: Oh, hello, Steve. Well, I'm trying to fill in this form, but I'm having a bit of a struggle as I sprained my wrist playing tennis yesterday.

Steve: Don't worry, I'll do it for you. Let's have your pen. Right, fire away.

Jenny: Umm... let's see... I want to do the Drama and Theatre Studies – I'd like to get the certificate. The course number is... er... 60201, no, sorry,... 202. It seems to be on Thursdays at 7:30.

Steve: Yes. Well, we don't have to put all that down. Now, I suppose we can call you Miss?

Jenny: Don't be funny! And spell my name right.

Steve: Hmm... well, if you will have a name like Jenny McPherson! Let's see, it's M-A-C...

Jenny: No! Big M, small c, no a.

Steve: Right, M-c-P-h-e-r-s-o-n.

Jenny: Yes, OK. And don't forget it's a capital P – McPherson.

Steve: Now, what's your address?

Jenny: Well, I've just moved, so it's 6 Westway Avenue, Longford.

Steve: Hang on, don't go so fast. 6 Westway Avenue... where?

Jenny: Longford. What's next?

Steve: Your phone number – daytime and evening.

Jenny: Well, I've only got one as we can't have calls at school in the daytime. So put down the evening one – 6054829.

Steve: 4829... OK... and you're a teacher. How old are you? 29?

Jenny: Hmmm... wish I were. No... 32. Do they want my date of birth?

Steve: No, don't seem to, just age. How about educational qualifications?

Jenny: Well, I've got a degree in English Literature and a diploma in Media Studies.

Steve: Media Studies... right. Now, have you ever done any of these extramural courses before?

Jenny: No, I don't think so, although I did do something on Psychodrama once... but, no – it wasn't extramural, was it?

Steve: That seems to be it, except for the fee.

Jenny: Yes, well that's the same for all the central courses, I think... £25. I suppose I have to include it with this form?

Steve: Looks like it. Do you want me to write the cheque out for you?... But, you'll have to sign it...

Gap Filling (3): Note Completion 17.MP3

Listen to the news report about a robbery, and then complete the notes from the detective's notebook. First, you have some time to read the form. (pause) Now, listen to the news report and fill in all the blanks.

P = Presenter B = Brinks L = Lawson

P: There has been an armed robbery this morning at the Halifax Building Society's branch in Edward Street. John Brinks is at the scene with Detective Sergeant Henry Lawson.

B: Detective Sergeant, can you tell us what you know about the robbery?

L: Yes, the raid took place this morning shortly after 11:30, when a man accompanied by a woman went into the offices of the... er... Building Society and asked to see the manager. Er... there were no other customers in the building at the time. They were let into the manager's office, and the woman produced a gun from her handbag. Then, they took the manager back out of his office and made him tell the cashiers to hand over all the money they had in the tills and in the safe. Er... it came to about $25,000.

B: Presumably, you have a number of witnesses.

L: Yes, we have a good description of both of them. Er... the man was about one metre eighty centimetres, around 35 years of age, with blue eyes and short, curly red or ginger hair. He was wearing jeans, a green sweater, and a three-quarter-length blue coat. When he spoke to the cashier when he came in, he called himself Mr. Ericson, but we doubt whether that is his real name. But we do know that may be his real first name. He also spoke with a strong Scottish accent, which may help us to trace him.

B: And what about the woman?

L: Now, she is in her early twenties, slim, and quite tall – about one metre seventy centimetres. She was wearing a long white raincoat, which was quite loose-fitting, and which she didn't take off, and she had a beige handbag, which they used to hide the gun in. She's got straight, shoulder-length blonde hair, blue eyes and, like the man, has a noticeable accent.

B: Do you have any other information?

L: Yes. The car they used was seen by two or three people. It's a blue or dark blue Ford Escort, and we have the registration number... and it's G595 ERI. I'll say that again, it's G595 ERI. Now, the car was stolen from Bishopstone just over a week ago, so if anyone has seen it in the last week, we would like to hear from them. We also know that the car's front left headlight was broken when it was stolen, and is still broken, we think.

B: So, you would like information from the public about the car.

L: Yes, and the people. We are appealing to anyone who thinks they may recognise the two robbers or know anything about the car. We've set up an incident room in Swindon, and the telephone number is 774529. So, we would like people to ring us if they have any information... er... and, of course, all calls will be dealt with in the strictest confidence.

B: Thank you very much.

L: Thank you.

B: And the number again if you have any information is 774529. And now back to the studio.

Gap Filling (4): Table Completion 18.MP3

Listen to the results of a radio questionnaire on sports and physical exercises. Complete the table below. First, you have some time to look at the form. (pause) Now, listen to the results of the radio questionnaire.

And now, the results of our survey on spare-time activities and sports. We wanted to know how people spend their spare time, so we interviewed women and men around the town during the whole of last week. Here's what we found out.

Only forty percent of men interviewed claimed to do some kind of physical exercise while fifty percent of the women we talked to said that they follow a regular programme of exercise. We also talked about watching sport on TV, and both groups claimed to spend some time on this – forty-one percent of men interviewed do this and thirty percent of women.

We also wanted to find out exactly what form of exercise these people do, so we asked about different sports and activities. Jogging was by far the most popular with twenty percent of men and eighteen percent of women. Most of them do this during the week, either in the morning before going to work or in the evening after work.

Football was also popular with the men: thirteen percent claimed to play, mainly at the weekend on Saturdays. Not surprisingly, none of the women claimed to play. Cricket was another popular sport among the men with nineteen percent claiming to play. Again, no women mentioned this sport.

A lot of people also said they took some form of exercise other than these team sports. Eighty percent of men and ninety percent of women said they regularly walked as a form of exercise, either as part of their daily routine to get to work, or at the weekend in their spare time.

Athletics was also mentioned, but not by many. Only ten percent of men said they did this. None of the women we spoke to mentioned it at all.

Dancing was also mentioned as a form of exercise. Three percent of men and women mentioned this. And also yoga. Five percent of women said they did this regularly and two percent of men.

Finally, a small number of people included gardening as a form of exercise. Eleven percent of men said they did this and thirteen percent of women.

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Day 8

Sentence Completion (1) 19.MP3

Listen to the following lecture about lightning and write NO MORE THAN THREE WORDS in each blank to complete the following sentences. First, you have some time to read the sentences. (pause) Now, here is the lecture about lightning.

In earliest times, men considered lightning to be one of the great mysteries of nature. Some ancient people believed that lightning and thunder were the weapons of God.

In reality, lightning is a flow of electricity formed high above the earth. A single flash of lightning 1.6 kilometres long has enough electricity to light one million light bulbs.

The American scientist and statesman, Benjamin Franklin, was the first to show the connection between electricity and lightning in 1752. In the same year, he also built the first lightning rod. This device protects buildings from damage by lightning.

Modern science has discovered that one stroke of lightning contains more than 15 million volts. A spark between a cloud and the earth may be as long as 13 kilometres, and travels at a speed of 30 million metres per second.

Scientists estimate that there are about 2,000 million flashes of lightning per year. Lightning hits the Empire State Building in New York City 30 to 48 times a year. In the United States alone, it kills an average of one person every day.

The safest place to be in case of an electrical storm is in a closed car. Outside, one should go to low ground and not under trees. Also, one should stay out of water and away from metal fences. Inside a house, people should avoid opening doorways and windows, and not touch wires or metal things.

With lightning, it is better to be safe than sorry.

Sentence Completion (2) 20.MP3

Listen to the following lecture carefully and complete the sentences with NO MORE THAN THREE WORDS in each blank. First, you have some time to read the questions. (pause) Now, listen to the lecture.

These days, we know a lot about contaminated air, contaminated water, and so on. We know that smoke, chemical substances, and dust particles pollute our environment.

We are not so familiar with the concept of pollution from noise and especially with its psychological effects. Generally, the physical effects are not surprising: partial or complete deafness can result from excessive noises – airports, some factories, even some discos! But did you know that it is possible to kill a person with the right or wrong noise?

Psychologists now believe that noise has a considerable effect on people's attitudes and behaviour. Experiments have proved that in noisy situations, even temporary ones, people behave more irritably and less cooperatively; in more permanent noisy situations, many people cannot work hard, and they suffer from severe anxiety and instability as well as other psychological problems.

However, psychologists distinguish between "sound" and "noise". "Sound" is measured physically in decibels. "Noise" cannot be measured in the same way because it refers to the psychological effect of sound, and its level of "intensity" depends on the situation. Thus, for passengers at an airport who expect to hear aeroplanes taking off and landing, there may be a lot of sound, but not much noise, that is, they are not bothered by the noise. By contrast, if you are at a concert and two people behind you are whispering, you feel they are talking noisily even if there is not much sound. You notice the noise because it affects you psychologically.

Both sound and noise can have negative effects, but what is important is if the person has control over the sound. People walking down the street with stereo earphones, listening to music that they enjoy, are receiving a lot of decibels of sound, but they are probably happy hearing sounds, which they control. On the other hand, people in the street without stereo earphones must tolerate a lot of noise which they have no control over. It is noise pollution that we need to control in order to help people live more happily.

Sentence Completion (3) 21.MP3

Listen to the interview between a police inspector and a witness to a robbery, and then fill in the missing information. First, you have some time to look at the questions. (pause) Now, listen to the interview.

Inspector: Now Mr. Wilson, we'd like to ask you a few questions about the robbery you witnessed the Tuesday before last, the fifteenth of September.

Witness: Oh, but I had an interview with one of your officers the day after.

Inspector: Yes, sir, I am aware of that, but there are still one or two little details we'd like to get absolutely clear, so if you don't mind...

Witness: Oh, not at all. I'm glad to help. What would you like to know?

Inspector: Well, sir, first of all, we'd like to know the registration number of the Ford Fiesta. The number you gave us on the sixteenth was YEA six-one-oh J. Are you absolutely sure that was the correct registration?

Witness: Gosh, I can't remember the exact registration now. I mean, it was ten days ago... um... yes, I do remember thinking: that's easy, it almost looks like "year", and I'm sure the last letter was J for Jimmy, that's my name, you know... but the numbers... well, I've no idea now, really...

Inspector: You see, Mr. Wilson, we had another witness who told us the numbers were six-oh-one, not six-one-oh.

Witness: Oh, dear, um... all I can say is I gave you the numbers that I thought I saw at the time...

Inspector: OK, Mr. Wilson, can you go over the events as you remember them?

Witness: Um I... I was on my way home from the chemist's. It was about twenty-five to six. I'd just bought some cough mixture for my little boy, and...

Inspector: How can you be sure about the time?

Witness: Well, I'd just been to the chemist's, as I say, and I remember saying to the girl, "Well, I suppose you must be glad the day's over," and she said, "Oh, no, not today. We do normally shut at five thirty but it's our late night tonight, unfortunately. We don't shut till a quarter to eight, so another two and a quarter hours to go!"

Inspector: So, it was five thirty-five...

Witness: Yes, and just as I was going to cross the road, I saw two men run out of the pub opposite, jump into the red Ford Fiesta and drive off at top speed. There was a driver already in the car waiting for them, of course, so there were three of them altogether...

Inspector: Yes, and we found out that one of the barmen in the pub was the one who organised it all – he handed the money over to the two blokes who went into the pub.

Witness: Oh, so you've arrested them all now?

Inspector: All but one, sir. That's why evidence could be crucial...

Sentence Completion (4) 22.MP3

Listen to the following talk about men and apes. Write no more than THREE WORDS for each answer. You will hear the talk ONCE only.

Man has always been interested in apes because they are at the same time so like him and so unlike him. In their basic anatomy or body structure, they are very similar, and for this reason they are both classified as primates, the highest form of animal. They also resemble each other in having hands and feet instead of claws (like cats) or hooves (like horses). Likewise, neither has a tail.

Both men and apes have large brains compared to their body size, and this helps again to distinguish them from other species of animals. But, compared to the chimpanzee, for example, man's brain is four times as large. Like man, apes can use tools. For example, an ape may pick up a stick and put it in an ants' nest to make the ants come out. Similarly, apes have been known to make tools, for example, by breaking off branches to use as sticks. Man, however, is quite different, in fact, unique among animals, because he can make a plan, and then make a tool by following that plan.

All human beings everywhere have a language, and there are thousands of different languages in the world. All these languages are equally complex, and they are very different from the cries of apes and other animals.

Finally, we can use fire-making to differentiate men from apes. Man has possessed the secret of making fire for thousands of years. In contrast, neither apes nor any other animals possess this secret.

Sentence Completion (Mixed) 23.MP3

Listen to an interview. Mr. Brooks, Mark, Jean, and Robert are being interviewed on the subject of friendship. First, you have some time to look at the questions. (pause) Now, listen to the interview and answer questions 1-10.

Mr. Brooks: I consider friendship to be one of the most important things in life – whatever your status, married or single. I see too many lonely people around. A lot of us get so involved with material values, family problems, "keeping up with the Joneses", etc., that we forget the real meaning of friendship.

Interviewer: Which is what, according to you?

Mr. Brooks: They say "A friend in need is a friend indeed", which is partly true, but a real friend should also be able to share your happy moments – without feeling jealous.

A good friendship is one where you can accept and forgive him, understand mood, and don't feel hurt if a friend doesn't feel like seeing you. Of course, honesty is an essential part of any relationship. We should learn to accept our friends for what they are.

Interviewer: As a married man, do you find your friendship is only with other men?

Mr. Brooks: Of course not! Both my wife and I have men and women friends – thank goodness. Although family life is fulfilling, it isn't enough. Both my wife and I get tremendous satisfaction from our friends, married or single, male and female – and we both have our separate friends, too. We'd get bored with each other if we had the same friends.

Interviewer: You must have a full life.

Mr. Brooks: We certainly do! And as I say, our friendship gives us a lot of pleasure. After all, friends should not be people with whom you kill time. Real friendship, in my opinion, is a "spiritually developing" experience.

(The interviewer turns to Mark, Jean and Robert.)

Mark: I've never had a lot of friends. I've never regarded them as particularly important. Perhaps that's because I come from a big family. Two brothers and three sisters. And lots of cousins. And that's what's really important in my family. If you really need help, you get it from your family, don't you? Well, at least, that's what I've always found.

Interviewer: What about you, Jean?

Jean: To me, friendship... having friends, people I know I can really count on... to me that's the most important thing in life. It's more important even than love. If you love someone, you can always fall out of love again, and that can lead to a lot of hurt feelings, bitterness, and so on, but a good friend is a friend for life.

Interviewer: And what exactly do you mean by a friend?

Jean: Well, I've already said, someone you know you can count on. I suppose what I really mean is... let's see... how am I going to put this. It's someone who will help you if you need help, who'll listen to you when you talk about your problems... someone you can trust.

Interviewer: What do you mean by a friend, Robert?

Robert: Who likes the same things that you do, who you can argue with and not lose your temper, even if you don't always agree about things. I mean someone who you don't have to talk to all the time but can be silent with perhaps. That's important, too. You can just sit together and not say very much sometimes. Just relax. I don't like people who talk all the time.

Interviewer: Are you very good at keeping in touch with your friends if you don't see them regularly?

Robert: No, not always. I've lived in lots of places, and, to be honest, once I move away, I often do drift out of touch with my friends. And I'm not a very good letter writer, either. Never have been. But I know that if I saw those friends again, if I ever moved back to the same place, or for some other reasons, we got back into close contact again. I'm sure the friendship would be just as strong as it was before.

Jean: Several of my friends have moved away, got married, things like that. One of my friends has had a baby recently, and I'll admit I don't see or hear from her as much as I used to. She lives in another neighbourhood, and when I phone her, she always seems busy. But that's an exception. I write a lot of letters to my friends, and get a lot of letters from them. I have a friend I went to school with, and ten years ago she emigrated to Canada, but she still writes to me every month, and I write to her just as often.

Day 9

Matching (1) 24.MP3

Listen to the introduction about Tower Bridge and complete the summary. Use words or phrases from the box. There are more words in the box than you need. First, you have some time to read the questions. (pause) Now, listen to the talk.

Tower Bridge is located in one of the most interesting parts of London. On either top of the Tower, you can get a bird's eye view of the wonderful scenery all round Tower Bridge. On its south side are many tall, old buildings, and on its north side stands the Tower of London itself. But Tower Bridge, the first bridge over the Thames, as you travel to London from the sea, is the most famous of them all.

Although they look the same age, the Tower is almost a thousand years old, and Tower Bridge, which was built in the 1890s, is just over one hundred. Because of the tall ships up and down the Thames, it was proposed in 1850 that a bridge across the Thames near the Tower was most necessary. However, the designers argued about the new bridge for about thirty years. They took so long because they had two big problems. One is that the new bridge must look like the old Tower, and the other is that the bridge must not look like a modern bridge. They made it look like the old Tower, so everyone was happy. Besides, the most surprising thing about Tower Bridge is that it opens in the middle while big ships are going through to the Pool of London. If you are lucky enough to see the bridge with its two opening arms high in the air, you will never forget it.

The bridge took eight years to build and cost 900,000 pounds – a lot of money in those days. But it was a wonderful success and became a famous tourist attraction in London on the day when the bridge was completed.

A hundred years ago, the Thames was once London's busiest traffic route so that the bridge opened at least twelve times a day. Today, big ships don't go so far up the Thames. Tower Bridge opens perhaps only twice a week, but the same wonderful machinery is still in good condition. Green, yellow and red, the colourful wheels and engines look smart and new, not a hundred years old. They still lift the two heavy opening arms – each 1,000 tonnes – leaving seventy metres for the ships to go through. And they still can open and close the bridge in one and a half minutes.

Things are changing greatly now at Tower Bridge. The horses that used to help with pulling have gone, and so have the tugs, for they are no longer necessary. The walkways from one tower to the other at the top of the bridge were closed years ago because so many people jumped off them into the Thames, which is said to open again soon. In addition, the beautiful wheels will be part of a special exhibition for the public to visit. There will be a restaurant in one of the towers, and a pub in the other. But whatever happens in its exciting future, Tower Bridge will always mean London.

Matching (2) 25.MP3

Listen to a travel agent discussing a holiday booking with two lady customers, and then choose from the list of countries the ones which are mentioned in the dialogue, and then match them up with the reasons why the two customers didn't want to go there. First, you have some time to look at the questions. (pause) Now, listen to the conversation.

Travel Agent: Good morning. Can I help you?

Customer 1: Yes, good morning. We'd like to book a holiday for July, please.

Travel Agent: Certainly. Where did you have in mind?

Customer 1: Oh, well, we haven't thought a lot about it, really. We'd just like to go somewhere hot, you know, and it must be in July.

Travel Agent: I see. Well, let's get the dates cleared up first, then we can see about availability. What part of July were you thinking of?

Customer 2: Ah, well, you see, we have slightly different holidays. I've got the whole month except for the last four days, so I could go from the first to the twenty-seventh, but my friend here doesn't start until the seventh, so I suppose it will have to be the middle two weeks, really.

Customer 1: Yes, but I've got to be back by the twenty-fourth.

Travel Agent: OK. Now, let's find a destination. Any preferences... Spain, Greece, Portugal...?

Customer 1: Oh, not Spain. We went there last year, and it was absolutely packed with teenagers making noise and getting drunk all the time.

Customer 2: Yes, it was terrible. We definitely want somewhere quieter this year.

Travel Agent: Well, of course it depends more on the resort, rather than the country. There are resorts in every country which cater for the family or the slightly older person... they're usually a shade more expensive, though, as you might expect.

Customer 1: Oh, well, we don't mind paying a bit more if it means more peace and quiet, do we?

Customer 2: Definitely not. It'd be well worth it!

Travel Agent: Alright, let's have a look at what we've got on the computer... July... was it ten or fourteen nights you wanted?

Customer 1: Oh, the fortnight, please.

Travel Agent: Right... well, let's start with Italy. Umm... we've got fourteen nights bed and breakfast in Sorrento for three hundred and forty-five pounds, from Manchester, on the fourteenth, or we've got...

Customer 1: No, wait a minute, that's no good for me. We wouldn't get back till the twenty-eighth, and I've got to be back at work before that.

Travel Agent: Oh, yes. Umm... how about Opatija, two weeks half-board...

Customer 2: Where's that?

Travel Agent: Yugoslavia, madam. Northern part. Nice little place. That would be three hundred and ten pounds, from Manchester again.

Customer 1: Yugoslavia? Oh, but I've been told the beaches aren't very nice there.

Travel Agent: Well, again it depends on where you go. In Opatija, they have those big wooden platforms, you know, with sunbeds, so there's no beach as such, but the water is beautifully clean and...

Customer 2: Oh, no, I think we'd prefer a real beach, you know, I like a bit of sand... *(laugh)*

Travel Agent: Alright, how about Greece, the Greek islands? We have several holidays there, Spetse, Kos... Departures every Tuesday, and it's quite economical really because it's all on a self-catering basis, so...

Customer 1: Oh, what about hotels? We'd prefer to be in a nice hotel, I think. What about you, Kath?

Customer 2: Oh, yes, I can't be bothered with cooking your own meals and all that sort of thing... I like to forget about all that when I go on holiday.

Travel Agent: Hummm. Well, I'm afraid it's all self-catering we do for the Greek islands. How about the mainland? There's a dual-centre holiday here, Athens and Delphi, seven days in each. That would come to...

Customer 2: Oh, just a minute, isn't it a bit sweltering in Athens at that time of year?

Travel Agent: Well, it's not exactly the coldest place in Europe. *(laugh)* Let's see... the average temperature in July is... twenty-nine centigrade, that's eighty-one Fahrenheit.

Customer 1: Oh, God, no, I think we'd just die in all that heat, I mean, the coast's bad enough but in a city...!

Travel Agent: All right, let's try somewhere else. How about Portugal?

Customer 2: Oh, that sounds great. We've never been there, have we?

Travel Agent: Let's see now. We've got fourteen nights in Albufeira, half-board, from Gatwick, for three hundred and eighty-five pounds.

Customer 1: Albufeira? Oh, wait a minute, did you say the flight was from London?

Customer 2: Oh, well, really we'd prefer a flight from the North somewhere, Manchester perhaps, or even Glasgow...

Travel Agent: Right... there's a twelve-night holiday in Lagos, that's near Albufeira, from Manchester on the eleventh, for... four hundred and fifty-five pounds.

Customer 2: Oh, that's a bit pricey, isn't it? Why is it so much more than the other one?

Travel Agent: Well, madam, there's a surcharge for the airport, and it is a five-star hotel.

Customer 2: Oh, well, it's a bit over our budget, really...

Matching (3) 26.MP3

Listen to the following conversation and choose your answers from the box below. There are more words than spaces, so you will not use them all. First, you have some time to read the questions. (peruse) Now, listen to the conversation.

Anne: Well, come on then. Let's see what you've bought.

David: Let me get my coat off first. What a day! The shops are packed and trying to get served is murder. I got most of what I wanted, but I think I'll have to go back up another day for a few more odds and ends.

Anne: What is this? A camera?

David: Yes, I got it for my sister's boyfriend. They're always going off at the weekend bird-watching, and they were saying the other day that they needed a new one. It was incredibly expensive. It put me back thirty pounds fifty. Can you imagine?

Anne: Gosh, those cuff-links are nice. Are they real gold?

David: Good heavens, no! They're only metal and leather. I thought I'd give them to my father-in-law. He's the only one I know who actually wears cuff-links these days. I thought they were quite a bargain – only thirteen pounds sixty.

Anne: Um, yes. That cocktail shaker looks nice. It's not silver, is it?

David: No, I am afraid not. Just metal. I got it for my doctor.

Anne: Your doctor?

David: Yes. I always give her something. It's a tradition. It was quite cheap. Only ten quid.

Anne: What else have you got, then?

David: Well, I found this really nice scarf. You'd like it.

Anne: Oh, yes. How soft it is! It must be cashmere or something.

David: Eh, I think it's a mixture of wool and silk, actually. I'm going to give it to my mother-in-law. They're her sort of colours.

Anne: And what about this toolkit? I suppose that's for Tom, and that old banger he's got?

David: Well, no. I bought that for my mother, actually. She's always saying she wants one for the car and never gets round to buying one. I'm not surprised, the price it cost.

Anne: How much was it? I could do with one myself.

David: It was fifteen pounds, I think. Look, there's the label – fifteen pounds thirty.

Anne: Gosh!

David: And then I got this pair of pyjamas. Aren't they wonderful? They're silk, just like the ones in that TV ad. I got them for my brother. Do you think he'll like them?

Anne: Um, well, I bet they cost a fortune.

David: Um, yes. Forty pounds.

Anne: Well, he'd better like them, hadn't he? I think your budget isn't in the same bracket as mine.

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Matching (4) 27.MP3

Salesman: Hello, Hertz cars.

Janet: Good afternoon. Is that Hertz Car Rental?

Salesman: It is. What can I do for you?

Janet: I'd like some information about renting cars in the States, please.

Salesman: Certainly, madam. What would you like to know?

Janet: Well, I just wanted to get some information – about how much it costs, and so on.

Salesman: Of course. Well, let me start by asking... are you going by yourself, or with someone else, or with other...?

Janet: Yes, I'm going with my husband, and we're going with friends, another married couple.

Salesman: Right. So that's four adults? No children or anything?

Janet: No. Just us.

Salesman: So, you'll be looking at the smaller car range I should think?

Janet: Yes, I suppose so.

Salesman: Well, the four smaller car categories are J and A, both sub-compact, then B, compact.

Janet: Compact?

Salesman: Yes. Sub-compact is something like a Ford Escort, compact... erm... a Mercury... erm... a Mercury Lynx, for example, and C, mid-size, the size of a Ford Fairmont, that sort of size.

Janet: I see. We've got an Escort ourselves actually, so I know that one. But what's the difference between the others?

Salesman: Well, you could think about the seating, for example. Category C cars seat five adults, but you don't need that, do you? The other three – J, A and B – seat four adults. Then, there's luggage capacity to think about. Actually, there's not much difference there. They all hold about the same amount of luggage. Are you travelling with a lot of luggage?

Janet: No, just normal.

Salesman: Well, we don't need to worry about that, then. Now, another thing to think about is how many miles per gallon you can get out of the car. The first three do 29 miles to the gallon, but Category C only does 22 – so you'll be paying more for petrol if you rent that one.

Janet: I see.

Salesman: And, in fact, the full tank in Category C cars doesn't last so long – I mean, on a full tank with the first three categories, you can do 328 miles, but with Category C it's only 308.

Janet: Oh, well, let's forget Category C, then. Could we just check that I've understood everything correctly so far? The others all hold four adults, have the same luggage space and do... let me see... 29 miles per gallon. And you can get 308 miles out of a full tank. Have I got that right?

Salesman: Em, yes – no, no, not 308, 328 miles on a full tank.

Janet: Oh right – 328 miles. Now, the important question – what about costs? What do they all cost?

Salesman: Well, Category J costs £89 per week, Category A £109, and Category B £119.

Janet: Right. Oh – what's the difference between J and A, by the way? You said before that they were both sub-compact.

Salesman: Yes. A, which is slightly more expensive, is automatic, whereas J is only manual.

Janet: I see. Right, I've got all that. Well, I must go and discuss it with the others, and then I'll get back to you. Thanks for your help. It's been very useful.

Salesman: Not at all. Glad to be of assistance. Goodbye.

Janet: Goodbye.

Matching (5) 28.MP3

Listen to a travel agent talking about interesting places to visit in Wales. Match the correct activities and beaches with each place. Some of the choices may be used more than once. First, you have some time to read the questions. (pause) Now, listen to the talk.

The trouble with a long weekend in Wales is that a long weekend is too short. There just isn't enough weekend for what Wales has to offer. Take the Welsh coastline. Whichever way you like your sand, you'll find it in Wales.

For the active, there are surfing beaches all around the coast – at Marloes Sands, at Aberdaron and particularly at Rhossili Beach on the Gower Peninsula which offers some of the best surf in Europe.

Sailing, too, is widely available with yachting centres such as Tenby in the south, Aberdovey in mid Wales, and Abersoch on the Lleyn Peninsula in the north.

There are big, open beaches, and there are small, secluded bays and coves. The six miles of Pendine Sands, for instance, in Carmarthen Bay are so long and wide that they are frequently used for different kinds of racing events. While Llanddwyn Bay on a southern corner of Anglesey offers four miles of sand and dune and countless vantages for the spectacular view across the Bay to Snowdonia. Barafundle Bay in the Pembrokeshire National Park is as secluded as they come, and like Munt, a golden sandy beach trapped in a tiny sheltered cove at the southern end of Cardingan Bay, basks in tranquility.

And, of course, there are many old fishing villages, Llangrannog and Barmouth among them, whose charm has increased as the fleets of ships have declined. These days, you see, the fishing in Wales is much more for pleasure than profit. For sea fishermen, rivers like the Dee and the Usk provide some of the most available salmon fishing in the UK. Is it any wonder that Wales lures fishermen in droves? And is it any wonder that there are hundreds of cosy lake and riverside inns to accommodate them?

Wales is teeming with interesting places to stay and interesting things to do.

Day 10

Matching with Pictures (1) 29.MP3

Listen to the conversation between Daniel, a Spanish student, and Kira from Greece. Kira is asking about medicine for a cold. And then, answer the following questions. First, you have some time to read the questions. (pause) Now, listen to the conversation.

Kira: Hello, Daniel. How are you?

Daniel: Not so bad, thanks. What about you?

Kira: To tell the truth, I've got a terrible cold. Achio...!

Daniel: Sorry to hear that. Poor you! Maybe it's the change in the weather, or maybe you've been working too hard lately.

Kira: Well, it must be the weather. Achio...!

Daniel: Bless you! Have you taken any medicine?

Kira: No, I haven't. Can you recommend anything?

Daniel: Now, let me see. I got some tablets a couple of months ago when I had a cold.

Kira: Do you remember the name?

Daniel: Not exactly. But they were black and white capsules. Sort of cylindrical-shaped. And the label on the bottle had a name printed at the top in block letters and I think the bottle was square. I'm not exactly sure. The name might have been something like Vigilan or Vegilan.

Kira: How is it spelt?

Daniel: If I remember correctly, it's V-E-G-I-L-A-N.

Kira: Vegilan. I'll just make a note of that. Thanks!

Daniel: Not at all. And I hope you feel better soon.

Kira: Me, too.

...

Kira: By the way, Daniel. Where's the nearest chemist's?

Daniel: Oh, that's easy. From here you go directly south to the second main street, and then you turn left. Continue straight along past the church, and at the next intersection turn right. It's on the left, the second shop after the bank which is on the corner. You can't miss it.

Kira: I think I know it. It's just opposite the shoe shop, and there's a greengrocer's between it and the bank.

Daniel: You got it. Mind how you go!

Kira: Thanks. Well, I'm off now. Bye!

Daniel: Cheerio! See you soon.

Matching with Pictures (2) 30.MP3

Mr. Pierre arrives at Heathrow Airport. Hilary has just been informed that Pierre's flight will be delayed by two hours. So Pierre decides to visit the shopping centre in Southtown. As you listen, mark the route Hilary describes on the map below and indicate the beginning of the pedestrian shopping street. First, you have some time to read the questions. (pause) Now, listen to the conversation ...

Hilary: Hello? Hello.

Pierre: Pierre Farabolini speaking.

Hilary: Mr. Farabolini, this is Hilary Beacham from Compact.

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Pierre: Oh, hello, Hilary.

Hilary: I've got some bad news for you. I've just checked with the airport, and I've heard that your plane will be delayed by two hours.

Pierre: I see. Well, what do you think?

Hilary: Well, first of all, your taxi is due to arrive in half an hour.

Pierre: Well, I really don't want to spend all that time waiting at the airport. Could you book it a bit later?

Hilary: Yes, certainly.

Pierre: So, I think I'll go into Southtown and do a bit of shopping... buy a few presents for the family... Where's the best place to go to look at the shops?

Hilary: It's quite difficult to explain. Let me think. It'd be much easier if you had a map.

Pierre: Just a moment, I've got one in my pocket. Right.

Hilary: OK. In that case, I'll explain how to get to the town centre from the hotel. It's about a 15-minute walk, or you could go by taxi.

Pierre: No. I'm quite happy to stretch my legs.

Hilary: Well, you turn right out of the hotel and carry straight on for about 200 metres. Then, you come to a roundabout. Take the first exit... I mean to go left.

Pierre: So, right out of the hotel. Then, I go straight on until I come to a roundabout, and then I take the first exit.

Hilary: Yes, that's right. Then, you walk along there for about another 150 metres, and then you come to another roundabout. There, you go right.

Pierre: So, I go to the next roundabout, and turn right.

Hilary: Yes. And then you carry on for another 100 metres and then you come to a third roundabout. There, you go straight over the roundabout, and then take the first left.

Pierre: Hang on a minute. Let me just check that I've got that. I go to the next roundabout, go straight over, and then take the first on my left?

Hilary: Yes, then at the next junction, turn right and then immediately left. And that's the beginning of the main shopping area.

Pierre: OK. Just let me go over that last bit. I carry on to the next junction, and turn left and then right?

Hilary: No, the other way round. At the junction, you turn right and then left.

Pierre: OK. I've got it. Thanks very much.

Hilary: Oh, don't mention it. I hope you find something for your family. Oh yes... I nearly forgot. I'll ask the taxi to collect you from the hotel at 5 o'clock.

Pierre: At 5. That's fine.

Hilary: Bye.

Pierre: Bye.

Matching with Pictures (3) 31.MP3

Mr. John Tankel and his wife Rose Tankel, the owners of a private hotel, are waiting for a guest to check in. Study the example and questions 1-6. For each question, there are four pictures. Decide which of the pictures best corresponds to what you hear on the tape. Circle the letter under that picture. The first one has been done for you as an example. First, you have some time to read the questions. (pause) Now, listen to the conversation.

J = John Tankel R = Rose Tankel E = Enquirer L = Mr. Leiber

R: Hello, Evergreen Hotel, can I help you?

E: Yes, good afternoon. I wonder if you have a single room with a private bathroom for tonight, please?

R: Let me just check... single room with private bathroom just for tonight. Yes, we have a vacancy. Would you like to make a booking?

E: No. I'll come around now if that's OK. What's the address, please?

R: 239 Smith Street.

E: I'll just write that down – 239 Smith Street. OK, I'll see you in about thirty minutes.

R: Goodbye. John, we've got a guest coming. We can put her in Number 8.

J: Dear me! It's getting dark earlier and earlier. What time is it, Rose?

R: 4:30.

J: Oh... that Mr. Leiber should be checking in soon, shouldn't he?

R: He said in his letter that his flight was due in at 3:10, and that he'd be coming straight here from the airport. By the time he gets here, it'll probably be 5:30. There's a lot of traffic at this time of day. Wait a minute – there's someone coming in now.

J: Hello, good to see you. You must be Mr. Leiber. How was your flight?

L: Not too bad. Once I've had a shower and a shave, though, I'll be a different person.

R: Hello, Mr. Leiber. You got in earlier than expected. It's just gone half past four.

L: Yes, well, the traffic wasn't too bad. My flight came in fifteen minutes earlier as well...

J: ... and that's the TV lounge over there. Now, breakfast is at 8 and dinner at 6. Well, here's the key to your room. I think you'll like it. Number 7's on the first floor next door to the bar. It's got a lovely view. It looks onto the lake and the park.

L: Oh, by the way, I'm expecting somebody over in about twenty minutes. As soon as I've unpacked, I'll come downstairs, so could you tell him that I'll be waiting in the TV lounge?

R: Yes, certainly.

L: He's an Australian – a very tall man with glasses – you can't miss him.

J: I'll keep an eye open for him. Oh, by the way, will you be wanting an early morning alarm call?

Later that afternoon, after his meeting, Mr. Leiber asks Mrs. Tankel for street directions. As you listen, decide which picture best fits the information given.

R: Hello, Mr. Leiber, your visitor found you?

L: Yes, thanks. Listen, listen, I have to get into town. Which is the best way to get to the city centre from here?

R: It's not very far at all. There's a taxi-rank in the square just at the end of the street here, or you could even walk. It's about half an hour's walk if you're not feeling too jet-lagged! There's a train service from Martin Street Station, but it'd take you about fifteen minutes to get to the station from here. What part of the city do you want?

L: I need to get to the Australian consulate. Do you know where that is?

R: Let me have a look. Oh right. Your best bet in that case would be the bus. There's a stop on the opposite side of this road. Can you see it? Just past that red coach. You can get off at the Grey Hall. It's... let me see... one, two, three, yeh, three stops down. Better ask the conductor to tell you when you're there just to be on the safe side. When you're at Grey Hall, just keep on walking to the end of the block, turn left into McDonnell Street and you'll see a big cinema on the right. The consulate's just opposite. You can't miss it.

L: Yeah, yeah. Opposite the cinema in McDonnell Street. That sounds easy enough. Thanks very much. See you at dinner. Five thirty, wasn't it?

Day 11

Short Answers (1) 32.MP3

Listen to the following news and answer the questions. First, you have some time to read the questions. (pause) Now, listen to the news.

Good evening, everyone. Here is the summary of the news:

Shots were fired in a south London street by escaping bank robbers.

Four rock fans died in a stampede at a concert in Chicago.

And how an Air France Concorde was involved in the closest recorded miss in aviation history.

Now the news in detail.

Shots were fired this morning in the course of an 80 mph chase along Brixton High Road in London. A police constable was injured by flying glass when a bullet shattered his windscreen as he was pursuing a car containing four men who had earlier raided a branch of Barclays Bank at Stock Well. Police Constable Robert Cranley had been patrolling near the bank when the alarm was given. The raiders made their getaway in a stolen Jaguar which was later found abandoned in Croydon. Officials of the bank later announced that £16,000 had been stolen.

Four people were killed, and more than fifty injured when fans rushed to get into a stadium in Chicago yesterday where the British pop group Fantasy were giving a concert. The incident occurred when gates were opened to admit a huge crowd of young people waiting outside the stadium for the sale of unreserved seat tickets. People were knocked over in the rush and trampled underfoot as the crowd surged forward. The concert later went ahead as planned with Fantasy unaware of what had happened. A police spokesman said that they had decided to allow the concert to proceed in order to avoid further trouble. There has been criticism of the concert organisers for ensuring that all the tickets were sold in advance. Roy Thompson, leader of Fantasy, said afterwards that the whole group was "shattered" when they heard what had happened. They are now considering calling off the rest of their United States tour.

The United States Air Force has admitted that a formation of its fighters and an Air France Concorde recently missed colliding by as little as 10 feet. The Air Force accepts the blame for what was the closest recorded miss in aviation history. According to the Air Force spokesman, when the Concorde was already 70 miles out over the Atlantic, on a scheduled flight to Paris from Dulles International Airport, Washington, four US Air Force F-15s approached at speed from the left. The lead plane missed the underside of Concorde's nose by 10 feet while another passed only 15 feet in front of the cockpit.

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Forest fires in the south of France have claimed the life of another fireman as they continue to rage in the hills between Frejus and Cannes. Fanned by strong westerly winds the flames are now threatening several villages and many holiday homes have had to be abandoned. The French army was called in yesterday to assist the fifteen hundred fire fighters that have so far been unable to contain the spread of the blaze.

And that's the end of the news.

Short Answers (2) 33.MP3

Listen to a phone call between a mother and her daughter, and answer each question 1-7 with NO MORE THAN THREE WORDS according to what you hear from the conversation. First, you have some time to read the questions. (pause) Now, listen to the phone call.

Jane: Hi, mum, how are things?

Mother: Oh, hello, Jane. Are you all right?

Jane: Yeah, great! I just thought I'd phone to let you know we're OK. It's all really wonderful. The weather's fantastic. I'm sitting here in short sleeves and I'm still hot. I can't believe it's December. Did you get my card?

Mother: No. The postman hasn't been here for a couple of days. But you know what the post's like at this time of the year. They've probably got a backlog to catch up on. How was your flight in the end, by the way?

Jane: Ugh. Awful! It was a typical charter. We were delayed and had to sit around for hours, so we didn't take off till after midnight, and it was five in the morning before we got to the hotel.

Mother: Oh dear. What a pity!

Jane: But we're making up for it now. On Monday, we had a great day on the beach, just lying in the sun and swimming – the water's lovely, you know, not at all cold. That was to recover from Sunday when we hired a car from one of those rent-a-car agencies and drove all round the island, up into the mountains. It was really spectacular. I mean, the scenery is wonderful.

Mother: Oh, that's good. I can see you're going to have a good fortnight.

Jane: Yeah, it's all going by too fast. A fortnight is too short. I wish now we'd booked three weeks instead. Still, can't be helped. Listen, do you think you could come and meet us when we get back? The plane gets in at about six fifteen on the eighth. Let's see, I have the ticket here. Yes, it says "Arrive six fifteen on January the eighth".

Mother: Yes, of course, dear. Don't worry, we'll be there. Now, just make sure you put lots of cream on if you're lying in the sun in all that heat.

Jane: Well, actually I fell asleep on the beach the other day and had a really red nose – all peeling and burnt.

Mother: Well, be careful. And what's John up to?

Jane: Oh, he's having a lie-down. He isn't feeling very well today. I think it's something he ate. We had a big meal out last night, so perhaps the food was too heavy. You know, they eat really late here. We still have another hour before dinner.

Mother: Good heavens. We had our supper hours ago...

Short Answers (3) 34.MP3

Listen to the following interview and answer each question with NO MORE THAN THREE WORDS. First you have some time to read the questions. (pause) Now, listen to the interview.

Interviewer: Good afternoon, Mr. Brown. Do sit down. Now, tell me what made you apply for this job?

Mr. Brown: Well, I've been wanting to improve my position for some time, and it seemed to me that the job you advertised would give me an opportunity to learn more about marketing and sales techniques in general.

Interviewer: Where are you working at present, Mr. Brown?

Mr. Brown: Well, actually I haven't got a job at the moment. I had a job as chief clerk in the buying department of a retail store, Johnson and King. I expect you've heard of them. But to tell the truth, I didn't quite hit it off with the sales manager.

Interviewer: Oh, why was that, Mr. Brown?

Mr. Brown: Well, he was rather old-fashioned in his methods, and the sales policy of the firm seemed to me too slow. I'm a great believer in the personal approach to selling. I took a course in business management at the London Commercial College, and I'm afraid I found Johnson and King's methods very out of date. They first opened in 1880, you know, and I don't think they've changed their ideas since then.

Interviewer: Really? In that case, you may be interested to know that our firm first started business in 1870, and we believe that the old slogan "The customer is always right" still holds good today. I'm afraid our chairman Samuel Jackson, great-great-grandson of the original founder of the firm Josiah Jackson, does not approve

of high-powered modern selling technique. And with some justification as our export figures show, we base all our sales technique on Peterson's theory of salesmanship published in 1900. I presume you've read it.

Mr. Brown: Well, actually no. But I'll make a point of getting one from my local library without delay.

Interviewer: Do that, Mr. Brown, and then come and see me again.

Short Answers (4) 35.MP3

Listen to the following talk between two friends and answer each question with NO MORE THAN THREE WORDS. First, you have some time to read the questions. (pause) Now, listen to the talk.

Jane: Do you know what, Tom, it won't be long before we'll all be travelling to space in a cable car!

Tom: A cable car? What do you mean – a sort of sky lift?

Jane: Well, yes, I suppose so.

Tom: You must be joking. Where on earth did you get that idea from?

Jane: Oh, I've just been reading it in a book called *Apes to Astronauts* by Adrian Berry. He's the science correspondent of *The Daily Telegraph*, so he should know what he's talking about. He says – wait a minute, I've got it here, page 28 – "A Cable Car to the Heavens".

Tom: Oh, honestly, Jane! You surely don't believe all that stuff you read in those sci-fi books.

Jane: It's not science fiction. It's a fact. Hang on, I'll read you what he says: The space writer, Arthur C. Clarke, to whose inspiration we owe the communication satellite, recently outlined a proposal for a new means of space travel which, he admitted, "is so outrageous that many of you may consider it not even science fiction, but pure fantasy". Shall I go on?

Tom: No, just tell me how he thinks it could be done.

Jane: Well, it sounds quite simple really. One end of a cable, 23,000 miles long...

Tom: How long?

Jane: 23,000 miles. Do listen. One end of a cable, 23,000 miles long, would be attached to a point on the Earth's equator and the other to a satellite in geostationary orbit.

Tom: So?

Jane: The cable would be absolutely tight between the two points, and the elevator would travel up and down, carrying people and freight. According to Arthur Clarke, it's the only way to travel in space without using rocket engines – which would make it much more economical. I wonder if it would be more comfortable.

Tom: It sounds pretty uncomfortable to me, and heaven knows what speed it'd be travelling at. What would happen if the cable broke?

Jane: Oh, he explains all that. Apparently the most likely place for it to break would be at or near the ground, and if that happened, it wouldn't fall down, it would fall upwards.

Tom: Upwards? Mm... yes, I suppose it would.

Jane: Yes, sounds funny, doesn't it? Something falling upwards. Anyway, it wouldn't matter too much either if the cable broke away from the high end. It'd remain rigid until it could be reattached to the satellite. I don't quite see why.

Tom: Well, it would be the pull of gravity from above. Anyway, who'd want to be stuck in an elevator attached to a rigid cable thousands of miles up in space? I suppose he doesn't say what would happen if it broke in the middle.

Jane: Actually he does. He says it would be dangerous if the break occurred at any altitude up to 15,000 miles because the bit attached to the Earth would – what does he say? Oh, yes – "collapse and wrap itself round the equator like a whiplash".

Tom: Whiplash?

Jane: You know, the long bit of cord or leather on a whip. Anyway, even that would only be really catastrophic if the cable was made of steel or some other metal. Metals are much too heavy. The cable would have to be made of some material capable of suspension without snapping.

Tom: But I thought you said the cable would be 23,000 miles long.

Jane: I did, but the 3,000-mile "breaking length" is because of gravity.

Tom: Well, all I can say is, you'll never catch me going to space in a cable car. I'd rather keep my feet on the ground. Thank you very much.

Short Answers (5) 36.MP3

Listen to the following talk about UFOs and answer questions 1-8 with NO MORE THAN FOUR WORDS for each one. First, you have some time to read the questions. (pause) Now, listen to the talk.

Do UFOs really exist? This question divides people into two sharply opposing camps – the believers and the non-believers. The former is quite convinced that extra-terrestrials exist and

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travel around the universe in Flying Saucers. The non-believers are sure that the only form of life exists here on Earth, and that any UFO sightings can be scientifically explained as purely terrestrial phenomena. So let's take the believers first, and see what evidence they have to support their belief.

For many years, there have been reports of strange flying objects, and in 1947, the name of Unidentified Flying Objects, or UFOs, was given to these phenomena.

Many of the reports of UFOs have a curious similarity: the objects are generally described as disc- or cigar-shaped. In daylight, they appear silvery, often luminous or surrounded by an aura; at night, they have the appearance of bright lights, often yellow-red in colour. They are said to travel at high speed and accelerate rapidly – frequently disappearing suddenly. A sound described as a low hum or swish has been heard when the UFOs appear, and they sometimes stop and hover or rotate over certain spots as though observing something.

These reports have come from all types of people: policemen, farmers, walkers, aircraft pilots, children, housewives; in fact, no one class can be selected as being particularly susceptible to sightings. Perhaps, though, the most convincing evidence has come from the aircraft pilots whose visual sightings have been supported by radar tracking. Most radar operators have compared the UFOs on their radar screens to large aircraft, though they have an unexpected manner of simply vanishing, unlike a normal aircraft. Certain photographic evidence of UFOs has also been produced, although many of the prints are unclear or blurred.

But the most astonishing reports have been of close encounters with UFOs. Dr. Hynek, director of the Centre for UFO Studies in Illinois, USA, has classified these encounters as of three kinds. A close encounter of the first kind is when a witness reports seeing a UFO within a few hundred metres – often when it has landed on the ground. A close encounter of the second kind is when the UFO has left a physical trace, such as an indentation or scorching of the ground, a burnt area of vegetation or broken telephone wires or tree branches. A close encounter of the third kind is when people report actual contact with alien beings; here, the descriptions vary widely from reports of normal-looking humans, generally wearing unusual clothes or speaking a strange language, to those little green men with four legs. This third kind of encounter is the most difficult to believe in, although many of the witnesses appear to be sensible men and women not given to lying.

From all the different kinds of report, there seems to emerge a general pattern of UFOs. There is a high level of agreement on the shape, colour, movement, and sound of UFOs, but far less coherence when describing extra-terrestrial beings. To the non-believers, they don't exist.

In fact, the non-believers state quite categorically that all UFOs have a scientific explanation. They are either natural phenomena such as ball lightning, marsh gas, comets or northern lights, or they are aircraft seen from an unusual angle. Non-believers also suggest UFOs might

be planes or rockets which are on Government secret lists, and therefore of designs unknown to the public. They discount the evidence of radar sightings as the screens sometimes show up radar shadows or mirages of things which do not exist. Photographs are dismissed as fakes or as pictures of aircraft taken from unusual angles. Finally, the three types of close encounters are discounted by the non-believers as hoaxes, hallucinations, or people misinterpreting information. The first kind of encounter can be accounted for in the same way as a Flying Saucer seen in the air – as a natural phenomenon. The second kind of encounter usually has a natural cause: the heat marks resulting from fires caused by lightning or people's carelessness, the telephone wires and branches being blown down by high wind and the indentations resulting from subsidence of the land. The third kind of encounter is generally disbelieved because no photographic or taped evidence exists. It is also felt that the witnesses may have been suffering from abnormal mental or physical states at the time.

So, to sum up – it is very difficult to say whether UFOs definitely exist or not. The evidence for their existence is rather weak, but on the other hand, there are certain strange phenomena which cannot be explained scientifically at the moment. Perhaps we can leave the subject with a quote from Dr. Hynek: "Maybe, the whole phenomenon is not as mysterious as we think, after all, a hundred years ago we knew nothing about nuclear energy – maybe our scientific knowledge is just not advanced enough to explain UFOs." In the meantime, reports will continue to pour into the Centre for UFO Studies, and spotters all over the world will continue to watch the skies for signs of men from outer space.

Day 12

True/False (1) 37.MP3

Listen to the extract of a television travel programme, and then decide whether each of the statements below is true or false. First, you have some time to read the questions. (pause) Now, listen to the extract.

Hello and welcome to another edition of "Your Holiday". And in tonight's programme, we'll have reports on Sardinia, Austria, the Black Sea coast of Turkey and the little-known kingdom of Bhutan, way up in the Himalayas. But first, we go over to our news desk and Paul Wells. Paul...

Thanks, Mary. And first of all, some up-to-date news for potential visitors to Guatemala, as there has been some confusion about who needs a visa and who needs a tourist card. Well, if you're travelling on a British or Irish passport, you'll have to shell out ten dollars for a visa, which is valid for a stay of up to thirty days, and must be obtained before travelling to Guatemala.

Apparently, visa extensions are very difficult to obtain. Most other EEC nationals can obtain a tourist card on arrival at the border for just one dollar, valid for thirty days extendable to ninety, but this extension will cost you a further five dollars. At the moment, it is unclear if this applies to French nationals, who may need a visa. Check at your local consulate before leaving for Guatemala.

Switching to Asia now, Burma has announced that the tourist visa facility will not be available for the time being. Regular viewers of this programme will no doubt remember that visas were always restricted to seven days in any case, but apparently you won't even get your week in now. The reason given is the recent state of unrest within the country, particularly in and around the capital, Rangoon, where visitors' safety cannot be guaranteed at present. Now, we have had reports from our correspondent in Thailand that the Burmese Embassy in Bangkok is continuing to issue seven-day visas despite the official announcement, but it would seem a risky business going there at the moment, even if you can get in.

And finally from me, news of a welcome price reduction for children under the age of five at most resorts on the Costa del Sol in the south of Spain – there'll be at least twenty-five per cent off all year round, and as much as seventy per cent off in the low season, depending on the resorts. And on that happy note, it's back to you, Mary.

True/False (2) 38.MP3

You will hear part of a lecture on satellites. Look at questions 1-7 and decide whether the statements are true or false. First, you have some time to read the questions. (pause) Now, listen to the lecture.

The first man-made satellite was put into space by the Russians on October 4th, 1957, called Sputnik I. It caused enormous interest around the world. Although American scientists had already made plans to put their own satellite into space at the same time, their first attempt failed. Their first satellite, Explorer I, was eventually put up on February 1st, 1958. The space race had started.

Since those early days, the pace has quickened. Now, we use satellites for a variety of purposes to improve the quality of our lives. For instance, satellites are used to help forecast the weather more accurately: storms can be watched, advance warnings of droughts and floods can be given, and pollution can be detected by satellites.

Another way satellites can help is by allowing scientists to study the mineral and natural face of the planet: deposits of minerals, oil and natural gas can be found this way. The rate of destruction of forests, and the use of land for agriculture can also be charted.

Something which benefits us all is the communications revolution, and this would not have been possible without satellites. There are now sophisticated telecommunications systems which enable you to phone direct all over the world; colour photographs can be sent immediately from one end of the world to the other; television programmes, such as the famous Live Aid pop concert, can be seen simultaneously round the world. This concert was seen by a worldwide audience of one and a half billion people.

There is another use for satellites about which we naturally know much less – their use in military operations. Satellites are regularly used by countries who wish to spy on each other; in fact, this is considered one of the most important uses of satellites.

Perhaps the best known way of putting satellites into space is through the American Shuttle Service, which was first launched in 1981. This is manned, that is, men are put up into space with the rocket to launch the satellites. However, this is not considered necessary by some experts, and manned space flights suffered a serious setback when all seven astronauts were killed in the Challenger disaster of January 1986: shortly after lift-off, the rocket exploded and totally destroyed the mission. After this disaster, an alternative system, which did not put human life at risk, seemed preferable. In direct competition is the European rocket-launch system, the Ariane L3S. This system is unmanned. The first launch from the Ariane's base in French Guyana on the northeast coast of South America took place in 1979. The Ariane system is built by ten European countries together who form the European Space Agency – the ESA.

Both these systems, the American Shuttle and the European Ariane, are in active competition for the multi-billion dollar business of putting satellites into space.

True/False (3) 39.MP3

You will hear a college lecturer being interviewed about the subject of her new book. Look at questions 1–7 and decide if the statements are true or false. First, you have some time to read the questions. (pause) Now, listen to the interview.

Interviewer: Now, we turn to Pat Maynard, senior lecturer in education at King's College, London, to talk about her new book on co-educational schools, *A Mixed Blessing*, which is published today. Pat, your findings make fascinating reading. They seem to suggest that girls do not benefit from being educated in mixed-sex co-educational schools.

Pat: Well, I think they do more than suggest that – it is very clear from my research that girls are at a disadvantage in mixed-sex schools.

Interviewer: Can you give us some examples?

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Pat: Certainly. We found, for example, that the behaviour of boys in the classroom towards girls actively discourages girls from speaking. When a girl tries to speak, typically boys fold their arms, lean back in their chairs and groan or pull faces. They look bored and even make comments like "Turn it off", or "Pull its plug out". Now, if you were treated to insulting behaviour like that, what do you think your reaction would be? It would take considerable courage to continue, and in fact, we found that most girls learn that keeping quiet rather than contributing to the lesson in any active way was the most sensible thing to do.

Interviewer: Indeed. So you found that boys do most of the talking in the classroom?

Pat: Yes. And not only do boys dominate the classroom verbally, but they do so physically as well. One girl, for example, told me that boys deliberately take up a lot of room. If a girl wants to get up and get something, she has to climb over boys' legs blocking the aisles. Then, we noticed that boys will deliberately lean across a girl's desk to each other, putting their arms all over her work in the process. And then – even worse – if the girl protests, he will act with astonishment, as if he hadn't noticed that there was a girl sitting there.

Interviewer: That seems extraordinary, Pat, but what evidence do you have?

Pat: For example, we've got diagrams of classroom seating to show that boys dominate the teacher's line of vision and push girls to the edge of that vision. Another thing – we have many recordings of teachers telling girls to "be quick" when they are speaking, because if they are not, then the boys will start to make a noise and disturb the class. It's easier for the teacher if she or he pays more attention to the boys, because it is the boys and not the girls who cause the trouble. Girls don't make a noise when boys are talking.

Interviewer: But what about the argument that single-sex schools do not prepare girls – and boys too for that matter – for life?

Pat: What goes on in mixed-sex schools is exactly what goes on in the outside world. Men – or in this case boys – dominate women – in this case girls. This is what people call "normal" behaviour. It is precisely for this reason that I would argue that girls should go to single-sex schools where they will not be dominated by boys, and where they will have a chance to develop their potential without interference. Let's take our most famous example – Margaret Thatcher. Where would she be now if she had gone to a mixed school? But she was fortunate. She went to a school where she had a chance to speak, to learn how to express herself, to be listened to with respect and attention. So, she was able to develop the confidence to go out into the world – a man's world – and to resist attacks from men. My research shows that this is what girls need.

Interviewer: Well, on that very interesting point, we must say thank you, Pat Maynard. Her book, *A Mixed Blessing*, is published today, price: 3.95.

True/False (4) 40.MP3

Man has always been curious, and since prehistoric times he has looked for new lands to conquer. First, he explored his cave, then the land, next the sea and eventually the air. Now, finally, man is exploring space, and dreams of leaving the Earth have come true.

This wish to leave the Earth and reach other planets was first mentioned in the second century AD, when a Greek, Lucian of Samos, wrote two fantasies about men who went to the Moon: one used a pair of wings made by himself while the other was carried there by a waterspout during a storm. The Moon was the obvious destination in early literature as it is the nearest planet to the Earth and has clearly visible markings which led to imaginative conjecture about life there.

But after Lucian, for the next 1,400 years, no other writings about travelling to the Moon have survived. Man seemed content in his belief that the Earth was the most important planet in the centre of the universe, and therefore there was no necessity to leave it. This view was reinforced by the Christian Church, and in 1543, Copernicus was condemned as heretical when he published his revolutionary theory that the Sun was the centre of the universe, and the Earth, the Moon and other planets revolved about it. Although this theory was criticised, it started men thinking about the stars again.

Not long afterwards the first telescope was invented in Holland and Galileo, the brilliant Italian astronomer, used one to explore the heavens and discover much new information about the planets. When his observations were published in 1610, the Church threatened to excommunicate him, so he retracted most of his statements. But man's imagination had been stirred by this new knowledge, and in 1634, Kepler, the German astronomer who had discovered how the planets moved round the Sun, published a story about a journey to the Moon. His hero was transported there by "magic moon people" who could fly through space. Included in the story was a detailed description of the Moon's surface which Kepler had seen through his telescope.

After Kepler's book, there were many more stories about space travel and voyages to the Moon. Mostly they were fantasies, but some contained attempts at discussion of space travel, describing physical conditions on the Moon and proposing ways in which man could possibly live there. Rockets were first suggested as spaceships by Cyranô de Bergerac in two space adventures written in 1649 and 1652. He was also the first writer to send his space travellers to the Sun as well as to the Moon.

But when these books were written over 300 years ago, no one seriously thought that it would be possible to travel in space. It was not until Jules Verne, the French novelist, wrote

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his famous story "From the Earth to the Moon" in 1865 that any attempt was made to apply known scientific principles to spacecraft. Man had been experimenting with flying ever since 1783 – the advent of the first hot-air balloon. But although various gliders and airships were invented, it wasn't until 1903 that the first powered flight was made by the Wright brothers in a wooden biplane. By this time, H. G. Wells had already published his famous space stories, "The Time Machine" and "The First Men on the Moon", so once again writers were leading the way. Wells' prophecy, in the latter story, wasn't to come true until 1969 when the two Americans, Armstrong and Aldrin, finally stepped out onto the Moon's surface.

Since then, rockets have landed on Venus and Mars, and with the launching of the space shuttle, it will not be long before men visit other planets.

Then, it will be interesting to see if Wells' other prophecies will come true, and man will travel faster than light. Will he, in fact, build his own time machine and travel through time as well as space? Many modern science fiction writers have gone far beyond this speculation, and have their heroes teleporting from spaceship to planet with the greatest ease, dematerialising and materialising again at will, and making loops with time to unite past and future without effort. How much of this will come true we can only guess. But one thing we can be sure of is that writers will continue to stimulate our imagination with marvellous adventures, spectacular prophecies and astounding ideas, some of which, no doubt, come true and change fiction to fact.

True/False (5) 41.MP3

Listen to the following conversation between two students. Look at questions 1-7 and decide if the statements are true or false. First, you have some time to read the questions. (pause) Now, listen to the conversation.

Pauline: Here's your coffee, John.

John: Thanks, Pauline. Now, shall we start thinking about this talk then? Let's see, it's on the 20th, isn't it?

Pauline: Yes, that's right. That gives us three weeks to plan it. Shall we start by thinking about what exactly we want to include?

John: Yes, that's a good idea. Now, here's some paper to make some notes.

Pauline: Right. Now, the talk is about pollution in the inner city. We should include some information to show how polluted they are, shouldn't we?

John: Yes, it would be interesting to have some figures to show, for example, how much car exhaust fumes pollute the air – we could possibly get them from the Department of the Environment, couldn't we?

Pauline: Yes. Then at least people would be aware just how serious this problem is! And then we could go on to point out where all this carbon monoxide comes from.

John: Umm... you mean, for instance, cars and lorries.

Pauline: Do we have any statistics about how much the number of cars in the inner city has grown?

John: Yes, yes, that's no problem. I think car owners should see just how much it has increased. People like to use their own cars all the time, don't they?

Pauline: Yes, it's quite incredible really, especially as the bus service here where we live is not bad. I mean, in other cities, the public transport system is terrible, but at least the city council has given grants to improve it here.

John: Umm... but I still wish people would use it more. Should we mention ways of cutting down on the number of private cars by introducing, for example, a Park and Ride scheme, so shoppers can leave their cars outside the city centre and travel in by bus?

Pauline: Yes, we could save that until the end of the talk as a possible solution. And how about the problem of the lack of parks and green areas – there aren't many here, are there?

John: No – that's a definite point to mention.

Pauline: OK – Let's see – cars, parks... how about cycle lanes? They've been very successful in other places in reducing the number of cars in the inner city.

John: That may be asking for too much. We've been asked to write a leaflet about the subject too, so maybe we could include it in that instead.

Pauline: Yes, I suppose we can't ask for everything at once! But I really think we ought to say something about the lorries which are allowed to drive through the city centre.

John: You mean to suggest an idea to reduce their numbers?

Pauline: That's not enough! We need the council to introduce a law to ban them altogether. I know the shopkeepers won't like it but...

John: Yes, it'll be difficult, but it's necessary to make people aware of how much they pollute the air, so let's make a note of that, too... banning lorries in the city centre.

Pauline: Yes... and shoppers will feel safer with no lorries there. It's definitely time we had more pedestrian precincts, too – should we include that?

John: I'm not sure. I'd rather keep this talk simple – the council won't like it if we make too many demands, will they?

Pauline: No, they won't. OK, well then. Let's see. So far we've got these ideas... look at the number of...

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Day 13

Review (1) 42.MP3

You will hear part of a tutorial between two students and their tutor. The students are doing a research project on computer use. Listen to the conversation carefully and answer questions 1-5. First, you have some time to look at the questions. (pause) Now, listen carefully and answer questions 1-5.

S = Sami T = Tutor I = Irene

S: Dr. Barrett?

T: Sami, come in. Is Irene with you?

I: Yes.

T: Good, sit down. Right, we're looking at how far you've got with your research project since we last met. You decided to do a survey about computer facilities at the university, didn't you?

I: That's right. We decided to investigate the university's open access to a computer when they need one, so we thought it would be a useful area to research.

T: Good. It's not a topic anyone has looked at before, as far as I know, so it's a good choice. So, what background reading did you do?

S: Well, we looked in the catalogues in the library, but we couldn't find much that was useful – it's such a specialised subject, hardly anything seems to have been published about it...

I: And as well as that, the technology is all changing so quickly.

S: But the open access centre has an online questionnaire on computer use that it asks all the students to do at the end of their first year, and the supervisor gave us access to that data, so we used it as a starting point for our research. It wasn't exactly what we needed, but it gave us an idea of what we wanted to find out in our survey. Then, we designed our own questionnaire.

T: And how did you use it?

I: We approached students individually and went through our questionnaire with them on a one-to-one basis.

T: So, you actually asked them the questions?

I: That's right. We made notes of the answers as we went along, and actually, we found we got a bit of extra information that way as well – about the underlying attitudes of the people we were interviewing – by observing the body language and things like that.

T: How big was your sample?

S: Well, altogether we interviewed a random sample of 65 students, 55% male and 45% female.

T: And what about the locations and times of the survey?

S: We went to the five open access computer centres at the university, and we got about equal amounts of data at each one. It took us three weeks. We did it during the week, in the days and in the evenings.

T: Not the weekends?

S: No.

T: So, presumably your respondents were mostly full-time students?

S: Yes... oh, you mean we should have collected some data at the weekends, from the part-time students? We didn't think of that.

T: OK. It's just an example of how difficult it is to get a truly random sample, so how far have you got with the analysis of results?

I: Well, everyone agreed there was a problem, but we're more interested in what they think should be done about it. The most popular suggestion was for some sort of booking system. About 77% of the students thought that would be best. But there were other suggestions; for example, about 65% of people thought it would help if the opening hours were longer, like 24 hours a day.

Review (2) 43.MP3

Harry is talking to a salesperson about hiring a car. As you listen, answer questions 1-10. First, you have some time to look at questions 1-10. (pause) Now, listen carefully and answer questions 1-10.

H = Harry S = Salesperson

H: I'm on holiday and I'd like to hire a car to travel throughout Britain.

S: That sounds great. I wish I were going! Where do you plan to visit?

H: Well, I'm going to look at some top tourist spots – Stonehenge, the Welsh valleys and... and I'd like to get right up to the north of Scotland to see the Highlands around Inverness. Maybe, I'll even get some great pictures of the Loch Ness Monster. That's the reason I'm hiring a car, I mean, I love the freedom to go where I please and really make the most of my stay.

S: I see. Well, you've come to the right place. Book your holiday through our agency, and you'll benefit from the help of expert consultants like me. We can offer you the best deals

going. We use only the most respected international car hire companies. I'm sure we can find just the right car for you, and if you pre-book before you want to go, that'll guarantee that the most suitable car will be available. And we make what we call our "price pledge", too. In the unlikely event that you find a lower price with another international car hire company for an identical car, we'll match it. That means we'll refund the difference between what you've paid us and the offer from the other company.

H: Can't say fairer than that, can you? Anyway, could you tell me more about the cars, and, obviously, the insurance? I'm going to be driving several thousand miles, and I need a vehicle that will go the distance and not break down.

S: Don't worry, sir. You're in good hands with us. We're one of the UK's largest car rental companies with a track record of over 50 years' experience. Our standards of service are unrivalled. Our cars are on average six months old and are subject to regular safety checks and maintenance... er... about the insurance. Our hire rates include full insurance for all collision damage. Mind you, the careful driver's got nothing to worry about. Statistics show that Britain has the safest roads in Europe. One of our customer's been driving for 35 years without an accident, and that's not unusual these days in Britain.

H: That's reassuring. So, what do your hire rates cover? Are there any extras?

S: There are no hidden extras with our company, unlike some which I could mention but mustn't. Our rates are fully inclusive and give you unlimited mileage plus insurance against theft and, as I said, collision damage. Also, there are no fees for amending or cancelling your booking, so you're free to decide what to do.

H: What about picking up and dropping off the car?

S: We have collection points at town centres throughout Britain and at all the airports, which are open during office hours. If you prefer, your car can be delivered to, and collected from, your accommodation.

H: That sounds fine. I would like the car to be delivered, but I'll take it to the airport myself when I go back to China... um... I'd be interested to know about various models I could hire.

S: We can offer five types of cars. If you wanted a hatchback, you could hire a five-door or a three-door. Both of them have power steering and airbags. The larger one also has air conditioning. You know, a hatchback is a car with a door at the back that lifts up?

H: Yes, what are the alternatives?

S: The first alternative is our four-door sedan. Or, if there are only two of you, you might like our two-door open-top convertible model. It looks like a sports car. The other two alternatives are a bit different. If you want to go on rough country roads, or off-road, we have a very good 4-wheel drive vehicle.

H: We haven't decided how many people will be going yet. Some friends might want to come with us. So, finally, could you tell me the prices?

S: All our rentals are calculated in three-day periods. The people carrier costs £180, the sedan £135, the hatchback £63, the small hatchback £47 and the two-door convertible £111. Excellent value, all of them, especially if several people share.

H: My thoughts exactly. I'll be in touch with you in the next few days to let you know which model I'll take.

S: That'll be a pleasure, sir. Please take a copy of our latest brochure with you.

Review (3) 44.MP3

You are going to hear a lecture about the world's energy. Listen carefully and write NO MORE THAN THREE WORDS to fill in each blank in the following summary. First, you have some time to read the questions. (pause) Now, listen to the lecture.

The world's energy comes from a number of different sources, which may be broadly classified into two categories. The first, which includes fossil fuels and minerals such as oil, coal, natural gas, uranium, etc., comprises sources of energy that are non-renewable. The second category, which includes the winds, the waves, the tides, the temperature of the oceans, and the sun, comprises sources that will continue to provide energy in virtually unlimited quantities as long as the earth and the sun exist. And yet, despite the fact that they are to all intents and purposes inexhaustible, the sources of this second category remain almost untapped.

Most energy is produced today by burning hydrocarbon fuels drawn from the world's non-renewable reserves. The amount of these potential reserves, by which is generally meant the quantity that can be extracted by present or conceivable future techniques, is a matter of some controversy; this is understandable, if we consider the enormous difficulties involved in determining how much fuel nature has hidden in the earth, and how much of it is – or will become – accessible, and the fact that different countries use different methods of estimation.

Proven recoverable reserves, i.e. those whose extraction is already an economically feasible proposition, are considerably smaller. The great difference between potential and proven recoverable reserves is explained by the fact that Nature has placed so much of this fossil fuel in remote parts of the globe, at depths and in quantities that makes its extraction unjustifiable at present in economic terms.

Let us now compare proven recoverable reserves with estimated consumption. Between now and the year 2010, the quantity of energy required by the world will account for almost 10 per cent of its proven recoverable fossil fuels; if no other source of energy is employed, 78 per cent of these fuels will have been used up by the year 2050; while a hundred years later – according to the most moderate long-term forecast – there will be none left.

Comparison of consumption with potential reserves produces a somewhat brighter picture. By the year 2010, the demand for energy will have used up only 3.6 per cent of these reserves, and by 2050 – 26 per cent. A century later, about half of these reserves will still remain.

These comparisons clearly show that the world's stock of chemical fuels is quite sufficient to cover its energy requirements for at least another hundred years. There is thus no immediate danger of, as it were, emptying the coal bucket. On the other hand, these reserves of fuel are limited, and within the foreseeable future there could be none left. It is possible that our children's grandchildren might find themselves in a world drained dry of natural gas and oil. We should thus lose no time in thinking about ways and means of producing artificial oil or artificial gas, and above all, of producing energy in unlimited quantities from sources which in no way threaten the environment.

Review (4) 45.MP3

You are going to listen to an article from a magazine. Look at questions 1-6 and decide if the statements are true, false, or not mentioned. First, you have some time to read the questions. (pause) Now, listen carefully.

Dr. John Rae has windmills on the mind. But these are not fantasies for tilting at nor idle daydreams.

As chief scientist at the Department of Energy, it is Rae's task to keep Britain switched onto alternative sources of electricity and fuel. From wave machines to sun-powered cars, he is the one who must examine all the options. And windmills, Rae believes, are among the most promising.

There is a drawback: wind power is greedy for land. At Altamonte Pass in California, nearly 7,000 windmills cover 23 square miles, yet when they are all working at peak production, total output is 1.2 gigawatts, only about the same as an ordinary power station.

It was the dramatic rise in the price of oil during the early 1970s that inspired Britain's so-called "renewable energy" from natural environmental sources which never run out, including those such as wind and tide – unlike coal or oil. The programme researches and demonstrates new techniques to industry, persuading companies and institutions to take them up.

The flow of oil from the North Sea has taken the urgent edge off finding renewable energy. Research into renewables has a budget of 14 million compared to the 200 million for nuclear power research. However, Rae reckons he would have difficulty spending a bigger sum sensibly at the moment.

Most of the cash goes to the on-shore wind, tidal, and "hot dry rocks" projects. Rae claims Britain is an international leader in the latter, which gets its name from the hot rocks beneath the earth's crust that are the source of its energy. Water is pumped down under pressure, passed through fractures in the hot rocks, and pumped back up again. Estimates of the potential vary wildly, but some say there may be enough hot rocks under Britain to power the country for nine years.

The tidal option seems the source which nature intended Britain to pursue. "In the Severn Estuary we have one of the best sites in the world for tidal power," says Rae. The proposed 5.5 billion Severn Barrier on its own could produce a peak of 7.2 gigawatts over one year – equivalent to almost 5% of Britain's energy consumption.

But there are big problems. Tidal power comes in surges twice a day. Unfortunately, no battery is big enough to store the amount of power produced at a surge. "This is the universal curse," says Rae. So instead, the barrier must be geared to supply a much lower level of power consistently. This reduces its capability to 1.1 gigawatts, the equivalent of just one conventional power station.

"Realistically, the total amount of energy we could expect to get from tidal power, even looking twenty years into the future, would be 8%," Rae says.

Day 14

Practice Test One 46.MP3

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions and you will have a chance to check your work. All the recordings will be played ONCE only. The test is in four sections. Write all your answers in the Listening Question Booklet. At the end of the test, you will be given ten minutes to transfer your answers to an answer sheet. Now turn to Section 1.

Section 1

In Section 1, you will hear two people talking about life in British cities. First, you will have about 30 seconds to look at questions 1-9.

(30 seconds pause)

Now, listen carefully and answer questions 1-9.

Woman: I've been living in London now for three years, and I still don't think I've got used to it. Life is... well... very impersonal here. People in the south of England are rather

unfriendly compared with people in the north. I come from a rather small town in Lancashire called Ormskirk... it's close to both Liverpool and Manchester. So... uh... perhaps I'm just not the sort of person to live in a place like London. For one thing, I find it's very difficult to talk to people here about anything. They're all so... indifferent. Perhaps it's because they get so tired just travelling to and from work.

In Ormskirk, I had plenty of friends. Here in London I have very few friends... in fact, I don't think I have any. Acquaintances. That's what they are. Acquaintances. I know a lot of people but I haven't any friends. Perhaps it's my fault. Or perhaps it's just the place.

Man: I was born in a small village in the west of Ireland near Cork and personally, I couldn't wait to get out of it. I came here when I was eighteen. I actually stole the money to come here although I have paid it back since.

People say village life is so much better than life in a city like London – half the people I know here in London say they would prefer to live in a village somewhere, but I think they have a very unrealistic idea of what life in a village is really like. In most villages, people gossip about each other all the time. They've nothing else to talk about. They've nothing else to do! It's impossible to keep anything private for long. Your life is everybody else's property.

Now, I don't like to say anything very nice about the English, but I must admit they're more tolerant than the people back home. People in small villages who've lived there all their lives are very intolerant, you know. They think everybody should be the same as they are. Here in England... well, here in London, at least, people really don't care what you do, what you wear or how you behave as long as you don't actually disturb them. Now, I don't know if that's tolerance or indifference. And I don't really care. But I think I've made a lot of friends here... well, many of them are Irish, like myself... but I have some English friends. It isn't difficult to make friends in a place like this... as long as you're prepared to make contact... to talk to people. It's no good just sitting in your room and waiting for people to come to you. You've got to go out to them. And if you don't, it's not their fault you haven't any friends. It's yours!

That is the end of Section 1. You will have half a minute to check your answers.
(30 seconds pause)
Now turn to Section 2.

Section 2

You will hear a talk about choosing the right course of study in the UK. First, you have 30 seconds to look at questions 10-22.

(30 seconds pause)

Now, listen carefully to the talk and answer questions 10-22.

Good morning, this talk is about studying in the UK and choosing the course that is right for you. There's a huge amount of choice of study courses in the UK. Over 200,000 courses are available on every subject you could imagine, and some you possibly couldn't. What I'm going to do is outline for you five factors you should take into account before you make your choice, that is, the way to find which course will help you most to become the best that you can be.

The first factor is time. Make sure you give yourself enough time to plan your decision. Rush decisions are usually bad ones and may be disappointing and expensive. Take enough time to get the information you need from colleges, universities and training institutions. They usually have websites which provide lots of information and they are happy to reply to questions by e-mail. But you need time to find the websites, download the information, consider it and, very important, talk it over with friends and family. If you are going to study in the UK, you must be serious about your future career, so it's important to make the right decision. Take time to think about why you want to study in the UK and what you hope to achieve. Plan your career goals. Actually write them down. Here are some suggestions. 1. To start a career. 2. To build your CV. 3. To gain expertise. 4. To broaden your skills. Let me repeat them for you. They're important. 1. To start a career. 2. To build your CV. 3. To gain expertise. 4. To broaden your skills. Once you have defined your goals, you'll find it easier to narrow down your choices. Remember that you'll usually have to apply for a course between September and December and start the following autumn. Applications for medicine, dentistry, veterinary science, and for any course at Oxford or Cambridge need to be in, that is, received by the university, by the 15th of October at the latest.

The second factor is to get a wide range of information. Don't just go by your first ideas. They may be out of date or plain wrong. You should consult a good reference book such as the *Guide to UK Education*. You can also get brochures called "prospectuses" from any UK institution. These provide a great deal of further information. Be sure to ask if you have questions that aren't answered in the literature. You should also consider ranking information. Higher education institutions in Britain must publish the scores they get from the government for their teaching, research and other factors such as spending on facilities and graduate recruitment rates. Of course, you shouldn't make your decision on rankings alone. Some top-ranked institutions may not be the best in your subject area, may not offer the sort of placement opportunities you're looking for, or the kind of student environment that would best suit you.

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Factor 3 is more personal. First, ask yourself if you are really interested in the course, once you have found out exactly what it involves. Full time demands sustained effort and strong motivation. Secondly, get to know what methods of study your course will require. Some of these may be unfamiliar. As well as traditional lectures and demonstrations, you may also have to take part in seminars, undertake practical exercises, attend individual tutorials and go on work placements and field trips. Be sure that you feel comfortable with the study methods of the course. Thirdly, find out how you will be assessed. It could be on coursework alone, exams, practical work, or a combination of these.

The fourth factor you should consider is the place itself. What sort of environment would you like? Do you prefer the action and excitement of the big city, such as London and Manchester, or would you like to settle down in a more peaceful place where the student community might be smaller? Would you choose to live on a self-contained student campus or be closer to a town centre? Check what sort of accommodation the institution has to offer and whether it will provide it only for your first year or longer. Also, don't forget the social life. Perhaps you want to be close to some of Britain's famous theatres, concert halls, art galleries or museums. Or you may want to take part in certain kinds of sports or outdoor activities, or simply be free to roam nearby countryside. Whatever sort of social life you're looking for, be sure to check that it's available before you sign on for a course.

Finally, last but not least, money. Costs may vary between different courses. In addition to tuition fees, you should also check other costs such as books, equipment, accommodation and living costs. You may also be able to get a scholarship or other financial help. Scholarships are highly competitive, of course, but they do exist, so find out if you are eligible for one. So, follow this five-point plan for choosing your study course in the UK and good luck!

That is the end of Section 2. You will have half a minute to check your answers.
(30 seconds pause)
Now turn to Section 3.

Section 3

You will hear an interview about why conservation groups, such as Greenpeace, are interested in protecting whales. First, you will have 30 seconds to look at questions 23-31.
(30 seconds pause)
Now, listen carefully and fill in the missing information in the summary below.

A: We hear a lot these days about whales and the need to protect them – but when did this interest start, because people have been hunting whales for centuries, haven't they?

B: Yes, for at least a thousand years, and there were no problems until this century, really. What happened was that fishing technology became much more efficient, and the ships were much faster, so more and more whales were caught. In the 1960s, the main whaling countries were killing more than sixty thousand whales a year, and I think everyone began to realise that something had to be done.

A: When did the killing begin to slow down?

B: It was quite a slow process, and it was the environmental groups like Greenpeace that really made things change. I mean, they set out to make people aware of the fact that whales were fast becoming extinct. But even now, we don't know if this interest has come too late. If you take the great blue whale, for example, which at thirty or forty metres long is the biggest animal there has ever been, now there are perhaps about two thousand or so left. In fact, they have been protected for quite a long time, but there is still no sign that their population is growing.

A: Am I right in thinking that killing whales is against the law?

B: Yes. In fact, there was an international agreement to stop killing whales, but there are three countries which still catch whales, and they are Iceland, Norway, and Japan. In fact, under the international agreement, they are allowed to catch whales for scientific research, and they use this as an excuse to carry on as they did before.

A: What do they use the whale for?

B: In Japan, it's quite a popular kind of food, and it's very traditional...

That is the end of Section 3. You will have half a minute to check your answers.
(30 seconds pause)
Now turn to Section 4.

Section 4

In this section, you will hear an introductory lecture to a course on Southeast Asia. As you listen, answer questions 32–41. First, you will have 30 seconds to look at questions 32–41.
(30 seconds pause)
Now, listen carefully and answer questions 32–41.

My name is Paul Stange. I'm coordinator of this course. It's called Southeast Asian Traditions. I'm also the author of the study guide and the course reader, and you should have those in front of you. As well as these you'll need two textbooks for the course; there's the one by Osborne and there's another by Legge. I'll talk a bit more about the reading materials in a moment. Now, if you haven't got these materials, you can buy the textbooks at the university bookshop, and you can collect the study guide and the course reader from me on your way out of the lecture.

(5 seconds pause)

The purpose of this lecture is simply orientation. What I'm going to do is introduce myself, talk you through the course, and give you some additional advice – apart from what's contained in the study guide – on dealing with the various assignments for the course.

First of all, the materials. You'll find the two textbooks very clear, and they give a good, basic coverage of the history of the region. Most of the reading materials in the reader are fairly easy-going, but I have to warn you that two of them are quite difficult. These are the readings by Smail and Bender. And, of these two, the one by Bender is perhaps the more challenging. But don't let that put you off, because understanding these two readings is important to help you develop a clearer understanding of the cultures. In other words, they'll help you acquire greater sensitivity to the differences between the various cultures in the region.

(5 seconds pause)

Now, the course itself. The course has multiple aims. It's primarily a history course, but it's not only a history course. It is, in most respects, a cultural history course focussing on Southeast Asia. Nevertheless, the course is, as you'll see from the materials, an introduction to the Southeast Asian studies component of the Asian studies programme.

In looking at the cultural history of Southeast Asia, there are two major influences to be considered: the Chinese and the Indian. It is important not to forget the extensive influence that these two countries have had in the region. China has been trading throughout the region since at least the sixth century, so many of its cultural and social traditions have influenced the countries in the area. And religious practices from India have helped form today's culture. So, we'll be looking for the links and the connections between traditional patterns and today's developments in the region.

I think you can now begin to see how these past influences might form a background for the present-day social practices. And in the same way, this course will form a basis or background for second and third year courses, with their focus on the modern period, and in particular, the economic and political situation of the region.

So, that's the outline of the course. I'd like to go on now to look at what you have to do, your assignments, and so on.

That is the end of Section 4. You will have half a minute to check your answers.
(30 seconds pause)
That is the end of the test.

Day 15

Practice Test Two 47.MP3

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played ONCE only. The test is in four sections. Write all your answers in the Listening Question Booklet. At the end of the test, you will be given ten minutes to transfer your answers to an answer sheet. Now, turn to Section 1.

Section 1

In Section 1, you will hear a conversation between two people talking about insecticide. First, you will have 30 seconds to look at questions 1-11.
(30 seconds pause)
Now, listen carefully and answer questions 1-11.

(Doorbell rings)
(Door opens)

Woman: Yes?

Man: Oh, good morning, Madam. I'm from Pestaway Market Research. I'm doing consumer research in this area. I wonder if you'd mind telling me – do you use Pestaway in your home?

Woman: Pestaway? Oh, the insecticide thing. Well, yes, as a matter of fact, I do.

Man: What do you use it for, Madam? Fleas, ants, cockroaches, woodworms?

Woman: Oh, cockroaches. This is an old house, you see, and we often get cockroaches in the kitchen. I tried scrubbing and disinfecting, but it didn't seem to do much good, and then I heard a commercial about Pestaway, so I thought I'd try that.

Man: Was that on TV?

Woman: No. It was radio – one of those early morning shows.

Man: You heard it advertised on the radio. Fine. And you say you use it in the kitchen. Do you use it anywhere else in the house? In the bathroom, say?

Woman: Oh, no. We've never had any trouble anywhere else. We get the odd wasp in the summer sometimes, but I don't bother about them. It's the cockroaches I don't like – nasty, creepy-crawly things.

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Man: And you find Pestaway does the trick?

Woman: Well, yes, it's quite good. It gets rid of most of them.

Man: How long have you been using it, Madam?

Woman: Oh, let's see... about two years now, I think.

Man: About two years. And how often do you find you have to spray?

Woman: Oh, I give the kitchen a good spray round the skirtings and under the stove, you know, about every six weeks.

Man: Every six weeks or so. I see. Where do you buy your Pestaway, Madam? Supermarket? Chemist's?

Woman: Oh, no. I get it at the little shop at the end of this street. They stock practically everything. It means taking a bus if I want to go to the supermarket.

Man: Well, thank you very much, Madam. Oh, could I have your name, please?

Woman: Mrs. Egerton. Mary Egerton. That's E-G-E-R-T-O-N.

Man: E-G-E-R-T-O-N. And the address?

Woman: The address is 12 Holly, Peterford.

Man: 12... Peterford. And may I ask your age, Madam?

Woman: Oh... well... er... just put down I'm over fifty.

Man: As you like, Mrs. Egerton. And occupation – housewife?

Woman: Well, I used to be a telephonist before I married. I had a very good job at the Post Office, but what with a husband to look after and four children to bring up. It doesn't leave you much time, does it?

Man: Occupation – housewife. Well, thank you very much for your time, Madam. You've been most helpful...

That is the end of Section 1. You will have half a minute to check your answers.
(30 seconds pause)
Now turn to Section 2.

Section 2

In Section 2, you will hear the welcome speech of the principal of a language school to a group of students who have just arrived for a summer course. First you have 30 seconds to look at questions 12-20.

(30 seconds pause)

Now, listen carefully to the speech and answer questions 12-20.

(Noise of people talking)

Good morning! Good morning, everybody and welcome to our school. We hope you enjoy your summer course here with us for the month of July, and I know some of you are going to stay here for two courses until the end of August. I hope this gives you plenty of time to explore the surrounding countryside and visit the many typical English country pubs we are lucky to have in this area. For those of you here for one course, come to us for advice on which are the best places to visit, so you really benefit from your month's stay here.

By "us" I mean myself, the twelve teachers that work here in the summer and, of course, the office staff. At the end of the day, you will know who your class teacher is, so I won't introduce them all individually now.

Well, before you go on your sightseeing tour of the area, I would just like to say a few things about the school. It has been open now for twenty years and during that time, thousands of students have passed through our hands. I myself came here five years ago, but Mr. Franklin over there has been here since the beginning. So, if any of you choose to do project work on... er... the history of the school, he is the man to talk to.

The school itself consists of fourteen classrooms, a small study centre and a recently-installed computer room which has proved to be very popular. The teachers' room is on the first floor and is open to you at all times, as is my office which is next to it. The building opens at nine o'clock in the morning, so you have to do your homework in the study centre before classes begin if you were out late the night before! It also stays open until six in the evening, so you are welcome to use any of the facilities after the classes finish at four o'clock. There is a rota whereby a teacher stays to help students with any problems.

As well as your classes here, there is a wide range of social activities that you can participate in if you like. This involves such things as horse riding, swimming and visits to local pubs in the evening, and weekend swimming, or weekend excursions to places of interest in and around this area. So... er... if you fancy trying a spot of hill walking or visiting the local mines, keep your eye on the social activities notice board. Our Social Secretary is John here, *(John says hello)* and he will be coming around to your classrooms to let you know... um... what exactly is on offer this month. It is our policy to make your stay here as enjoyable as possible and because of this, we strongly believe in an active social programme for our students.

Finally, on a more serious note, please remember that in the community you are representing the school. Over the years, we have kept in close contact with many local groups and societies, and some of our students have joined them for the period of their stay here with us. We would like to maintain this close relationship with local organisations so that our students can have the opportunity to see inside the life of a small community. So... um... keep this in mind when you are out and about, please.

And the last thing is a note from John saying that the start of the disco course will be on Friday night at eight-thirty. OK... er... let me just say once more – welcome to the school and England.

This is the end of Section 2. You will have half a minute to check your answers.
(30 seconds pause)
Now turn to Section 3.

Section 3

You will hear a parent discussing his son's school report with his tutor. Listen and fill in the missing information in the report below. First, you have 30 seconds to look through questions 21-31.
(30 seconds pause)
Now, listen carefully and answer questions 21-31.

H = Mrs. Hargreaves J = Mr. Jameson

H: Good evening, Mr. Jameson. Please sit down.

J: Good evening. Now about my son Stephen's report...

H: Yes – just a minute. Yes, now – what class is he in? Oh yes, Four E – no, no, Four A, isn't it?

J: Yes, that's right. Has he improved this year, Mrs. Hargreaves?

H: Yes, I think overall, yes. Mind you, there is still room for more improvement in some subjects. Let's see – maths. Well, the major problem here seems to be his algebra. Apart from that, he's doing much better. Could you help him with this, Mr. Jameson?

J: Well, to be honest, it wasn't really my best subject at school, either.

H: But the overall exam result was encouraging – sixty per cent.

J: Yes – and history. I seem to remember a bad report for this last year.

H: Well, he lacks concentration in the class, and of course this makes it difficult to remember things like dates and names, and a memory is quite useful in a subject like this!

J: Oh dear. Well, I'll have a word with him when I get home and see what we can do to improve that. And music?

H: Music – yes. Is he still having guitar lessons?

J: Yes, every Monday after school.

H: His music teacher has commented that he doesn't seem to be taking them very seriously.

J: I think it was just a craze he had, Mrs. Hargreaves. I've noticed that he hasn't been very interested in practising at home.

H: And also he tends to talk a lot in class – I mean he's very talkative – and he only got forty per cent in the exam.

J: Well, nobody in our family is very musical, so I don't expect him to do very well.

H: Looking at his geography result, though, there has been considerable improvement – sixty-four per cent.

J: Yes, I remember him working at home a lot for some sort of project or something on – now where was it – India, I think, no... er... on China.

H: Yes, yes – and it was an excellent piece of work. I saw it myself and was very impressed. And his art classes have also been going better this year.

J: Yes, he became very interested in "Pop Art" after the school and went to the local art gallery to see the pictures there – his bedroom wall is covered with posters from the shop!

H: Yes, and fifty-eight per cent is not bad for his exam result considering how low it was last year. And now French. It seems that he has really taken to speaking a foreign language!

J: We hoped he would because it's important to know another language these days, isn't it?

H: Yes, quite.

J: That's why we paid for him to go to France last Easter – so, he could practise more.

H: Well, it seems to have done the trick! Eighty per cent is a very good mark.

J: Now, Mrs. Hargreaves, I'd just like to ask you one more thing... about...

This is the end of Section 3. You will have half a minute to check your answers.
(30 seconds pause)
Now turn to Section 4.

Section 4

In Section 4, you will hear an extract from a talk about student health, and specifically about headaches. As you listen, you should complete the notes for questions 32–41. You will hear the talk only once. Some words may be used more than once. You have 30 seconds to look at questions 32–41.

(30 seconds' pause)

Now, listen carefully to the talk and answer questions 32–41.

Hello. Welcome to the student orientation programme. Today's session is on health issues, and this talk is about headaches, and how to avoid them. It may surprise you to hear that headaches are often caused by hunger! In fact, one study suggested that 70% of headaches are related to hunger, which makes it the principal cause. The advice is simple: eat three meals a day and try to keep to a fairly regular schedule of meals. People associate noise with headaches, and for most of us, excessive noise creates the conditions for a headache. Very loud noise is unpleasant, and people usually remove themselves from it. Having said that, younger people tend to tolerate noise better than their elders, so I may be leaving noisy places far earlier than you. Just remember that exposure to too much noise may predispose you to a headache. Of course, we all associate headaches with studying! In fact, the headache probably doesn't come from the studying so much as from being tense. When we study hard, we often hunch over our work. Try raising your shoulders and tensing them – now relax. Can you feel how much more comfortable a relaxed stance is? Another thing – it's very important to check that you are working in good light. It will not actually hurt your eyes to work in bad light, but it will make you tired very quickly and is very likely to give you a headache. What's more, if you have the book flat on a desk in front of you it will be harder to read, and you will have to hold your head at an odd angle. It is wise to have a bookrest which raises the material you are reading at 45 degrees to the desk. This will help reduce your chance of a headache. Try to relax before bed so that you will be relaxed when you try to sleep – a soak in a hot bath may be helpful. It's also important to really sleep when you go to bed; a good mattress is a wise investment for people who want to avoid headaches. This talk seems to keep coming back to tension. Tension may cause you to chew too forcefully, clench your jaw, or grind your teeth, and this in turn may lead to headaches. It is very easy to say that you shouldn't grind your teeth, but very hard to stop, particularly if you grind your teeth in your sleep. Try to avoid situations which will make you tense, particularly just before bed. If you do compulsively grind your teeth in your sleep, ask your dentist about a soft mouthguard.

In general, try to eat regular meals and avoid tense situations. Be sure you get plenty of exercise. Hopefully, your headaches will be greatly reduced. One other thing I should point out – avoid smoky rooms and cars. Such places certainly encourage headaches, and the smoke may be doing you quite serious long-term damage.

That is the end of Section 4. Now, you have half a minute to check your answers.
(30 seconds pause)
That is the end of the test.

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Answer Key

Day 1

Test yourself

1. F
2. T
3. F
4. F
5. F
6. T
7. agricultural
8. exports
9. Japan
10. the US

Day 2

Test yourself

1. textile
2. sales manager
3. commission
4. car
5. graduates
6. travel
7. team

Day 3

Test yourself (1)

1. C
2. D
3. C
4. A

Test yourself (2)

1. C
2. B
3. C
4. B
5. A
6. C
7. first person
8. (a) new element/helium
9. (the) lost planet/(the) new planet/Vulcan
10. gravity

Day 4

Test yourself (1)

1. A
2. D
3. C
4. A

Test yourself (2)

1. research supervisor; fundamental
2. regularly
3. reading list
4. communicate; objections; concerns
5-8. A, C, E, G
9. F
10. T
11. F

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Day 5

Multiple-Choice Questions (1)

1. A	3. B	5. D	7. D
2. D	4. B	6. C	8. A

Multiple-Choice Questions (2)

1. A	2. C	3. B	4. A	5. C

Multiple-Choice Questions (3)

1. B	2. C	3. A	4. A	5. A

Multiple-Choice Questions (4)

1. B	3. C	5. B	7. A, C
2. C	4. B	6. B, E, F	

Day 6

Summary (1)

1. healthy	7. athletic games	13. wrestling
2. feeling good	8. fishing	14. horse racing
3. move a lot	9. seasonal	15. spectator sports
4. have fun	10. swimming	16. tournaments
5. a variety	11. skiing	17. participant sports
6. organised competitions	12. skating	

Summary (2)

1. representative	4. keep an eye	7. good, hot
2. old people	5. feel	8. organisations
3. two	6. warm	9. town hall

Summary (3)

1. 11 months	4. koalas	7. $5 million
2. (flocks of) sheep	5. forecaster	8. homes
3. (widespread) disease	6. (research) scientists	9. 001-43-8172

1. rights
2. customs
3. food
4. tobacco/alcohol/firearms/drugs/perfume
5. alcohol/firearms/drugs/perfume/tobacco
6. fruit
7. car/road/plane/air
8. plane/air/car/road
9. signs
10. crops

Day 7

Form Filling (1)

1. Howard
2. Visa
3. Jan
4. Wednesday
5. veal
6. beer
7. apple
8. coffee
9. Reade
10. JDA 2151623
11. 1
12. 1201
13. suitcases

Form Filling (2)

1. 60202
2. £25
3. McPherson
4. 6 Westway Avenue
5. 6054829
6. teacher
7. 32
8. English Literature
9. Media Studies
10. No

Note Completion (3)

1. (shortly after) 11:30 a.m.
2. Edward
3. 25,000
4. 1.8m/180cm
5. around 35
6. blue
7. short, curly red or ginger
8. jeans
9. three-quarter-length blue coat
10. Ericson
11. Scottish
12. 1.7m/170cm
13. early twenties
14. blue
15. straight, shoulder-length blonde
16. long white (loose-fitting) raincoat
17. Blue or dark blue
18. Registration
19. front left, broken

Table Completion (4)

1. 50
2. 30
3. 18
4. 13
5. Cricket
6. 80
7. 10
8. 3
9. Yoga
10. Gardening

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Day 8

Sentence Completion (1)

1. Lightning
2. thunder; weapons
3. electricity and lightning
4. lightning rod
5. 2,000 million
6. case; storm; closed
7. under
8. opening; windows; wires; metal

Sentence Completion (2)

1. dust particles
2. partial deafness/complete deafness
3. behaviour
4. more irritably
5. instability
6. negative
7. control
8. noise pollution

Sentence Completion (3)

1. Wednesday; 16th; September
2. YEA 610J
3. cough mixture; chemist's
4. 5:35; 7:45
5. 4; 3

Sentence Completion (4)

1. body structure
2. tail
3. hands and feet
4. large brains
5. make a plan
6. possesses the secret

Sentence Completion (Mixed)

1. accept and forgive
2. understand mood
3. feel hurt
4. spiritually developing
5. particularly important
6. count on
7. lose your temper
8. silent with
9. C
10. A

Day 9

Matching Words/Phrases/Sentences (1)

1. Thames
2. 1890s
3. the Tower of London
4. a modern bridge
5. thousand-year
6. 8 years
7. open
8. going through
9. Pool
10. tourist attraction
11. arms

1. H 2. E 3. B 4. F 5. G 6. A

1. camera/£30.50
2. toolkit/£15.30
3. cocktail shaker/£10
4. scarf/not mentioned
5. pyjamas/£40
6. cuff-links/£13.60

Matching Words/Phrases/Sentences (4)

1. renting cars
2. 4 adults
3. sub-compact
4. mid-size
5. 29 miles
6. 22 miles
7. 328 miles
8. 308 miles
9. £89/week
10. £109/week
11. £119/week

Matching Words/Phrases/Sentences (5)

1. B 2. B 3. F 4. D 5. E 6. D 7. A 8. C 9. A

Day 10

Matching with Pictures (1)

1. A 2. B 3. I 4. L 5. K 6. E

Matching with Pictures (2)

1. C

Matching with Pictures (3)

1. C 2. B 3. C 4. D 5. B 6. A

Day 11

Short Answers (1)

A: 1. four men
2. raided a branch of Barclays Bank
3. by flying glass
4. a stolen Jaguar
5. £16,000
6. They abandoned it.

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B: 1. in a stadium (in Chicago)
2. the sale of unreserved seat tickets
3. They were knocked over in the rush and trampled underfoot.
4. Yes. (4 people were killed.)
5. The band (Fantasy) didn't know the incident.
6. They ensured that all the tickets had already sold out in advance.
7. Maybe not. They are considering calling off their tour.

C: 1. US Air Force F-15 and Air France Concorde
2. 70 miles out over the Atlantic from Washington
3. US Air Force
4. Dulles International Airport (Washington)
5. 3
6. 10 feet

D: 1. forest fires 2. 1,500 3. the French army

Short Answers (2)

1. December
2. plane delayed
3. driving on island
4. a fortnight
5. January the eighth (08/01)
6. had (a) red nose
7. ate heavy food

Short Answers (3)

1. Mr. Brown
2. improve his position
3. no job
4. a retail store (Johnson and King)
5. old-fashioned
6. London Commercial College
7. still holds good
8. borrow a book

Short Answers (4)

1. a cable car
2. the science correspondent
3. 23,000 miles
4. equator
5. people and freight
6. by the elevator
7. fall upwards
8. a whiplash
9. No

Short Answers (5)

1. extra-terrestrials/alien beings
2. disc- or cigar-shaped
3. yellow-red
4. at high speed
5. all types of people
6. 3 kinds
7. ball lightning/marsh gas/comets/ northern lights/aircraft/planes/ rockets
8. weak

Day 12

True/False Questions (1)

1. F 2. F 3. F 4. F 5. F 6. F 7. T 8. T

True/False Questions (2)

1. F 2. F 3. T 4. T 5. F 6. F 7. T

True/False Questions (3)

1. F 2. T 3. F 4. T 5. T 6. T 7. F

True/False Questions (4)

1. T 2. F 3. T 4. T 5. F 6. F 7. F 8. T 9. F

True/False Questions (5)

1. F 2. T 3. F 4. F 5. T 6. T 7. T

Day 13

Review (1)

1. C 2. B 3. A 4. A 5. C

Review (2)

1. F
2. F
3. T
4. F
5. F
6. F
7. power steering; airbags
8. (open-top) convertible
9. 4-wheel drive vehicle
10. the people carrier

Review (3)

1. non-renewable
2. exist
3. untapped
4. burning
5. nature
6. 2010
7. account for
8. 10%
9. 78%
10. 2050
11. means
12. artificial

Section 1

1. T 2. F 3. T 4. F 5. N 6. F

Day 14

Section 1

1. B 2. D 3. C 4. D 5. F 6. F 7. T 8. F 9. T

Section 2

10. build (your) CV
11. gain expertise
12. broaden skills
13. September
14. October 15
15-17. B, C, E (in any order)
18. F
19. F
20. T
21. F
22. T

Section 3

23. fishing technology
24. faster
25. extinct
26. blue whales
27. protected
28. Iceland
29. Norway
30. Japan
31. scientific research

Section 4

32. B
33. D
34. C
35. B
36. (cultural) history
37. the Chinese
38. the Indian
39. cultural
40. links and connections
41. basis or background

Day 15

Section 1

1. MARY EGERTON
2. 12 Holly, Peterford
3. (over) 50
4. housewife
5. cockroaches
6. corner shop
7. radio advertisement
8. very satisfied
9. 2 years
10. every six weeks
11. kitchen

Section 3

12. True	15. False	18. True
13. False	16. True	19. False
14. False	17. True	20. False

Section 3

21. Four A	25. talk a lot	29. art gallery
22. 60%	26. guitar	30. 80%
23. History	27. China	31. Easter
24. memory	28. Art	

Section 4

32. hunger	36. tired	40. exercise
33. noise	37. 45 degrees	41. smoky
34. study	38. relaxed	
35. tense	39. chew	

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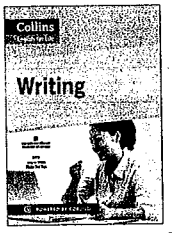

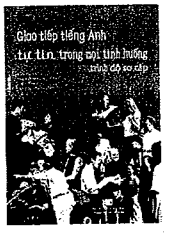

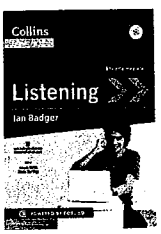

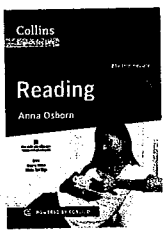

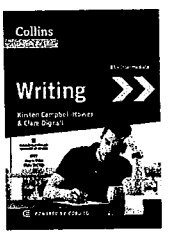

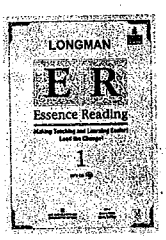

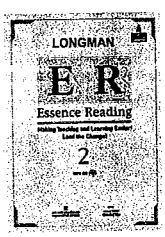

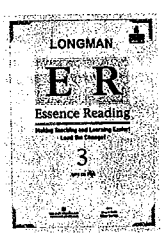

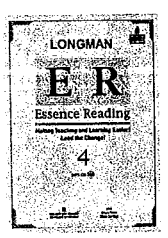

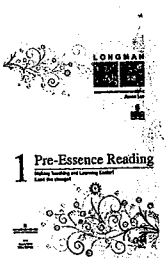

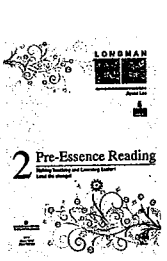

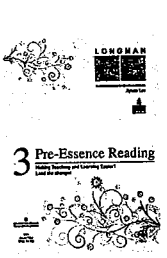

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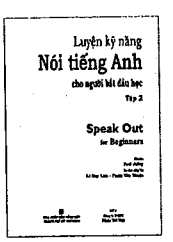

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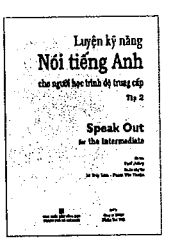

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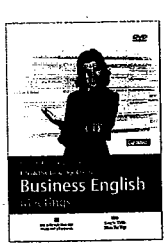

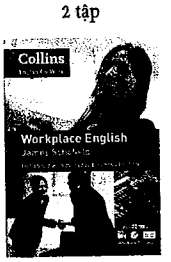

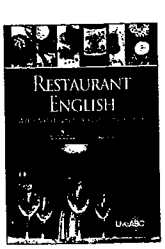

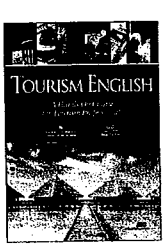

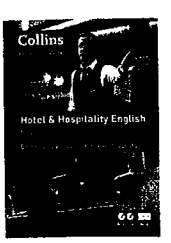

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