

**LISTENING TEST 117 - KEY**

<b>SECTION 1</b> <ol style="list-style-type: none"><li>1. weekend trips</li><li>2. competitions</li><li>3. 125</li><li>4. club secretary</li><li>5. twice a month / twice per month</li><li>6. spring</li><li>7. weekly</li><li>8. equipment</li><li>9. magazine</li><li>10. exhibition</li></ol>	<b>SECTION 2</b> <ol style="list-style-type: none"><li>11. G</li><li>12. F</li><li>13. C</li><li>14. B</li><li>15. A</li><li>16. B</li><li>17. A</li><li>18. C</li><li>19. E</li><li>20. D</li></ol>
<b>SECTION 3</b> <ol style="list-style-type: none"><li>21. March 25th / March 25 / 25 March</li><li>22. older workers</li><li>23. senior lecturer / a senior lecturer</li><li>24. timetable</li><li>25. (in any order) B, D, G</li><li>26. (in any order) B, D, G</li><li>27. (in any order) B, D, G</li><li>28. B</li><li>29. C</li><li>30. A</li></ol>	<b>SECTION 4</b> <ol style="list-style-type: none"><li>31. C</li><li>32. B</li><li>33. C</li><li>34. A</li><li>35. A</li><li>36. profit margin</li><li>37. retail</li><li>38. vouchers</li><li>39. clients</li><li>40. full-page / full page</li></ol>



# LISTENING TEST 117 - TRANSCRIPT

## SECTION 1

You will hear a new student, Tom, talking to a student representative called Rachel about university clubs.

Rachel: Hi, welcome to Freshers Week. I'm Rachel. Can I help you?

Tom: Oh, hi – yes. Erin – I was hoping to find out about some clubs I could join.

Rachel: Well, all the club stands are here in this hall. What were you interested in?

Tom: Um – not sure. I wanted to do something where I could meet people.

Rachel: Well, take this leaflet with details of all the clubs and see what you think. It'll probably depend on what day you're free. Like on Mondays there's the film club, then on Tuesdays you've got the climbing club – that's really good, I'm in that – then on Wednesday you've got chess, if you want something a bit more intellectual! But you should look through carefully because all the clubs run extra activities as well as their normal meetings.

Tom: Oh, yes I see. [as if reading] So it looks like the film club has discussions after the films. I'd quite like to go to those. The climbing – goodness, it says here that the University has its own climbing wall – that's impressive – (Q1) and they go on weekend trips. Cool. And it says (Q2) the chess club normally just does games with whoever turns up but it also runs competitions sometimes. But I bet you've got to be pretty good to do that.

Rachel: Yes, I think so!

Tom: And how many people are in the clubs? Are they all full?

Rachel: Well, obviously they're all different so, for example, (Q3) the film club had just increased its membership from eighty five to a hundred and twenty five but I think they're hoping to extend it to a hundred and fifty. The climbing club's quite small – forty people – and the chess club is fairly healthy at fifty five.

Tom: Right. OK, so who do I see if I want to join these clubs?

Rachel: Well, if you go around the stands and speak to the people there. For the film club that's the event organizer – um, (Q4) for climbing you need the club secretary and the chess club is organized by one of the Maths tutors. OK?

Tom: Yup. I think I'll start with the climbing club – it sounds good.

Rachel: Oh well, as I said, I'm in that so I might be able to help you a bit.

Tom: OK. It says in the leaflet that (Q5) they get together twice a month. Is that right?

Rachel: Yes. Oh, you must join. It's really good fun. We go away quite a bit to North Wales (Q6) and every year we have a special excursion, usually to France, which is where we're going this year in the spring. The weather's too unpredictable in the autumn.

Tom: Wow! That sounds good – but it must cost a lot.

Rachel: Yeah, but (Q7) we try and save up for it through subscriptions so rather than having a huge sum to pay in the month we go we collect whose weekly so it spreads it out.

Tom: Good idea. I think I'll definitely join.

Rachel: There are quite good benefits you get from joining. I mean, you need that don't you? And the University clubs normally try and do deals with local business, so it's really worth joining. Like in the climbing club they've got a special arrangement with of the shops in town so if you show your card (Q8) you can get money off equipment. Don't think the discount extends to clothes though.

Tom: That's really worth it then. I'll go over and talk to them now.

Rachel: OK. Hope you join. Oh, and another thing I meant to say. If you do become a member, (Q9) you automatically receive a magazine once a year. It's quite useful and interesting because it goes out to all the national climbing clubs. And the other thing is, if you come to every session, then (Q10) you can get a complimentary ticket to the big exhibition that's held in Cardiff every year. So – hope to see you ...

Tom: Yeah, thanks ... (fade) ...

## SECTION 2

You will hear an accommodation officer telling students about different halls of residence.

Accommodation Officer:

Good afternoon and welcome to Stanton University. I'm here to tell you about the various halls of residence we have available should you choose to come here. We aim to offer accommodation in Halls to all first year students and you'll find there's a good variety to choose from.

First of all, there's Brown Hall, which, as you'll see, is not the most modern of buildings but it is very popular with some students. It's got a good sense of community, some nice refurbished kitchens and, unlike the other halls, (Q11) it has recently had a gym built in its basement. Another option is Blake Residence, which is built like a large house and so everybody cooks and eats together. It has its own sectioned-off bit of private garden and is even more peaceful because (Q12) this is an all girls residence, although of course boys are allowed to visit the Hall and, I understand, frequently take part in cooking dinner! The largest Hall we have is Queens Building and this has been upgraded recently. The original parking area has been built on so that the hall now has a large common room and (Q13) each bedroom now has its own shower room, which many students regard as a real bonus. A further option is the Parkway Flats, which own an award for design in its day and this building is now has a preservation order on it. This has meant that only a limited amount could be done to upgrade it and the surrounding area is important so parking is not permitted around the Flats. However, the Flats do have many extra facilities such as a special

computer room, a small library and a self-service restaurant. (Q14) The cost of breakfast, lunch and dinner is covered in the fees for this hall so it does look more expensive than other Halls as the rooms are larger. This has got very lovely views across to the coast and this more than compensates for the fact that bathrooms here are shared between six students. However, (Q15) the Hall has domestic staff who clean the rooms once a week so this is perhaps an attractive option for the messier among you.

Now if I can just show on this wall map here where they all are, you might like to go and have a look round. If you come into the main university entrance, at the first junction you'll find that (Q16) Brown Hall is on the corner opposite the theater. So you're nice and near the station here – though I think it can get a bit noisy with traffic. The same applies to (Q17) Blake Residence, which is directly facing the junction to the university entrance. These Halls are often used by medical students and such like as they're out all day so don't notice the noise. Anyway, if you then walk along Campus Road towards the main Circle, you'll see the library on the corner and (Q18) Queens Building is just past that as you head north. You will find that it is quieter here and you may get fewer visitors! By the way the Circle is quite a feature of the campus as it's set into the hills and has a brand new sports centre in the middle – its' worth going to look around it.

(Q19) Now, the Parkway Flats are on the opposite corner to the library, facing the Circle, as you head towards the main building. The main buildings are only about a five-minute walk from here and places in these Halls go quickly so my advice is to reserve your place as soon as possible. Then Temple Rise is inside the Circle, (Q20) next to the sports centre, but further from the main University buildings. Now, if you'd like to go off and ... (fade) ...

### SECTION 3

You will hear two students, Jenna and Marco, discussing a Business Studies project they have to do.

Jenna: Come on Marco. We've got to get on and sort out this project for Professor Barclay.

Marco: Hang on, I want to make sure we've got all information. Now ... (sitting down) ... where are we?

Jenna: Well, today we need to sort out exactly what we're going to do and how we're going to divide the work up.

Marco: OK. How long have we got, by the way?

Jenna: Um ... the end of term is April 6<sup>th</sup> and (Q21) he said to hand it in on week 8, so that's March 25<sup>th</sup> at the latest because of that week is 21<sup>st</sup>. So not long?

Marco: Right. Have you got the notes there?

Jenna: Yes, he wants us to do a fairly-scale study, like the last one, on whether or not businesses were offering more benefits to staff. (Q22) **We've got to look at the rise in older workers.** Should be fairly straightforward.

Marco: Yeah, as long as we keep it small. Who's marking it?

Jenna: Don't know – sometimes (Q23) **he gets the PhD students to mark it for him.**

Marco: (Q23) **Oh actually it just says here 'a senior lecturer'.** I suppose it's too much for Professor Barclay to do them all.

Jenna: Yeah. Anyway, how are we going to go about this?

Marco: Well, we have to decide how big we want it to be and who we're ...

Jenna: (cutting him off) ... Yeah, but I think (Q24) **we must sort out a timetable for the project** otherwise nothing will get done.

Marco: OK. Do you want to do that?

Jenna: Alright. I'll do it as soon as we finish here.

Marco: OK – what do we have to do now for the project? What's the best way to go about it? Um... well, (Q25) **Professor Carter suggested we set up a focus group to get some in-depth interviews** but I think that'll take a lot of time.

Jenna: Yeah, I agree. If we did a focus group, we'd have to spend time deciding who to include in it and it's not necessary to do one anyway.

Marco: Oh, fine.

Jenna: And, if you agree, (Q26) **I think we should get in touch with the businesses on the list Professor Carter gave us and ask them if they're prepared to participate.**

Marco: Sounds good – then we can go there, give them questionnaires and collect them later.

Jenna: Exactly.

Marco: OK. Then do we need to book one of those study rooms in the library so we can work together to input the data? Perhaps not, as I guess just one of us could just sort it out, actually.

Jenna: Yes, that would be easier. A lot of what we're doing is qualitative, so it'll be writing up rather than statistics. No software for that I'm afraid!

Marco: And (Q27) **I think it would look better if we had actual shots of some of the staff because we're citing appearance as a factor in employability,** aren't we?

Jenna: Yeah. OK. I'll factor that all in when I sort everything out tonight.

Marco: I'm glad we decided to work together. I think it's going to work out well.

Jenna: Yes, well, given that we had to work in pairs on this project, I think we were right to choose each other. (Q28) **We complement each other academically as we're each good at what the other isn't!** In fact, we should have tried working together before!

Marco: Yes! Now, how shall we split the work? I'll do the analysis, shall I?

Jenna: Oh – OK.

Marco: It's just that it might be faster because (Q29) **I'm used to doing it – although your English is better than mine.** I need more practice at reading, really.

Jenna: OK. I'll do the presentation then. If that's OK with you?

Marco: Yeah, sure. I don't mind speaking in public but I hate preparing all the notes for them.

Jenna: Thing is, (Q30) **the tutor said one person should do the whole presentation and he said he expected me to do it because I haven't done one yet.**

Marco: No, that's fine. Now...

## SECTION 4

You will hear a media studies tutor giving a lecture about news sources.

Lecturer: OK, now many of you will have heard about the predicted death of newspapers as people increasingly access the TV and the internet for their news. Today I want to look at the USA, which has very advanced new sources, to see if this is actually true.

In the USA the main new sources without doubt are TV, the internet and the press – that is traditional newspapers. And, although they are each surviving and growing, they are also changing. Obviously TV news has been around for a while, and the early evening bulletins when people get in from work are very popular. I suppose we traditionally think of the morning newspaper arriving on our doorstep with the daily news. Interestingly, this is not borne out by the statistics, which show that (Q31) **readership in the US is much higher when people have time to relax, when they're not working, especially on Sundays.** The internet is also a popular weekend activity but shows no variation with weekday access. So people are using the different sources in different ways. Interestingly, (Q32) **local radio has been hit less** by the grip of quite strong local newspaper than **by the internet, which is seen to offer a better regional service.** But just because the internet is seen as the new force in news media does not mean it is dominant. Television has, of course, been global for a while, but now technological changes, which have fueled the rise of online news, (Q33) **have also allowed newspaper to print and distribute editions across the world.** In fact, internet news, which is seen as the big competitor for traditional markets, does not offer that much variety. Often the sources are the online versions of the newspaper, whereas (Q34) **television, in order to offer something different, has had to come up with a much more mixed bag of reporting** from hard news to light reports on celebrity events. Another issue is reliability – the internet is virtually regulated so anything can be reported there, whether true or not. Journalists on newspapers have fought a long hard battle to fight intervention and to retain the freedom of the press. (Q35) **Television, however, is seen as critical to political power and has become subject to harsh controls about what it can or cannot say.**



Now one very critical factor in keeping newspapers alive and well in the USA has been their approach to advertising. Obviously newspapers are heavily dependent on advertising revenue and they have become more and more imaginative in what they offer, in order to make sure that advertisers use them, and not other news sources. This has meant that, contrary to popular belief, (Q36) newspapers now have a significantly higher profit margin than the rest of American industry. So how have they managed to raise advertising revenue in this way? Well, (Q37) they have put a lot of effort into developing and maintaining a very strong association with the retail trade. And they've come up with a winner. A critical tool in their sales plan has been suggesting that (Q38) the adverts they run can have vouchers. This has been enormously effective because they have found that, (Q39) not only do more people buy the paper to get the discounts but also that this inevitably means much higher sales for the clients who advertises. As well as doing this, the newspapers have also introduced aggressive sales campaigns over the last few years. This has resulted in a significant and (Q40) continuing rise in the number of advertisers prepared to pay the extra for full-page-ads. So what I would like ... (fade) ...

