

● 李亚宾 编著

IELTS 考试技能训练教程

LISTENING STRATEGIES FOR THE IELTS TEST

听力

(最新修订)



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS



1997 年



2000 年



2005 年

《IELTS 考试技能训练教程》，即“黑眼睛”雅思系列，分为口语、听力、阅读、写作 4 册。口语和听力分册配有盒式录音带。

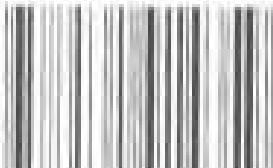
《IELTS 考试技能训练教程》出版于 1997 年，2000 年出版了修订版，2001 年因口试题型的改变，口语分册出版了第 3 版。2005 年对全套进行了再次修订。

《IELTS 考试技能训练教程》是国内出版的第一套雅思考试辅导书，也是最受雅思考生喜爱的雅思考试用书。这套书的累计销量已达 60 万册。

《IELTS 考试技能训练教程》配作用书：

- 《IELTS 应试指南》
- 《IELTS 听力模拟试题集》
- 《IELTS 阅读模拟试题集（General Training）》
- 《IELTS 阅读模拟试题集（Academic）》
- 《雅思备考语法手册》
- 《IELTS 词汇学习手册》
- 《雅思词汇卡片》

ISBN 7-5619-1435-0



9 787561 914359 >

责任编辑：王索云

封面设计：黄金支点 尹帅

ISBN 7-5619-1435-0/H·05049

定价：34.00 元

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UNIVERSITY PRESS

(京)新登字157号

图书在版编目(CIP)数据

IELTS 考试技能训练教程·听力/李亚宾编著. (最新修订).

—北京：北京语言大学出版社，2006 重印

ISBN 7-5619-1435-0

I. I…

II. 李…

III. 英语－听说教学－高等学校－入学考试，国外－习题

IV. H319.6

中国版本图书馆 CIP 数据核字 (2005) 第 049029 号

书 名：IELTS 考试技能训练教程·听力

责任印制：乔学军

出版发行：北京语言大学出版社

社 址：北京市海淀区学院路 15 号 邮政编码 100083

网 址：<http://www.blcup.com>

电 话：发行部 82303650/3591/3651

编辑部 82303393

读者服务部 82303653/3908

印 刷：北京新丰印刷厂

经 销：全国新华书店

版 次：2005 年 10 月第 1 版 2006 年 3 月第 3 次印刷

开 本：787 毫米×1092 毫米 1/16 印张：19.25

字 数：364 千字 印数：10001-15000 册

书 号：ISBN 7-5619-1435-0/H · 05049

定 价：34.00 元

凡有印装质量问题本社负责调换，电话：82303590

修 订 说 明

《IELTS 考试技能训练教程》（以下简称《教程》）是北京语言大学出国人员培训部的教师积多年的 IELTS 培训教学经验、对 IELTS 考试进行细致分析后编写而成的。自 1997 年首版出版以来，《教程》以其内容丰富广泛、练习形式多样、编排科学实用、能恰到好处地把握考试的重点和中国考生的难点等特点，受到了广大 IELTS 考生和培训教师的好评，被公认为 IELTS 考试辅导书之经典。

这次修订主要做了以下工作：1) 增加了针对 IELTS 考试新题型的内容；2) 删除了上一版中内容陈旧的材料，代之以新材料；3) 修改、补充、完善了保留部分，使之更便于使用；4) 听力和阅读分册增加了具有高度指导意义和实用价值的讲解与练习辅导；5) 对版式进行了重新设计。相信修订后的《教程》定能帮助广大考生高效、有的放矢地备考 IELTS，使考生的考试成绩有一个新的飞跃。

《IELTS 考试技能训练教程·听力》简介

《IELTS 考试技能训练教程·听力》是为参加 IELTS 英语听力测试的考生进行短期强化训练而设计的。它不但有助于短期内提高考生的应试能力，同时也可以作为广大英语学习者的听力专项训练用书。

本教程内容丰富，涉及广泛，取材于英语国家生活和学习的实际场景，内容按照先易后难、循序渐进的原则编排。全书分为“学生用书”和“教师用书”，便于自学。

一、学生用书

“学生用书”共分为七个单元，前六个单元提供了听力专项练习，它们是模拟 IELTS 听力考试的题型进行分类设置的。

第一单元以数字练习为主，选材于实际生活中与数字有关的对话和报告。例如：时间、旅行时刻表、地址、电话号码及科研学术报告中的数据等。

第二单元是注重听与写的专项练习，通过旅行住宿登记、电话记录和填写各类表格的形式，训练考生捕捉主要信息并记录信息的能力。

第三单元是视与听专项练习，以示图、图表等形式检测考生对听力材料的理解能力。

第四、五单元为综合性练习，要求考生在听懂和理解的基础上进行概括整理，并以扼要的短语回答问题、补全信息，或者做多项选择和是非选择题。

第六单元的练习强化训练考生边听边记的技能。

第七单元提供了四套模拟试题。四套试题是根据英国文化委员会近年来提供的不同的 IELTS 听力考题形式模拟设计的。

我们建议：考生在开始学习本教程前，可以先做一套模拟试题，检查自己的英语水平，找到自己听力上的弱点，以便有的放矢地进行本教程的专项训练。在训练进行的各个阶段，都可以选做第七单元的模拟试题，以便检验训练效果。

根据英国文化委员会提供的评分标准，满分为 9 分，及格线为 6 分。

IELTS 听力考试每套题一般为 40 题左右，答对 25 题就可达到及格线 6 分；答对 24 题以下的，建议要多做听力练习，以便进一步提高；若只答对 12 题以下，说明英语听力基础很差，需要参加英语基础培训，建议暂时不要申请参加 IELTS 考试。

二、教师用书

“教师用书”包括录音的全部书面材料及答案。

近年来，国外把英语短期强化教学作为专门的领域进行研究，总结出它特有的规律，形成了一整套教学理论，并根据这些理论不断更新、出版相应的教材。

希望本书的出版能够为广大学习英语的朋友提供一套实用的听力教材。本教程自 1997 年出版以来，深受 IELTS 考生和培训教师的欢迎。本教程在编写过程中得到在北京语言大学出国留学预备人员培训部工作的英国、美国语言专家的热情帮助，在此谨表示衷心的感谢。

由于编者水平有限，书中缺点、错误在所难免。诚恳希望广大读者给予批评指正。

编 者

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Unit One

Letters, Numbers and Numberal Relationships

——Getting the Facts

在 IELTS 听力考试中，常会出现让考生拼写人名或者地名的考题。这就要求考生对英语的 26 个字母不仅要非常熟悉，而且要掌握其准确的发音。如果你自己的发音不准，就会影响听音的准确性。例如“Gill”中的字母“G”常被考生误听成“J”，而字母“W”也常被考生误听成“double”。

在 IELTS 听力考试中，还常常出现与数字相关的信息，如电话号码、时间、日期等，要求考生用最快的速度把这些信息抓住并准确地记下来。

本单元就是通过日常对话、报告等形式针对人名、地名、数字及与数字相关的信息进行训练。目的是：

1. 帮助考生熟悉日常生活中常见的人名、地名、数字及与数字相关的信息，并能在实际交流中准确地拼出人名、地名，记录下数字及其相关信息。
2. 通过字母拼写和数字练习培养学生边听边记的能力，改变只听不写的做法。

建议考生在做本单元练习的过程中，当听到人名、地名和数字时一定要跟着重复或默读。这样能加深印象，有助于准确地记住有关信息。在数字练习中，如果掌握了三位数数字的听和记，应付较大的数字就比较容易了。因为英文数字是以三位数为一组读出的。例如：321,321,321 读作 three hundred twenty one million, three hundred twenty one thousand, three hundred and twenty-one。

Listening Activity No. 1

In Britain, when giving or asking for telephone numbers, we don't say thousand, hundred or million, we say each number separately. So 421 6759 is *four-two-one, six-seven-five-nine*. The '0' is pronounced 'Oh'. 081 436 0872 is *oh-eight-one, four-three-six, oh-eight-seven-two*. These numbers are in groups. The groups are codes for areas in Britain. When we say the numbers, we pause between the groups. However, when the same number occurs twice the word 'double' is used with the number. 1994422 is *one-double nine, double-four, double-two*.

Listen to some dialogues between a caller on the phone and a secretary. As you listen write the telephone numbers and names in the spaces below.

1. Is that _____?

Yes. Can I help you?

I'd like to speak to _____, please.

2. Hi. Is that _____?

Yes. Who do you want to speak to?

_____, please.

3. Hello. Is that _____?

Who do you wish to speak to?

_____, please.

4. Good morning. Is that _____?

Yes. Can I help you?

I'd like to speak to _____, please.

5. I'm sorry to disturb you, but is that _____?

Who do you want to speak to?

_____, please.

Listening Activity No. 2

In the UK the house number is given first and is followed by the name of the street. These two items are written on the same line. Next, the name of the city and county are written and are followed by the post code and the country if you are abroad.

Listen to the following short dialogues and fill in the missing information in the spaces below.

1. My new address is

23A Smithfield Road

Ealing W5

London

My telephone number is _____.

2. My sister lives at

_____ Avenue

Nottingham

Her telephone number is _____.

3. My friend Alan lives in London. His address is

_____ Road

Ealing, London W5 5RF

His telephone number is _____.

4. My brother Larry's address is

His telephone number is _____.

5. My parents live at

Their telephone number is _____.

6. My uncle George lives at

His telephone number is _____.

7. Mrs. Harper lives at

Her telephone number is _____.

8. Mr. Johnson lives at

His telephone number is _____.

Listening Activity No. 3

In Great Britain, the British Council operates a voluntary scheme for the inspection of English language schools. The schools must comply with strict regulations regarding teacher qualifications and school facilities. EF international language schools in Cambridge, Hastings and Brighton are recognised as efficient by the British Council, and they are members of the Association for Recognised English Language Teaching Establishments in Britain.

Here are their addresses.

Look at this address list, tick (✓) if the information is correct, or write in the necessary changes.

1. EF Language School

EF House _____

1 Farman Street _____

Hove, Brighton _____

Sussex BN3 1AW _____

Tel: 723651 _____

Telex: 77843 _____

2. EF International School of English

21 Hills Road _____

Cambridge _____

CB2 2RL _____

Tel: 240020 _____

Telex: 817713 _____

3. EF International School of English

1-2 Sussex Road _____

Brighton _____

Sussex BN2 1FJ _____

Tel: 571802 _____

Telex: 957005 _____

4. EF International School of English

64/80 Warrior Square _____

Hastings _____

East Sussex TN7 6BP _____

Tel: 432898 _____

Telex: 957005 _____

C Listening Activity No.4

Listen carefully to a conversation between Alison and Alan. Tick (✓) if the information is correct, or write in the necessary changes.

Alison wants to make a phone call. _____

It's cheaper to make a call before 6 pm. _____

Telephone directory provides gardening information. _____

Arrange an alarm call before 10:30 pm _____

Tuesday evening. _____

You would pay until you talk to the right person. _____

Alison will make a personal call. _____

Listening Activity No.5

Listen carefully to the tape and write down the following names and places.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Listening Activity No.6

Listen to the following dialogue between an operator and an enquirer. As you listen, write down the type of call, name and phone number in the spaces below.

Operator: Long distance. May I help you?

Caller: Yes. I want to 1. _____, please.

Operator: What is the name of the person, please?

Caller: 2. _____.

Operator: What is the number?

Caller: 3. _____.

Listening Activity No. 7

Listen to the following dialogue between an operator and an enquirer. As you listen, write down the name, address and phone number in the spaces below.

Operator: Directory Enquiries. What city please?

Enquirer: 1. _____

Operator: Name?

Enquirer: 2. _____

Operator: Thank you. And could you tell me his address?

Enquirer: 3. _____

Operator: The number is 4. _____

Listening Activity No. 8

Listen to the following dialogue between an operator and an enquirer. As you listen, write down the name, address and phone number in the spaces below.

Operator: Directory Enquiries. What city please?

Enquirer: 1. _____

Operator: Name?

Enquirer: 2. _____

Operator: And her address?

Enquirer: 3. _____

Operator: The number is 4. _____

Listening Activity No.9

You will hear a conversation between a secretary and a student. The secretary is asking the student for information in order to complete an application form for a course. As you listen, fill in the appropriate information on the form below.

Surname (IN CAPITAL LETTERS)	1. _____
First name	2. _____
Country	3. _____
Age	4. _____
Address	5. _____
Telephone No.	6. _____

Listening Activity No.10

You will hear a conversation between a secretary and a student. The secretary is asking the student for information in order to complete an application form for a course. As you listen, fill in the appropriate information on the form below.

Surname (IN CAPITAL LETTERS)	1. _____
First name	2. _____
Country	3. _____
Age	4. _____
Address	5. _____
Telephone No.	6. _____

Listening Activity No. 11

You will hear a conversation between a secretary and a student. The secretary is asking the student for information in order to complete an application form for a course. As you listen, fill in the appropriate information on the form below.

Surname (IN CAPITAL LETTERS)	1. _____
First name	2. _____
Country	3. _____
Age	4. _____
Address	5. _____
Telephone No.	6. _____

Listening Activity No. 12A

Listen to some short dialogues. In each dialogue, you will hear someone ask a question about the time. When the answer is given, write down the time in the space below.

1. A: Excuse me. Can you tell me the time, please.
B: Yes. It's _____.

2. A: Do you have the right time, please?
B: I think it's _____.

3. A: Do you know what time the next bus is, please?
B: Yes. It's _____.

4. A: What time do you finish your work today?
B: _____.

5. A: When do the shops open, please?

B: _____.

6. A: What time does the London train leave, please?

B: _____.

7. A: What's the next train to Birmingham, please?

B: _____.

8. A: Excuse me, please. What time does the Liverpool train arrive?

B: _____.

9. A: When does the Paris flight leave, please?

B: _____.

10. A: What time's the next flight to Amsterdam, please?

B: _____.

Listening Activity No. 125

You will hear a dialogue. As you listen, fill in the form below.

Time of Dr. Kent's Lecture

Monday 1. _____ Room No. 2. _____

Friday 3. _____ Room No. 4. _____

Length of each lecture 5. _____

Listening Activity No. 13

You will hear some announcements from railway stations and airports. These announcements give information to travellers about trains and planes. For each announcement that you hear write in the box below the platform, flight number, time and destination.

Trains

	Platform No.	Time	Destination
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Planes

	Flight No.	Time	Destination
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

Listening Activity No. 14

Listen to the tape carefully and write down the area and population for each city and region.

Table 1

Area	People /sq km
UK	
European Community	
England	
Greater London	
Scotland	
Wales	
Northern Ireland	

Table 2

City	Area (sq km)	Population (thousand)
Greater London		
Birmingham		
Leeds		
Glasgow		
Edinburgh		
Manchester		
Bristol		
Coventry		

Listening Activity No. 15

Listen to the tape and write down the numbers in the correct column.

Undergraduate Students at the University

	Men	Women
Total		
Science		
Social Science		
Engineering		
Arts		
Medicine		
Dentistry		
Law		
Veterinary Science		

Listening Activity No. 16

You are going to practise some percentages. We use percentages when we want to express a number more simply. Percentage means the number of X per hundred. For example, there are 46 students in a class. 23 of them are female students. We can say 50% of the students are female students. “Percent” is said after the number.

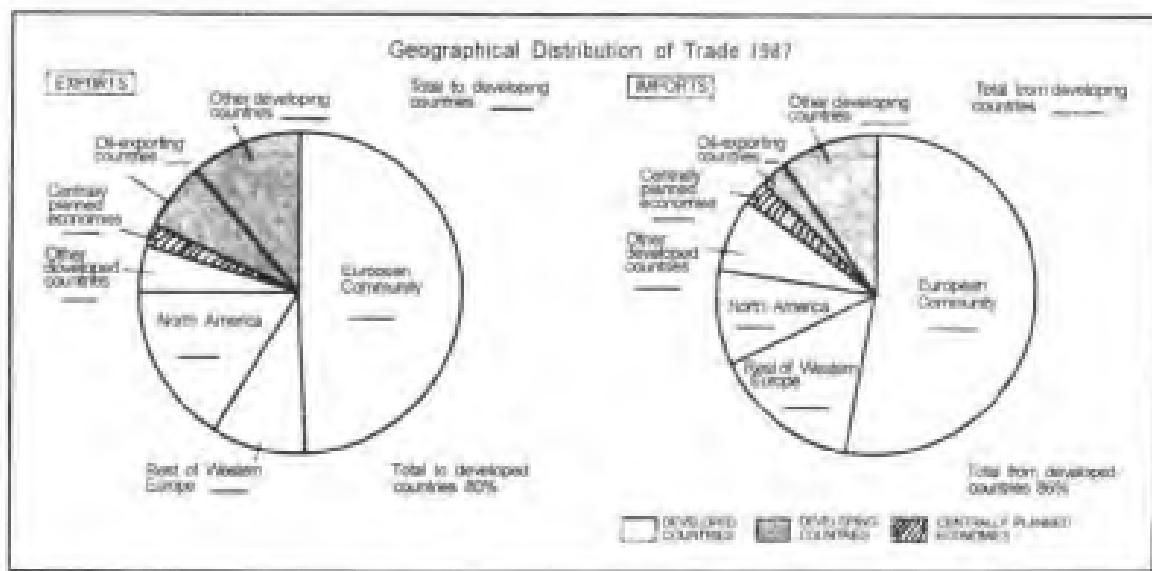
Skim the table below. Then listen to the tape and fill in the missing percentages in the correct column.

British Household Expenditure 1975-1985

Households	1975	1985
Car	1.	2.
Central heating	3.	4.
Television	94.8%	97.6%
Telephone	5.	6.
Home computer	7.	8.
Video recorder		9.

Listening Activity No. 17

You will hear a talk about British trade in 1987. As you listen, write down the numbers in appropriate places.



Listening Activity No. 18

You are going to listen to a talk. Look at the table below first, then listen carefully to the talk and fill in the percentages in the correct column.

Countries	China	Japan	Korea	Thailand
Young people (%) who agree				
A women's place is in the home.	12%	6.	12.	19.
If a couple both earn money, both should share the housework.	1.	7.	13.	20.
Men and women should be paid the same for the same job.	2.	8.	14.	21.
Nursing is women's work.	3.	9.	15.	22.
Mining is men's work.	90%	10.	16.	23.
Cooking should still be done by women.	4.	82%	17.	24.
Washing clothes should still be done by women.	5.	11.	18.	25.

Listening Activity No. 19

You are going to practise some dates. Dates in Britain can be written in two ways. 1) In numbers only: day, month, year. So 6-3-94 is the 6th of March, 1994. 2) In numbers and words. For example, you can read day, month, year. or month, day, year. For example, 21-12-1994, you read 21st of December, 1994, or December the 21st, 1994.

Listen to the following dates. As you listen, tick the correct letter A or B.

- | | |
|--|--------------------------------------|
| 1. When's Lincoln's birthday? | A. February 12th
B. February 20th |
| 2. Do you know Valentine's Day? | A. February 15th
B. February 14th |
| 3. When's Washington's birthday? | A. February 23rd
B. February 21st |
| 4. Do you know when April Fool's Day is? | A. April 1st
B. April 3rd |
| 5. When is Easter? | A. April 3rd
B. April 1st |
| 6. When is Mother's Day? | A. May 5th
B. May 8th |
| 7. What date is Memorial Day? | A. May 13th
B. May 30th |
| 8. Do you know when Father's Day is? | A. June 19th
B. June 9th |
| 9. Do you know when Independence Day is? | A. July 5th
B. July 4th |
| 10. When is Friendship Day? | A. August 17th
B. August 7th |
| 11. When is Halloween? | A. October 1st
B. October 31st |
| 12. When is Thanksgiving Day? | A. November 25th
B. November 24th |

Listening Activity No. 20

You are going to hear about the circulation of some British newspapers and when they were founded. Listen to the tape and write down the numbers in the correct column.

	When founded	Circulation in 2003
Quality Daily Newspapers:		
The Daily Telegraph		
The Times		
The Guardian		
The Financial Times		
Quality Sunday Newspapers:		
The Sunday Times		
The Observer		
The Sunday Telegraph		
Popular Daily Newspapers:		
The Daily Express		
The Sun		
The Mirror		
Daily Mail		
Popular Sunday Newspapers:		
News of the World		
Sunday Mirror		
The People		
The Mail on Sunday		
Sunday Express		

Unit Two

Form Filling and Table Completion

——Listening for Specific Details

本单元共有 20 个练习，内容选自国外日常生活场景的各种对话内容，如打电话、找工作、旅馆订房、去银行开户等。

在 IELTS 考试中，常常出现的基本题型就是表格填写（Form filling）或图表完成题（Table completion）。这些类型的试题要求考生根据所听内容填写表格中的信息，以测试其对所听内容的理解能力和准确性。本单元的重点是表格填写练习，目的是帮助考生了解和熟悉题型；通过日常对话，提高考生的实际听力能力，培养考生在听英语会话中捕捉重要信息的能力。

建议考生在听之前，一定要把表格中的问题、句子认真读一遍，养成认真审题的习惯。要学会横看和竖看图表上的已有信息和需要填补的信息，做到心中有数。这样在听的过程中才能有针对性地寻找所需信息，并准确抓住要记录的信息，填写到正确的栏中。

 **Listening Activity No. 1**

You will hear a dialogue. As you listen, fill in the form below.

Family name	1. _____
First name	2. _____
Length of English study	3. _____
Examinations passed	4. _____
Score	5. _____
Subjects needing help	6. _____
Biggest problem	7. _____

 **Listening Activity No. 2**

You will hear a dialogue. As you listen, fill in the form below.

Which subject put first	1. _____
Reasons	2. _____
Second	3. _____
Third	4. _____
Fourth	5. _____
Which subject put last	6. _____
Reasons	7. _____

Listening Activity No. 3

You will hear two telephone conversations involving an invitation. As you listen, fill in the forms below.

Conversation 1

Receiver's telephone No.	1. _____
Receiver's name	2. _____
Reason for phoning	3. _____
What will they do	4. _____
When will they do it	5. _____

Conversation 2

Receiver's telephone No.	1. _____
Caller's name	2. _____
Receiver's name	3. _____
Why can't they meet on Friday	4. _____
Why can't they meet on Saturday	5. _____

Listening Activity No. 4

You will hear the BBC weather forecast. As you listen, fill in the missing information in the correct column.

Places	Weather	Temperature
S. England and Midlands		
	sunny spells, strong winds, rain	

Listening Activity No.5

A man is looking for a new flat. He is talking to an estate agent. Listen carefully and fill in the form below.

Rental Application Form

Caller's full name	1. _____
Address	2. _____ Avenue
Telephone No.	3. _____
Occupation	4. _____
Employer	5. _____

Listening Activity No.6

Listen to a conversation between a landlord and a tenant. Imagine you are the tenant. Listen carefully and fill in the form below.

Is the room available?	1. _____
Number of beds in the room	2. _____
Facilities to be shared with others	3. _____
Number of people who are sharing the facilities now	4. _____
Is there a phone in the house?	5. _____
Can the tenants make calls in the house?	6. _____
The rent	7. _____
The rent is due	8. _____
The first month's payment	9. _____
Telephone number	10. _____

Listening Activity No. 7

You will hear a conversation at the customs in Gatwick Airport. As you listen, fill in the form below.

Surname	1. _____
First name	2. _____
Sex	3. _____
Date of birth	4. _____
Nationality	5. _____
Occupation	6. _____
Reason for travel in the UK	7. _____
Address in the UK	8. _____

Listening Activity No. 8

You're a member of the staff in a lost property office in a department store. A woman comes to your office to report that she has lost something. As you listen, fill in the report form with the information she gives you.

Lost Property Report	
Item	1. _____
Total value	2. _____
Description	3. _____
Last time noted	4. _____
Last place noted	5. _____
If found, notify: Name	6. _____
Address	7. _____
Phone No.	8. _____

Listening Activity No. 9

You will hear an interview between a young woman who has applied for a position with a company and the personnel officer of the company. As you listen, fill in the form below.

Name of applicant	1. _____
University attended	2. _____
Subject	3. _____
Year of graduation	4. _____
Work experience:	
Last position	5. _____
Years	6. _____
Salary	7. _____
Previous work	8. _____
Years	9. _____
New job's salary	10. _____
Benefit of the job	11. _____

Listening Activity No. 10

You will hear four telephone messages. As you listen, write down the important information given by the callers.

Message 1

Caller's name	1. _____
Message for	2. _____
Message	3. _____
Ring back	4. _____

Message 2

Receiver's phone No.	1. _____
Caller's name	2. _____
Message for	3. _____
Message	4. _____
Phone No.	5. _____

Message 3

Receiver's phone No.	1. _____
Caller's name	2. _____
Message for	3. _____
Message	4. _____
Phone No.	5. _____

Message 4

Receiver's phone No.	1. _____
Caller's name	2. _____
Message for	3. _____
Message	4. _____

Listening Activity No. 11

You are going to hear an interview on transportation . As you listen fill in the form below.

Questions Name	How do you get to school?	How far is it from your home to school?	How long does it take you to get to school?	Are you ever late because of transpor- tation prob- lems?	Suggestions for improv- ing the transpora- tion
Mike	<i>Example: By bus</i>	3.	6.	8.	11.
Liz	1.	4.	It depends.	9.	12.
Tom	2.	5.	7.	10.	

Listening Activity No. 12

You will hear a conversation. As you listen , fill in the missing information in the form below.

Reason for call	1. _____
Personnel manager's name	2. _____
Caller's name	3. _____
Caller's college	4. _____
Caller's subjects in college	5. _____
Caller's work experience	6. _____
What foreign languages can the caller speak?	7. _____
Interview place	8. _____
Interview time	9. _____
Documents caller must take to the interview	10. _____

Listening Activity No. 13

You will hear an interview. As you listen, fill in the form about Miss Wood.

Surname	1. _____
First name	2. _____
Country	3. _____
Marital status	4. Married / Single
Education	5. _____
Present occupation	6. _____
Number of years for the present occupation	7. _____
How many languages can she speak?	8. _____
Interests	9. _____
Previous employment	10. _____

Listening Activity No. 14

You will hear a dialogue between a bank officer and a customer. As you listen, fill in the form below.

City to which money is to be transferred	1. _____
Name of the bank	2. _____
Recipient of the money	3. _____
Recipient's address	4. _____
Account number	5. _____
Amount of money to be transferred	6. _____
That amount in American dollars	7. _____
Sender of the money	8. _____
Sender's address	9. _____
Fastest method of sending money overseas	10. _____
Method chosen by customer	11. _____

Listening Activity No. 15

You are going to listen to a conversation between a student and a clerk at Barclays Bank. Listen carefully and tick (✓) if the information is correct, or write in the changes.

Example:

Answer

The student wants to open a bank account.

_____ ✓ _____

He is going to London University in August.

_____ October _____

The grant is paid by the British Council.

1. _____

A student account offers a cheque book
and an account book.

2. _____

3. _____

The card can be used 24 hours a day in
the bank machine.

4. _____

It also can be used for a cheque book.

5. _____

Up to £ 500, interest is 6%.

6. _____

A student account offers a £ 150 overdraft.

7. _____

You need: a letter from some authority

8. _____

a library card

9. _____

simple forms about your course

10. _____

your previous work employment

11. _____

your address and signature

12. _____

Listening Activity No. 16

Listen to Jane on the tape talking about her relatives. Tick (✓) if the information is correct, or write in the necessary changes.

Example:

Aunt Elme is my father's sister.

Answer

mother's

She has got 2 grown-up children.

✓

She is a housewife.

1. _____

Louise is a housewife.

2. _____

She is divorced.

3. _____

Uncle Tom is a bank manager.

4. _____

Lewis lives in Paris.

5. _____

Roger is Jane's uncle.

6. _____

He is a sales manager.

7. _____

Mark studies in Oxford University.

8. _____

He is talking to his sister.

9. _____

Listening Activity No. 17

Julia is a student at university. She is looking for a room to rent. She has seen an advertisement and has decided to phone the landlord. As you listen, fill in the form below.

Caller's name	1. _____
Address of accommodation	2. _____
Telephone No.	3. _____
The rent	4. _____
Type of room available	5. _____
Rooms shared:	6. A. living room B. bathroom C. kitchen D. bedroom
Deposit	7. _____
House rules	8. _____
Is it close to public transportation?	9. _____
Appointment time	10. _____

Listening Activity No. 18

You will hear a conversation. As you listen, fill in an accident report form with the information you hear.

ACCIDENT REPORT FORM

Name of casualty _____ Age _____ Sex _____

Address _____

Occupation _____

Details of accident; Date _____ Time _____

Category of accident: Road _____ Domestic _____ Sporting _____ Other _____

Injuries sustained _____

Witness's name _____

Address _____

Action: Police notified Ward _____

Family notified

Employer notified Casualty officer _____

Listening Activity No. 19

You are going to hear a talk about some volcanoes. Look at the chart below. Listen carefully to the talk and write down the missing information in the correct place.

Name of the Place	Location	Date of Eruption	Number of People Who Died
Vesuvius		79 A.D.	
	Ecuador		1,000
Krakatoa			
	Martinique		
Mount St. Helens			60
Mount Tambora	Indonesia		

Listening Activity No. 20

You will hear a dialogue between a student and a landlord. The student has seen an advertisement and is phoning the landlord to find out more about it. As you listen, fill in the form below.

Telephone number	1. _____
Address	2. _____
Type of room	3. _____
Rent	4. _____
Shared rooms	5. _____
Day rent due	6. _____
Deposit amount	7. _____
House rules	8. _____
Public transport	9. _____
When is the room available	10. _____
Nearest tube station	11. _____
Appointment time	12. _____

Unit Three

Description and Location

——Identifying People/Items from Description

本单元共有 20 个练习。练习的重点是人物描述（Description）和找方位（Location）。这两项技能是我们日常生活中不可缺少的，而且与国外实际生活紧密相关。

本单元用图片、图表和图等形式，帮助考生通过对所听到的人物的描述，或对方位的指令和指引，选出要找的人或要找的地方。通过练习培养考生边听、边看、边记的综合能力。

建议考生在做图片练习时，要注意图片中人物的共同点和不同点，以提高答题的命中率。在做找方位的练习时，要认真看图上已有的信息，如街名、地名。这样，在做听力练习时即使没跟上指令，只要你记住了图上的地名，也有助于你找到位置，因为在给指令时常以图中已有的地名为参照，如：opposite the church, behind the school, or next to the post office.

Listening Activity No. 1

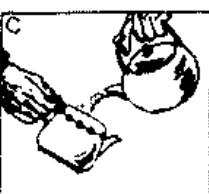
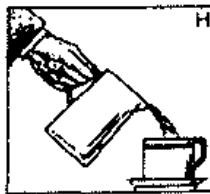
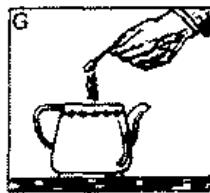
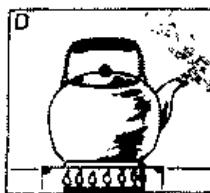
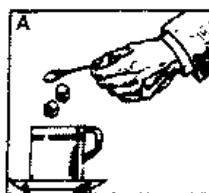
Task 1

You are going to listen to a conversation about how to make English-style tea. As you listen, put the missing words in the blanks below.

1. First, put _____ water in a kettle.
2. _____ the water.
3. _____ the teapot.
4. Put _____ into _____.
5. Pour _____ over the tea.
6. Let the tea _____ for _____.
7. Pour a little _____ a cup.
8. Then pour _____ into _____ cup.
9. Add some _____ to the tea.

Task 2

Listen to the conversation again. As you listen, put the following pictures in the correct order.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Listening Activity No. 2

Task 1

Listen to a conversation between Mary and her brother, Jack. As you listen, complete the instructions about how to use the water heater.

- A. Plug in the _____.
- B. Close the _____ tap which is the drainage tap.
- C. The water tank takes about _____ minutes to fill up.
- D. Open the black one which is the _____ tap.
- E. About _____ later, you should have _____ water.

Task 2

Listen to the coversation again. Follow the instructions and put them in the correct order.

1. _____
2. _____
3. _____
4. _____
5. _____

Listening Activity No. 3

Task 1

Look at the following pictures and listen carefully to the news. As you listen, pick out the wanted man according to the description.



A



B



C



D

Task 2

Listen to the news again and complete the following statements.

1. Police are looking for the wanted man for _____.
2. The man escaped with goods valued at around _____.
3. They included items of jewellery, a stereo, _____ and _____.
4. The description was given by _____.
5. The man has a _____ face and a _____ nose.
6. The man was wearing _____.
7. The man has a _____ on his left cheek.
8. Please contact the nearest _____ if anyone can offer assistance.

Listening Activity No.4

Task 1

Look at the following pictures and listen carefully to the news. As you listen, pick out the wanted man according to the description.



A



B



C



D

Task 2

Listen to the news again and answer the following questions.

1. Where did the man break into a factory? _____
2. How much money has been stolen? _____
3. How did he get away? _____
4. Why is the man dangerous? _____
5. What should people do if they see him? _____

Listening Activity No.5

Task 1

Listen to a conversation between Jim and Kathy. As you listen, pick out Kathy's sister according to the description.



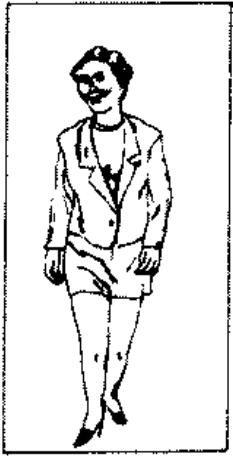
A



B



C



D

Task 2

Listen to the conversation again and answer the following questions.

1. Where is Kathy going to meet her sister? _____
2. When will they meet? _____
3. Why can't Kathy meet her sister herself? _____
4. Has Jim met Kathy's sister before? _____
5. How old is Kathy's sister? _____
6. What does Diana usually wear? _____

Listening Activity No.6

Task 1

Listen to a conversation between a customer and a policeman. As you listen, pick out the man the lady described.



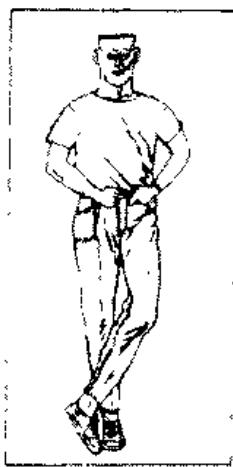
A



B



C



D

Task 2

Look at the following statements. Tick (✓) if the information is correct, or write in the necessary changes.

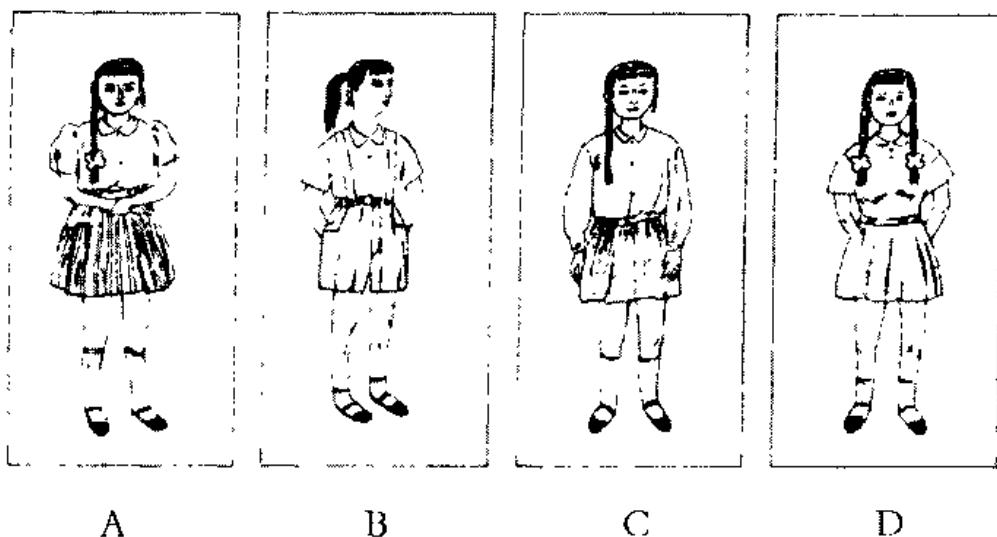
Answer

1. A man just stole a lady's purse.
2. He was tall and thin.
3. He was in his twenties.
4. His hair is black.
5. He was wearing jeans and a jacket.
6. The purse was brown.
7. And it was made of leather.

Listening Activity No. 7

Task 1

You will hear a dialogue between a policeman and a lady who has lost her daughter. As you listen, work out who is the lady's daughter.



A

B

C

D

Task 2

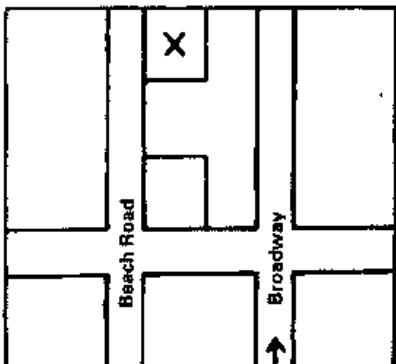
Look at the following statements. Tick (✓) if the information is correct, or write in the necessary changes.

Answer

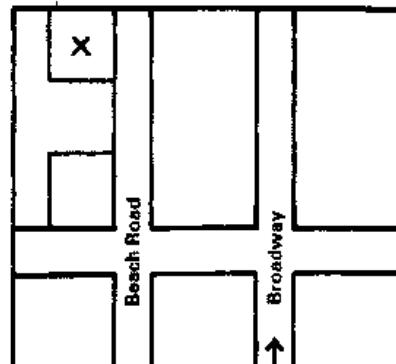
1. Mary went to school this morning. _____
2. She lives at 31st Bath Road. _____
3. Mary is ill. _____
4. Mary is 9 years old. _____
5. She has long black hair.
She is wearing:
 6. a white long-sleeved blouse. _____
 7. a pink and white striped skirt. _____
 8. long stockings and brown shoes. _____

Listening Activity No. 8

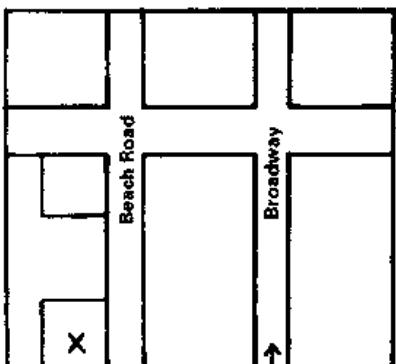
You are going to listen to a conversation. As you listen, tick the right letter according to the directions.



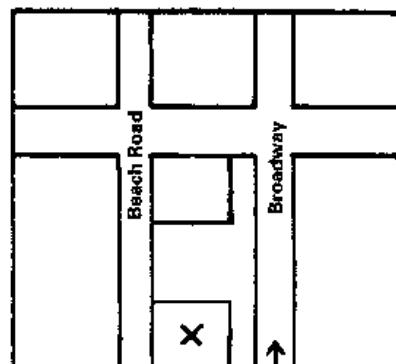
A



B



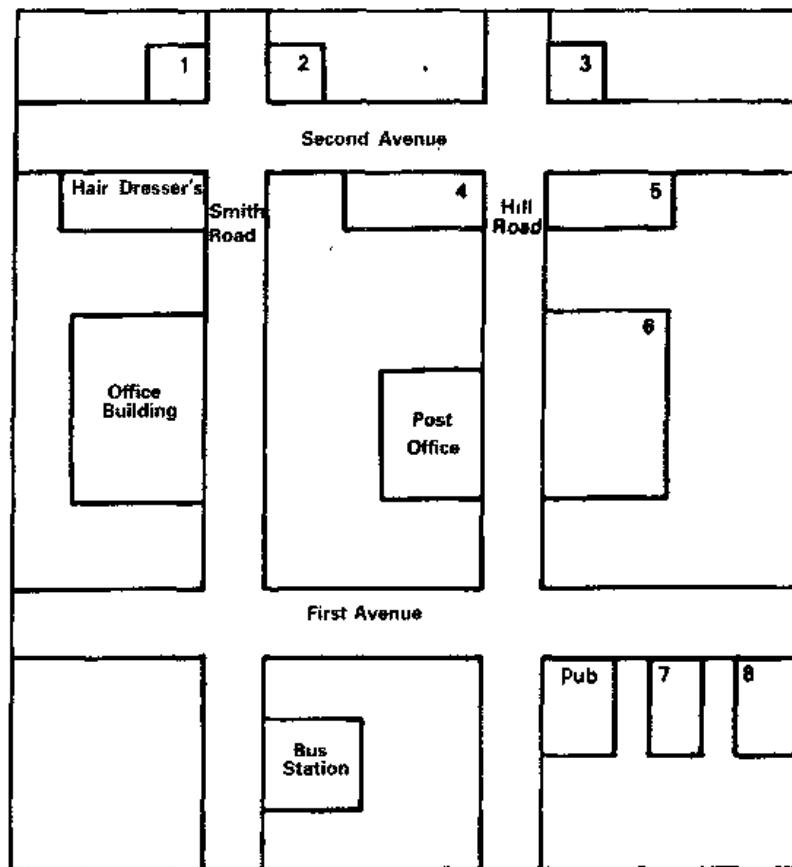
C



D

Listening Activity No.9

Look at the diagram below and listen to the directions. As you listen, follow the directions and then write the appropriate number beside the name of each place.



the university library _____

the supermarket _____

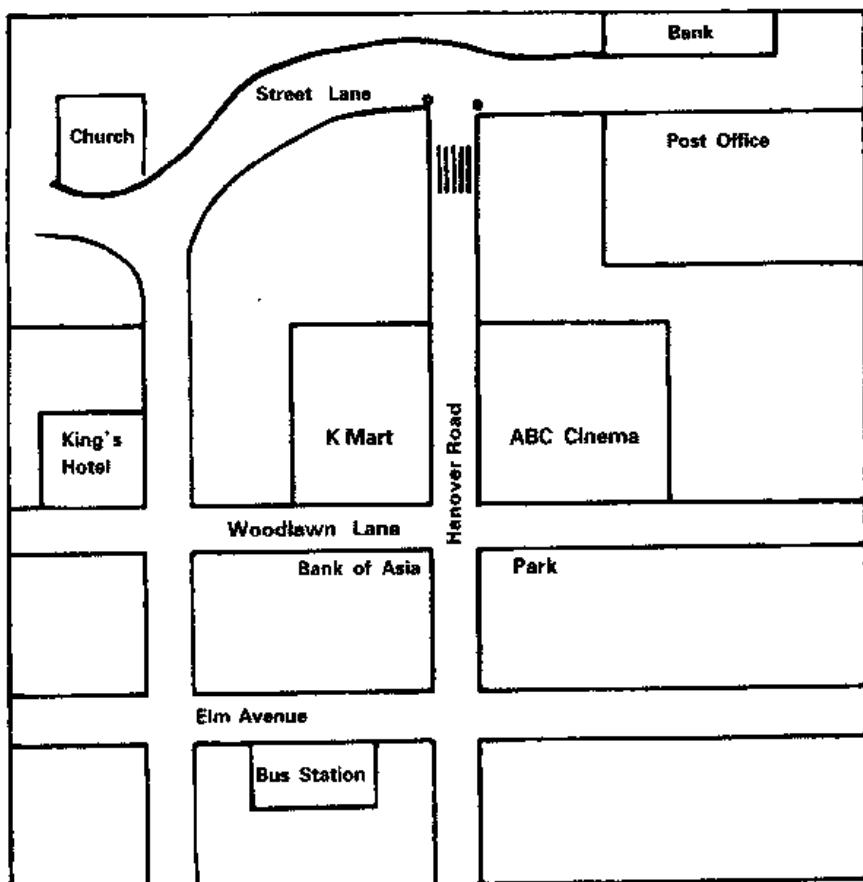
the hotel _____

the best bookshop _____

the Lloyds Bank _____

Listening Activity No. 10

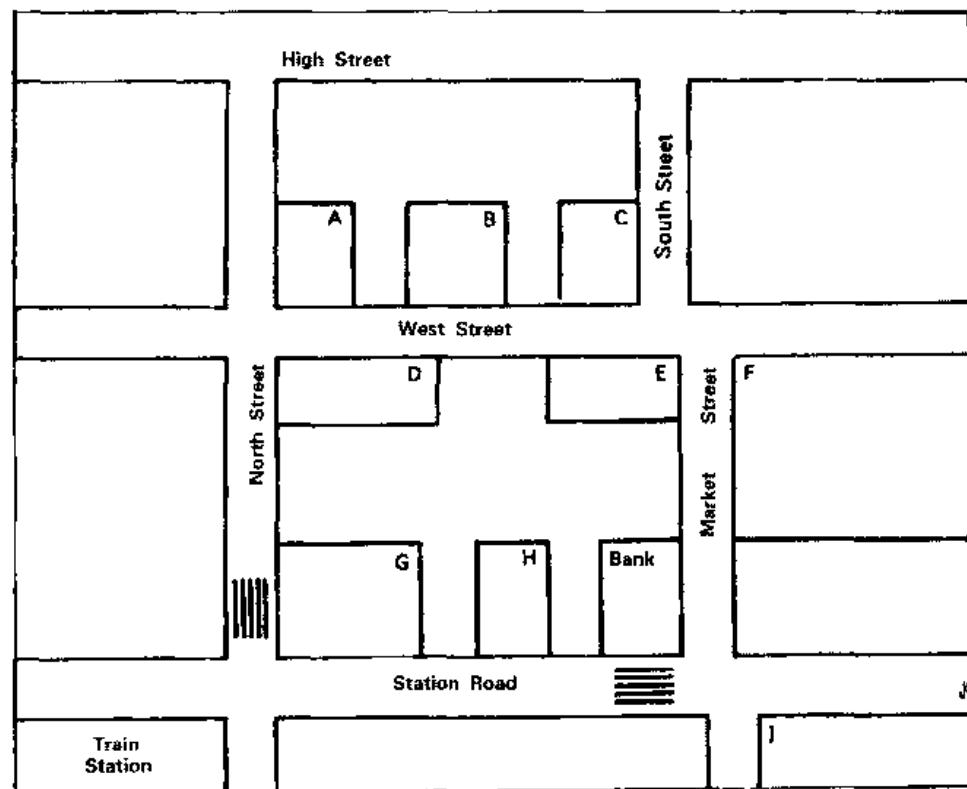
Look carefully at the street plan below, follow the sets of directions and then answer the questions at the end of each set of directions.



1. What's the building on your left? _____
2. What's the building on your right? _____
3. What's the building on your right? _____

Listening Activity No. 11

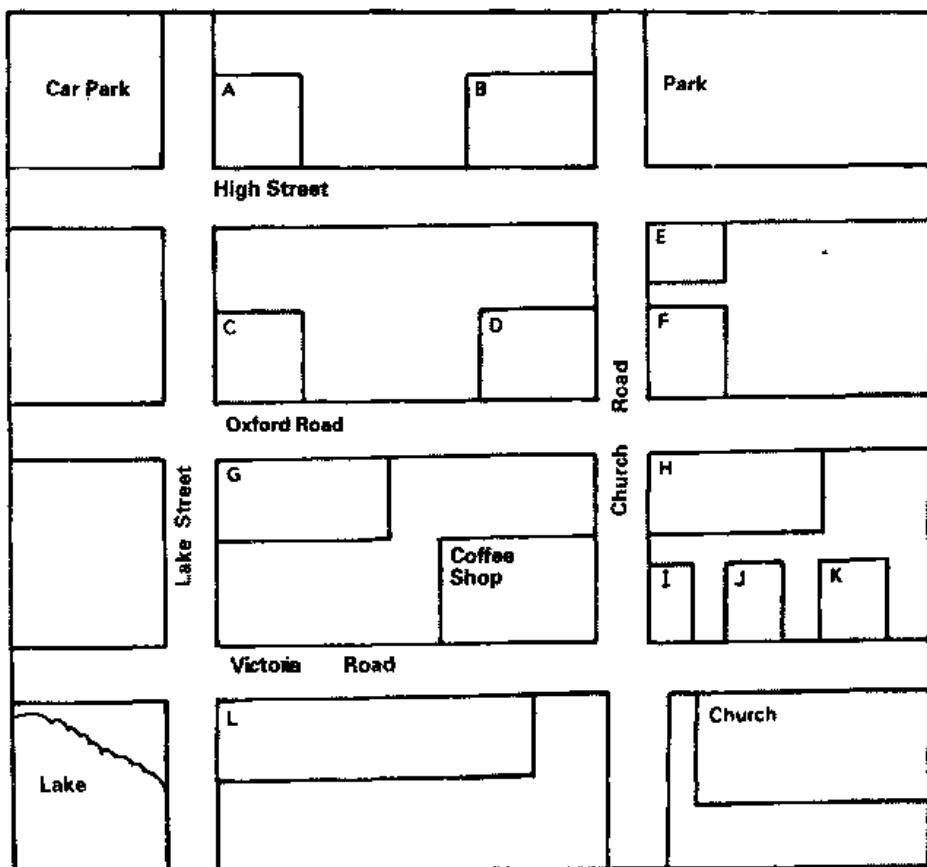
Look at the map of Maple Town. You will hear five separate sets of directions to particular places on the map. As you listen, follow the directions carefully and write the letter beside the name of the place. Find the station at the bottom left first. Listen carefully to the directions.



1. the bookshop _____
2. the coffee bar _____
3. the chemist's _____
4. the hotel _____
5. the art museum _____

Listening Activity No. 12

Look at the map below. You will hear six separate sets of directions to a certain place on the street plan. As you listen, follow the directions carefully, then write the appropriate letters beside the names of the places below. The first one starts at the car park.



1. the post office _____
2. the bank _____
3. the Windsor Hotel _____
4. the Chinese restaurant _____
5. the newsagent's _____
6. the grocer's _____

Listening Activity No. 13

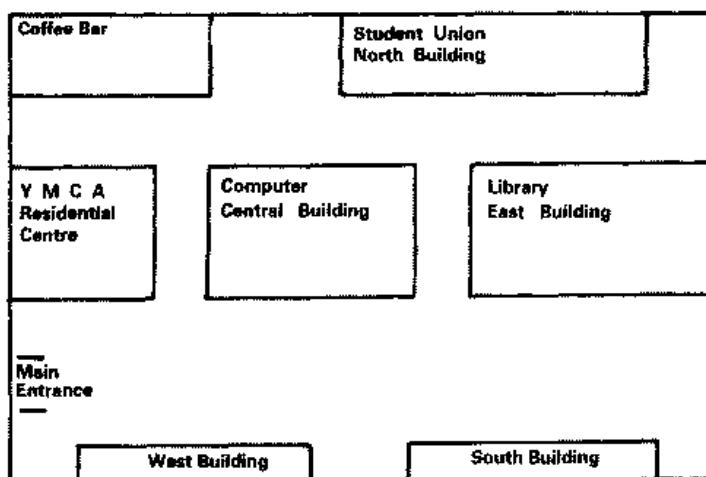
You are going to listen to a conversation between Janet and her friend. Janet is telling her friend about her holidays. As you listen, write down brief notes in the boxes below about her holiday.

Day	What she did
Saturday	
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Listening Activity No. 14

Task 1

You will hear a dialogue between two students. One of them is describing a route on the map. Draw a line to show the route taken. If the student went inside any of that place named on the map, mark that place with a cross (X).



Task 2

Listen to the conversation again and list the places the student went to, and then write the reasons the student went to these places.

	Place	Reason
<i>Example :</i>	<i>West Building</i>	<i>to register</i>
	1.	
	2.	
	3.	
	4.	

Listening Activity No. 15

You are going to listen to a talk about children's safety at home. Look at the table below. Listen to the talk and fill in the missing information in the correct column.

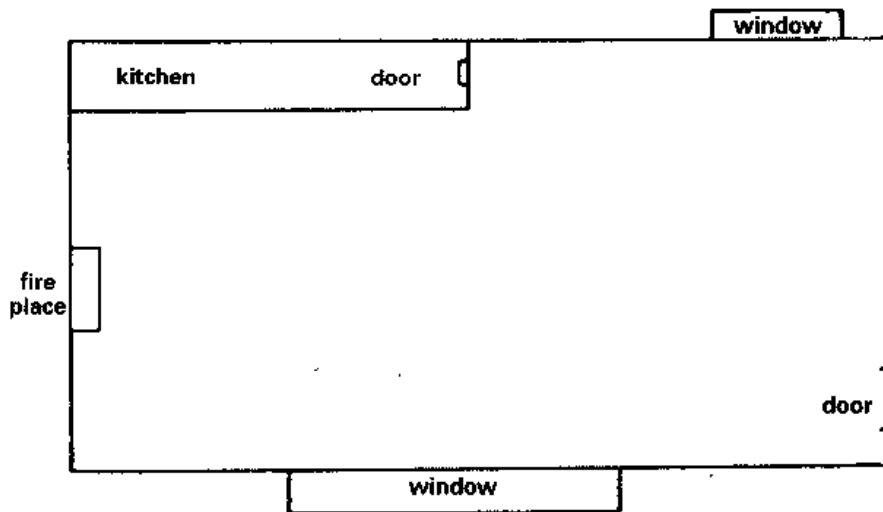
	What children can see	What children can't see	What children can find	What children can do
At home	pan handles, lead on the kettle	panes of glass in doors or screens, things left on the floor	medicine, household cleaners	climb the stairs and don't know how to get down
The dangers		trip or fall over things	can't tell the difference	

What can you do:

1. You can help keep them safe by planning _____ and making the right _____.
2. You can _____ medicines and make it more difficult for children to _____ or grab hot things.
3. You should turn _____ away from the front of the cooker.
4. You'd better _____ all fires and heaters.
5. You should use _____ on stairs and teach them how to go _____ the stairs.

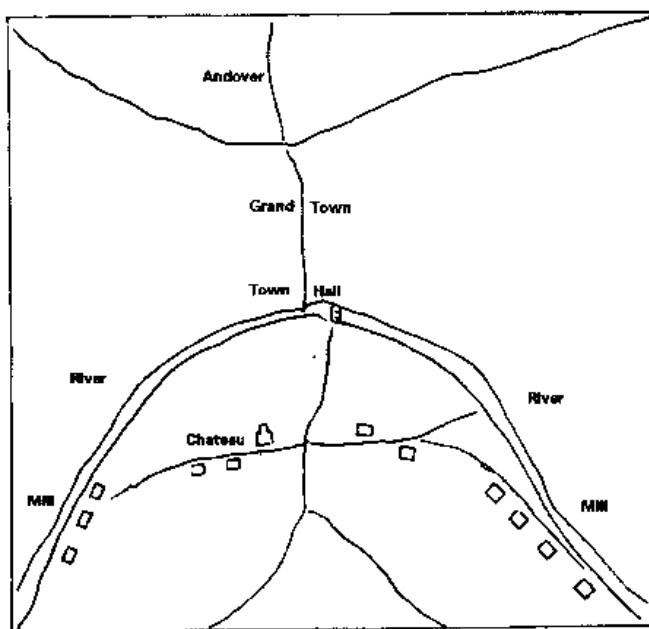
Listening Activity No. 16

Look at the picture on the sheet in front of you. This is Kevin's bed-sitting room. He is describing his room to his friend. As you listen, draw in the furniture in the right places in the picture, using a square or a circle to mark in the furniture as described. Just a quick sketch will do.



Listening Activity No. 17

Sally bought a new house a few days ago in a small village. She is phoning her friend Richard and inviting him for dinner at the weekend. Sally is giving directions to get to her house. Look at the map. As you listen, take notes and mark Sally's house with a cross (X).



Listening Activity No. 18

Read the timetable below and study it by yourself for a few minutes. Find out what the following symbols and letters mean.

You are going to listen to five conversations between a new information officer and passengers. Look at the timetable and check whether the information officer provides correct information or not by writing T for true and F for false beside each number.

Conversation 1 _____

Conversation 2 _____

Conversation 3 _____

Conversation 4 _____

Conversation 5 _____

INTERCITY			
London → Nottingham			
Principal train service 2 October 1989 to 13 May 1990			
Mondays to Saturdays		Sundays	
London St. Pancras depart	Nottingham arrive	London St. Pancras depart	Nottingham arrive
▲ 0730 sx	0914	B	1030 1247
● 0730 so	0924	C	1030 1300
▲× 0830 sx	1009	B	1230 1450
0900 so	1043	C	1230 1456
✗ 0925 sx	1113		1430 1652
1030	1206		1635 1837
1130 sx	1310		1735 1927
1200 so	1342		1835 2031
1225 sx	1409		1935 2126
1330 sx	1507	●	2035 2227
1330 so	1524	●	2205 0010
1430 sx	1610		2305 0109
1500 so	1654		
1525 sx	1702		
1630 so	1823		
■ 1630 fsx	1824		
▼ 1630 fo	1824		
■ 1705 fsx	1849		
▼ 1705 fo	1849		
■× 1725 fsx	1901		
▼× 1725 fo	1901		
1730 so	1918		
1830	2010		
1930 sx	2113		
2000 so	2159		
2040 sx	2222		
D 2100 so b	2340		
A● 2200 so	2352		
● 2300 sx	0023		
● 2330 sx	0124		
A● 2330 so	0131		

Notes

- A Until 16 December and from 31 March
- B Until 17 December and from 1 April
- C 24 December to 25 March
- D From 23 December
- b Change at Derby
- fo Fridays only
- fsx Fridays and Saturdays excepted
- so Saturdays only
- sx Saturdays excepted

All services shown in this timetable are InterCity unless otherwise stated.

InterCity services offer First Class and Standard accommodation, light food and hot and cold drinks and reserved seats.

✗ Service of meals including hot food to customers travelling first Class (and Standard, provided accommodation is available).

▲ OUTWARD portions of SAVER tickets are NOT valid on this train.

▼ RETURN portions of SAVER tickets are NOT valid on this train.

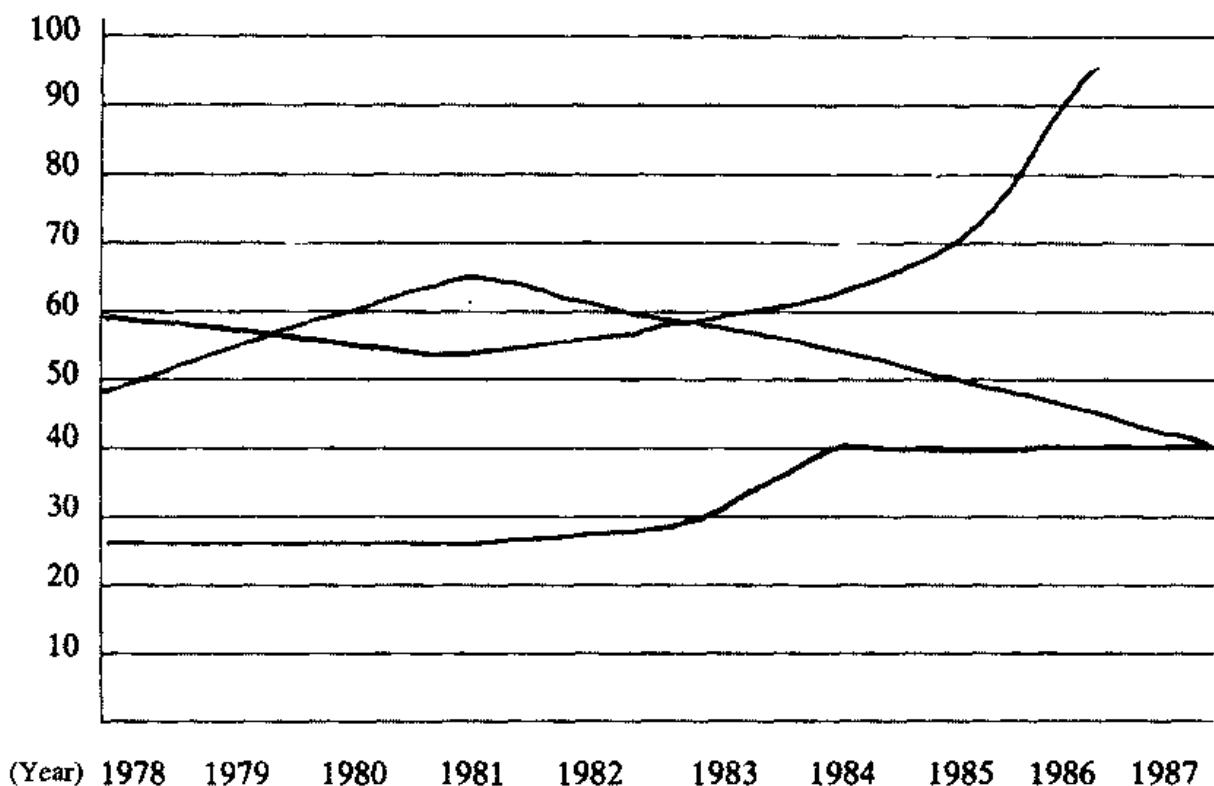
■ SAVERS are NOT valid on this train.

● NOT an InterCity service. First Class accommodation available.

Listening Activity No. 19

Look at the graph below. This graph shows the number of people who visited London Zoo, Kew Gardens and Regent's Park from 1978 to 1987. Mark in the names London Zoo, Kew Gardens and Regent's Park on the appropriate lines on the graph.

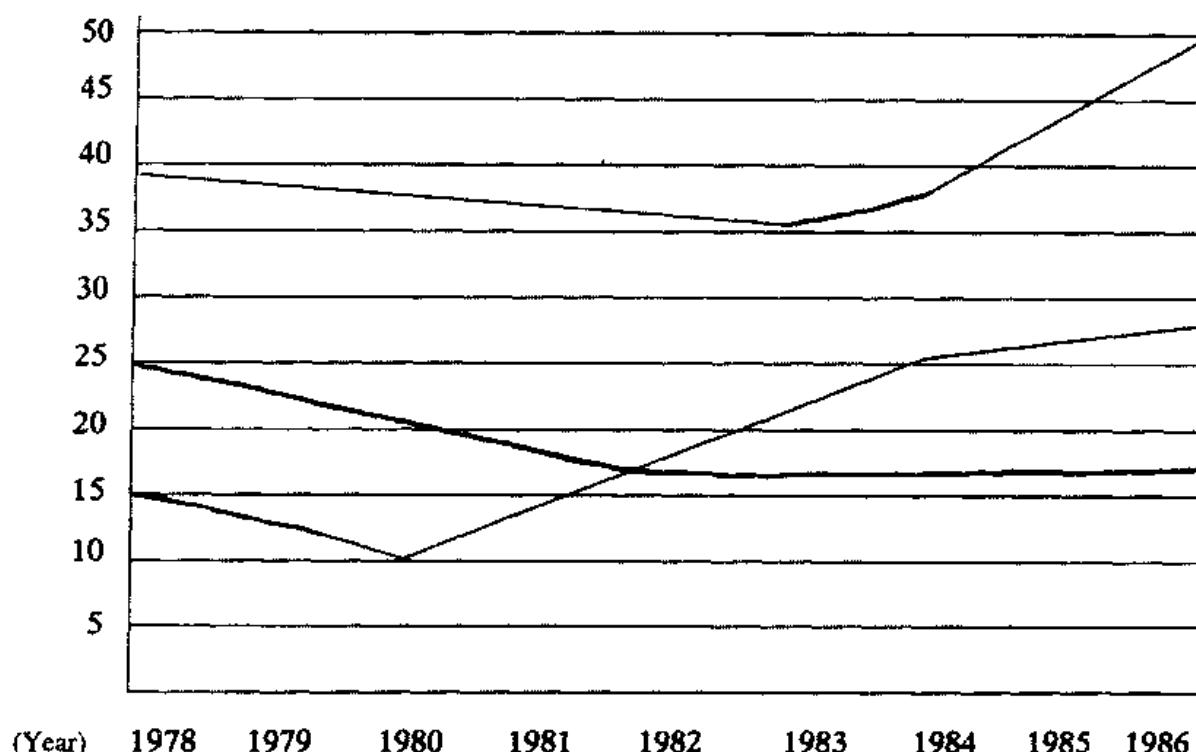
(Numbers shown in thousand)



Listening Activity No. 20

Look at the graph below. This one shows the numbers of visitors to the Exhibition Centre, the Museum and the Art Gallery. Mark in the names Exhibition centre, Museum and Art Galley on the appropriate lines on the graph.

(Numbers shown in thousand)



Unit Four

Answering Questions and Multiple Choice

——Listening for Meaning

本单元共有 20 个练习。内容多为国外生活中常会遇到的日常生活场景，如找工作、旅馆订房、去银行等；也有一些国外学习的场景，如与导师谈话、学校图书馆、学生会的职能等。

本单元的练习形式包括了雅思听力考试出现的多种题型，例如：完成句子（Sentence completion）、回答问题（Answer questions）、多项选择（Multiple choice）、判断句子准确与否或未提及（Accurate/Inaccurate/Not given）。本单元的每个练习都相当于 IELTS 听力试题的一个部分（Section），通过多种题型的变化来检查考生的听力理解能力。

本单元的目的是通过多样化的练习形式帮助考生了解和熟悉 IELTS 听力考试的不同题型，培养考生的应试能力以及在听英语会话、讲座和报告中捕捉重要信息的能力。

建议考生在听之前，要认真审题。根据 IELTS 听力考试的要求，每个部分之前都有 30 秒钟的读题时间。考生要充分利用这 30 秒钟时间。可用前 10 秒钟快速阅读该部分所有的题，以便了解该部分都有什么题；再用后 20 秒钟认真阅读前 3~4 道题，以求理解并记住，这样做题时就有针对性。此外，听力材料中的信息有时不按问题的顺序出现，如果能多记住几道问题，就不会漏掉问题点。同时，切记不要只盯一道题。

Listening Activity No. 1

Indicate whether the following statements are true or false by writing T for true, F for false and N if the statement is not mentioned.

1. A man is calling from home.
2. He has been phoning for about 15 minutes.
3. The man dialed a wrong number.
4. The man keeps making a funny noise.
5. The man hasn't put enough money in the phone box.
6. The operator said the lines were overloaded.
7. The problem is because of crossed lines.
8. The man got through after talking to the operator.
9. The man is calling a friend in Manchester.

Listening Activity No. 2

Answer the questions by writing up to three words or a number.

1. Which session of the conference is it?

2. Which room will the grammar session be held in?

3. Where should people return their keys?

Circle the appropriate letter.

4. What should be returned to the session chairpeople?
 - A. Discussion handouts.
 - B. Tape recorders.

- C. Discussion records.
 - D. Section recorders.
5. By what time does the speaker want people to gather to take the 3:30 buses?
- A. 2:30.
 - B. 3:15.
 - C. 3:30.
 - D. 3:25.
6. Where should people gather to take the buses?
- A. Outside the airport.
 - B. Outside Room 203.
 - C. Outside the main building.
 - D. Outside Room 302.
7. Who is not asked to collect reprints from the conference desk?
- A. Professor Hurst.
 - B. Professor Cole.
 - C. Professor Malnachurk.
 - D. Professor Olsen.

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement;**
- I for an inaccurate statement;**
- N if the information is not given.**

- 8. Professor Olsen is from the Leeds University.
- 9. The sixth Annual Convention of EFL will be held soon.
- 10. All people have to leave their names at the conference desk.

Listening Activity No. 3

Answer the questions by writing a few words.

1. Whom is the letter for?

 2. What does the mother complain about?

Circle the appropriate letter.

Indicate whether the following statements are accurate or not by writing

A for an accurate statement:

I for an inaccurate statement:

N if the information is not given.

5. Jane works on Saturdays.
 6. Jane has to use the phone box down the road.
 7. The phone box down the road is expensive.
 8. Jane has to pay half of the bill.

Listening Activity No. 4

Complete the statements below.

1. Underground tickets are available at _____.
2. Ticket prices for the underground vary according to the travel _____.

Answer the question.

3. How many zones are within the travelcard area? _____

Circle the appropriate letter(s).

4. Where can you get travelcards?
A. At travel agencies B. At train stations.
C. At underground stations. D. At bus stops.
5. What time can the travelcards be bought?
A. Anytime during the day. B. After 9:30 at weekends.
C. Anytime at weekends. D. After 9:30 am on weekdays.

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement;
I for an inaccurate statement;
N if the information is not given.

6. The easiest and most economical way to travel around London is with a travelcard.
7. You need a passport for a travelcard season ticket.
8. Smoking is allowed on the underground.

Listening Activity No. 5

Complete the statements below.

1. They are talking about a job at a _____.
2. The company is seeking _____.

Answer the following questions.

3. What does the company provide for people to travel in? _____
4. What does the company offer in addition to a salary? _____

Circle the appropriate letter.

5. The job offers excellent prospects for
 - A. a retired person.
 - B. a person who has a car.
 - C. a young person with ambition and enthusiasm.
 - D. a young person with ambition and experience.

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement;
I for an inaccurate statement;
N if the information is not given.

6. The applicant must write to the personnel manager.
7. The man is interested in the job.
8. The applicant has to be good on a team.

Listening Activity No.6

Answer the questions by writing a word.

1. Who is Mike talking about? _____
2. What was the first complaint about Mike? _____

Circle the appropriate letter.

3. Mike often talks about
 - A. his difficulties at his house.
 - B. finding a place to live.
 - C. the parties he went to.
 - D. his friend's house.
4. Mike wants to move, but he wants to live
 - A. alone.
 - B. in a quiet place.
 - C. near the school.
 - D. with his parents.
5. How many people live in Tom's house besides Tom?
 - A. 2
 - B. 3
 - C. 4
 - D. 5
6. The expenses which Tom and his housemates share do not include
 - A. food.
 - B. rent.
 - C. light.
 - D. heating.
7. If Mike goes to live with Tom, he will likely have
 - A. more food.
 - B. more expense.
 - C. more noise.
 - D. more freedom.

Write a word or a number in the spaces provided.

8. What day is it when Tom and Mike are talking? _____
9. On what date will Jane vacate her room? _____
10. When is Mike moving into the house? _____

Listening Activity No. 7

Answer the questions by writing up to three words.

1. When did the researcher finish her survey? _____
2. What do the science students complain about? _____
3. Circle the complaints that students made about the library catalogues.
A. They are too complicated. B. They are incomplete.
C. They are really bad. D. They are out of date.

Circle the appropriate letter(s).

4. When the chief librarian heard the criticisms, he indicated it might be possible to
A. buy some new books.
B. change the librarians there.
C. check all the cards and reprint them where necessary.
D. change to a computer system.
5. How much would it cost to do the first option?
A. About £1 000. B. About £6 000.
C. About £60 000. D. About £600.

Indicate whether the following statements are accurate or not by writing

A for an accurate statement;
I for an inaccurate statement;
N if the information is not given.

6. It would take about a year to change the catalogue system to a computer system.
7. The chief librarian suggested two possible ways to improve the catalogue system.
8. The chief librarian agreed to try to improve the borrowing facilities as well.

Listening Activity No. 8

Answer the following questions by writing up to three words.

1. Where does the student come from? _____
2. How long has the student been in this country? _____
3. What is the student studying at the moment? _____

Circle the correct answer.

4. What does the student worry about now?
 - A. His English study hours.
 - B. That her qualifications may not be accepted here.
 - C. Her working experience in her own country.
 - D. Her tutoring at school.
5. What kind of course does the counsellor suggest the student to apply for?
 - A. Civil engineering diploma course.
 - B. Master's degree in English.
 - C. English diploma.
 - D. Master's in engineering.

Write up to three words in the spaces provided.

6. Did the student study engineering at a university? _____

7. How long did the student work for a big company? _____
8. When does the counsellor suggest the student apply for a degree course?

Listening Activity No.9

Answer the questions by writing a few words.

1. Where are all student services to be found at the college?

2. Are all students automatically members of the Student Union?

3. What document do the students need to get their student cards?

4. Where do students go to get their student cards?

Circle the appropriate letter(s).

5. When is the student health centre open?

- A. From 9:30 to 8:45 on weekdays.
- B. From 9:30 to 5:00 on Fridays.
- C. From 9:30 to 5:00 on weekdays.
- D. From 9:30 to 8:45 Monday to Thursday.

6. Circle the days when Dr. B. Kearns hold a surgery in the Medical Centre.

- A. Monday and Tuesday mornings.
- B. All weekdays mornings except Friday.
- C. Either Wednesday or Friday afternoons.
- D. Thursday afternoons.

7. Whom do students have to register with if they stay in England?

- A. A college doctor.
- B. Dr. B. Kearns.
- C. A local doctor.
- D. A hospital doctor.

Indicate whether the following statements are accurate or not by writing

- A** for an accurate statement;
- I** for an inaccurate statement;
- N** if the information is not given.

8. The nurses will make appointments for you.
9. Dr. Kearns can be found at her surgery any time during the day.
10. Dr. Kearns' surgery is located at No. 2 Ascott Avenue, W5.

Listening Activity No. 10

Answer the following questions by writing a number or up to three words.

1. Who is Ms. Penny Rawson? _____
2. What is Ms. Rawson going to discuss? _____
3. How many counsellors are there in the college? _____
4. Are counsellors full-time at the college? _____
5. Circle the ways students are referred to the counsellors.
A. By themselves. B. By their parents.
C. By their teachers. D. By a tutor.

Circle the appropriate letter.

6. How do counsellors meet students?
A. See the students only individually.
B. See the students only in groups.
C. See the students in any way necessary.
D. See the students only in the courses.

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement;
I for an inaccurate statement;
N if the information is not given.

7. Counselling Service can solve all students' problems.
8. Counselling Service is a confidential service.
9. Counselling Service has a small fee.
10. No one, according to Ms. Rawson, ever has problems at this university.

Listening Activity No. 11

Complete the following statements by filling in the relevant words.

1. Susan will be a _____ student.
 2. She wants to keep her money in a safe place with easy _____.
 3. She is suggested to open an _____ Account.

Circle the appropriate letter(s).

4. A current account provides the following facilities:

 - A. a chequebook
 - B. a cashcard
 - C. a deposit book
 - D. all of the above

5. If the balance is £500 or over the interest is

 - A. 5.25%.
 - B. 2.55%.
 - C. 7.25%.
 - D. 7.55%.

6. Money can be withdrawn with

 - A. a chequebook.
 - B. a cash card.
 - C. an ID card.
 - D. a passport.

Indicate whether the following statements are accurate or not by writing

A for an accurate statement;

I for an inaccurate statement;

N if the information is not given.

7. The bank statement tells you how much money is in your account.
 8. The bank statement provides you with a permanent record of income only.
 9. You can ask your bank about your statement by telephone.
 10. You can use a cashcard to check the balance.

Listening Activity No. 12

Complete the statements below. Use up to three words.

1. Mrs. Jane Smith is _____.
2. Mrs. Smith would like to talk about _____.
3. Where is Peter presently working? _____

Circle the appropriate letter.

4. Peter has had his present job
 - A. since 2002.
 - B. for more than three years.
 - C. for three months.
 - D. since 2003.
5. The reason he wants a new job is
 - A. for a change.
 - B. to earn more money.
 - C. to get a promotion.
 - D. to have a new challenge.
6. The thing he likes most about his present job is
 - A. the responsibility.
 - B. good salary.
 - C. his colleagues.
 - D. working conditions.

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement;
I for an inaccurate statement;
N if the information is not given.

7. They are looking for someone prepared to work overtime.
8. Peter graduated from Leeds University.
9. Peter has a diploma in design.
10. Peter will get the new job.

Listening Activity No. 13

Complete the statements below.

1. In Britain a foreign student can get treatment from the British Medical Scheme if the student's course of study is for _____.
2. For a long-term student, treatment in British hospitals is _____.

Answer the following question by writing a short phrase in the space provided.

3. What should the student do first if he wishes to join the British Medical Scheme?

Circle the appropriate letter.

4. Where can you find lists of doctors?
 - A. From the Student Union office.
 - B. From local post offices.
 - C. From the registration's office.
 - D. From the university medical clinic.
5. Give two ways to find out a doctor's consulting hours.
 - A. _____
 - B. _____

Indicate whether the following statements are accurate or not by writing

- A** for an accurate statement;
I for an inaccurate statement;
N if the information is not given.

6. Casualty or emergency treatment is free for everyone in all hospitals.
7. A dentist can choose whether or not to accept a patient for NHS treatment.
8. A private patient will pay the full cost of dental treatment.
9. Dentists like to check patients' teeth once a month.
10. Basic dental treatment is a minimum of 17 pounds.

Listening Activity No. 14

Answer the following questions and complete the statements below. Use no more than three words for each answer.

1. The college's first aim is to be a _____ institution.
2. The college judges people on their _____ and commitment to study as much as _____.
3. Circle the statements about the students that the director has mentioned.
 - A. Some students are seeking specific skills.
 - B. Some are learning about the latest scientific knowledge.
 - C. Some are seeking to develop their artistic abilities.
 - D. Some are stretching their bodies.
4. How many teachers and staff are there at the college?
A. 500 B. 800 C. 1000 D. 1500
5. Which word best describes the director's speech?
A. Informative. B. Depressing.
C. Inspiring. D. Amusing.

Write a word in the space provided.

6. Is it a congratulation speech? _____

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement;
I for an inaccurate statement;
N if the information is not given.

7. You may find a suitable course at the polytechnic college.
8. The college specializes in a narrow range of subject areas.
9. The college has a homogeneous student body.
10. The college has the longest history of any school in its community.

Listening Activity (No. 15)

Complete the following statements by filling in a relevant word or a number.

1. Bell College is one of a group of schools run by the Bell Educational Trust, a _____ educational foundation.
2. The College offers an attractive environment for study and leisure for students aged _____ or over.

Answer the following questions with a word or a number as required.

3. How many students live on campus? _____
4. How many students live off campus? _____

Circle the appropriate letter(s).

5. What areas of study do the courses offer?
A. English for Industrial Training. B. English Programme.
C. Teacher Training. D. Social Studies.
6. How many nationalities are there in the college?
A. 13. B. 30 or more.
C. 50. D. 50 or more.

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement;
I for an inaccurate statement;
N if the information is not given.

7. Teachers in the college are from many parts of the world.
8. According to the college policy teachers from Rwanda are presently not welcome.
9. The college has its own medical centre.
10. The college provides cultural and social activities only on weekends.

Listening Activity No. 16

Complete the statements below. Use up to three words.

1. Peter asks Anna to do him a _____.
2. Peter is going to visit _____.
3. Peter will be away for _____.
4. Circle the animal that Anna is being asked to look after.
A. rabbits B. birds
C. cats D. dogs
5. Circle the things that Peter wants Anna to do.
A. To look after a pregnant animal.
B. To buy a box of cat food.
C. To feed the animals.
D. To wash the animals every day.

Circle the correct answer.

6. How many babies did one of the animals have last time?
A. 2 B. 4 C. 5 D. 6
7. When Peter mentioned that one of the animals is going to be delivering soon,
Anna was
A. happy. B. worried.
C. sad. D. angry.

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement;
I for an inaccurate statement;
N if the information is not given.

8. The mother cat eat only cat food. _____
9. Peter will bring a box of cat food. _____
10. One of the cats is a male. _____

Listening Activity No. 17

Complete the following statements below.

1. Our health is affected by _____.
2. Safeway tries to help customers not only in the range and types of food offered, but also by providing up-to-date reliable _____.
3. Circle the reasons given for using less sugar.
 - A. For the sake of our eyes.
 - B. For the sake of our body's weight.
 - C. For the sake of our teeth.
 - D. For the sake of our livers.
4. Which of the following attacks the tooth itself?
 - A. Carbohydrates.
 - B. Saliva.
 - C. Acid.
 - D. Plaque.

Write a short phrase in the space provided.

5. What is the worst thing you can do to your teeth?
-

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement;
I for an inaccurate statement;
N if the information is not given.

6. The speaker advises people to stop taking sugar at once.
7. The speaker suggests choosing snacks carefully.
8. The speaker suggests substituting yogurt for sugar.
9. The speaker suggests cutting back on the sugar you use in baking.
10. The speaker is a dentist.

Listening Activity No. 18

Complete the following statements by filling in a relevant word or a number.

1. An au pair is a single girl without any dependants who comes to UK to learn English and to live as _____ of an English speaking family.
2. An au pair may help in the house for up to _____ hours a day for pocket money.
3. Circle the suitable tasks that an au pair may do in the house.
A. Dusting the house. B. Painting the house.
C. Taking care of children. D. Mowing lawn.
4. How much money should be given as pocket money?
A. 14 to 20 pounds a week. B. 15 to 20 pounds a week.
C. 15 to 20 pounds a month. D. 50 to 60 pounds a month.
5. An au pair must be a single girl aged
A. under 17. B. under 27.
C. more than 27. D. between 17 and 27.
6. Circle the appropriate nationalities for an au pair.
A. Japanese B. French
C. Turkish D. Russia

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement;
I for an inaccurate statement;
N if the information is not given.

7. A girl who has been in the UK before as an au pair will be allowed to come to the UK again as an au pair even if the total period is more than 2 years.
8. An au pair who is from the Commonwealth or EC will have to register with the police if she stays longer than 6 months.
9. An au pair may change host families during her time in the UK.
10. Write 2 possible ways for an au pair to apply for a longer stay in the UK.
A. _____
B. _____

Listening Activity No. 19

Answer the questions by writing a word or a number.

1. Which month would the customers like to book a holiday for? _____
 2. Do they know exactly where they want to go for their holiday? _____

Circle the appropriate letter.

3. When will both customers be free to travel?

 - The first week of July.
 - The whole month except for the last five days.
 - From the first to the twenty-third of July.
 - From the seventh to the twenty-third of July .

4. Which country did the two customers visit last year?

 - Italy.
 - Sweden.
 - France.
 - Portugal.

5. How long did the customers want for their holiday?

 - A week.
 - Ten days.
 - Two weeks.
 - Four weeks.

6. Why don't the customers want to go to Italy?

 - Because there are too many young people.
 - Because it would be too hot.
 - Because they've been there.
 - Because the dates don't suit them.

7. Circle the reason that they don't like to go to Sweden.

 - Too expensive.
 - Too hot.
 - No beaches.
 - Not enough facilities.

Indicate whether the following statements are accurate or not by writing

A for an accurate statement;

I for an inaccurate statement;

N if the information is not given.

8. The customers prefer to visit Portugal by flight from London.
 9. It would be 385 pounds for them to visit Portugal.
 10. The customers have decided where to go for the holiday.

Listening Activity No. 20

Answer the following questions by writing a few words in the spaces provided.

1. What was the name of the popular song during the 1930s mentioned in the talk?

2. When was tea first imported to Britain?

Circle the appropriate letter(s).

3. When did the first coffee house offer tea?

- A. In 1760. B. In 1716.
C. In 1706. D. In 1786.

4. Who was the owner of Tom's Coffee House?

- A. Lloyds. B. The Golden Lion.
C. An insurance company. D. Thomas Twining.

5. What was on the sign of the tea shop owned by Twining?

- A. The Golden Lion. B. The Strand.
C. The Tea Shop. D. Twining.

6. Circle the items which a comprehensive eighteenth century tea-tray would consist of.

- A. Glasses and spoons. B. A teapot and stand.
C. A sugar bowl and a milk jug. D. Cups and saucers.

7. Where was tea kept by the mistress of the house?

- A. In basins. B. In locked wooden commodes.
C. In metal kettles. D. In locked caddies.

Answer the questions in the spaces provided.

8. How were late-afternoon hunger pangs alleviated?

9. When was tea first imported from India?

Complete the following statements.

10. Tea from Ceylon, India and _____ gives the broad range of teas that are _____ today.
11. There have been few changes in _____ centuries of tea trading.
12. Twinings still has a shop on the site of the original coffee shop at _____.
13. The name Twining has been linked with tea for over _____ years.

Answer the following questions.

14. Who persuaded the Prime Minister to reduce the high tax on tea in 1784?

15. Who was the Prime Minister in 1784?

Unit Five

Note Completion and True/False

——Listening for Details

本单元共有 20 个练习。内容选自国外生活中常会遇到的日常生活场景及有关国外学习的场景。

本单元的练习形式包括了雅思听力试题中曾出现的两种题型。一种是摘要填空题 (Summary or Notes Completion)。摘要填空题是根据所听文章内容或部分段落内容给出一段或多段留有空格的内容概要，要求考生根据所听内容填补缺少的信息，以测试其对所听文章的理解及捕捉具体信息的能力。答案常可从所听内容中直接找出。

另一种是正误判断题 (True/False/?) 这种题要求考生根据所听文章内容所提供的信息对一些陈述句做出正、误判断。如果句子内容与文章内容相符，答案是 TRUE；如果句子内容与文章内容不符，答案是 FALSE；如果句子内容根据文章中提供的信息不足以判断正误，就用问号 (?) 表示。

本单元通过大量练习帮助考生了解和熟悉考试的题型，培养考生的应试能力及在听英语会话、讲座和报告中捕捉重要信息的能力和边听边记的能力。

建议考生在听之前把题或短文读一遍，并根据上下文推断要填的词，这样才能在听的过程中有针对性地去寻找所需要的关键词。

Listening Activity No. 1

You are going to listen to a talk about Student Coach Cards. As you listen, fill the missing words in the banks.

If you are a student in 1. _____ education or aged 2. _____, you can get a Student Coach Card for only 3. _____. It will save you 4. _____ off standard fares throughout Britain on National Express and Scottish Citylink services. You even get this 5. _____ on Midweek Returns. It also entitles you to 6. _____ off some continental services and to discounts on some Oxford Citylink and Invictaway services. A Student Coach Card lasts for a full 7. _____ months with no restrictions. Student Coach Cards can 8. _____ at Student Travel 9. _____, many National Express and Scottish Citylink agents or by 10. _____ simply by completing the attached coupon.

Listening Activity No. 2

You are going to listen to a talk about telephone services. Listen carefully and fill the missing words in the blanks.

Alarm calls, to wake you up in the 1. _____, should be booked before 2. _____ the previous evening. Transferred charge calls are 3. _____ where the people you want to speak to 4. _____ to pay for your call to them. Transferred charge calls can also be 5. _____ to many countries 6. _____. Personal calls are those where you tell the operator 7. _____ of the person you wish to 8. _____. You are not connected if that person 9. _____ found, though a message can be 10. _____ for him or her to ring the operator later. This service is normally 11. _____ for international calls as well.

For emergency calls, if you want the police, fire or ambulance services in an emergency, dial 12. _____. Tell the operator the 13. _____ you want. Give your exchange and number or all figure number as appropriate. Wait until the emergency 14. _____ answers. Then give them the full address where help is needed and other necessary information. 999 calls are 15. _____.

Listening Activity No. 3

You are going to hear a talk about bats. Listen carefully and fill the missing words in the blanks.

James Austin is a(n) 1. _____ researcher. His talk is about bats. Bats are black creatures which hang 2. _____ and fly in the dark. Now they become more 3. _____ because they can eat mosquitoes up to 4. _____ in an hour. So many people want them 5. _____.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;
- F for a statement which is false;
- ? if there is insufficient information.

6. People build bat houses on their roof in summer.
7. People don't really know what bats look like.
8. Bat houses should be dark and hot.
9. Bat houses should be 12 to 15 feet off the ground.
10. People prefer to use chemicals to get rid of mosquitoes.

Listening Activity No.4

You are going to hear a conversation between a salesman and a customer. Listen carefully and write down the missing information in the notes below.

Patricia bought a videocassette recorder 1. _____ ago. She phoned the shop and told them that she has some problems with 2. _____. One of the problems is that the VCR won't 3. _____ when she sets the timer. The other one is that she can't find 4. _____.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;
- F for a statement which is false;
- ? if there is insufficient information.

5. The VCR has got a one-year guarantee.
6. Patricia has got the salesman's name.
7. The salesman knows the customer.
8. Patricia should bring in the receipt when she goes back to the shop.
9. The salesman has to report to his manager about it.
10. The salesman will be there when Patricia goes back.

Listening Activity No.5

You will hear a dialogue. As you listen, fill the missing words in the gaps in the notes below.

Mr. Smith comes to London for a 1. _____. He will stay there for 2. _____ of months with 3. _____ pounds. He wants to open an account. He is suggested to open a Higher Rate Deposit Account which requires 4. _____ to open the account. Its interest is 5. _____ on net and 6. _____ on gross.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;**
- F for a statement which is false;**
- ? if there is insufficient information.**

7. A Higher Rate Deposit Account is calculated and paid monthly.
8. He can get a special card to his cash money.
9. The rate of interest will go down to 5.52% if it has savings go below five hundred pounds.
10. the Higher Rate Deposit Account allows people to be five hundred pounds overdrawn.

CListening Activity No 6

You are going to hear a talk from a course director. As you listen, fill in the gaps below.

There is a variety of opinions about 1. _____ that should exist within initial teacher education between 2. _____ in school and the study of the disciplines of education. It is our conviction that beginning teachers need to 3. _____ on ideas about the aims and methods of education, but we believe more strongly that 4. _____ of teaching is best learnt in school, working with 5. _____ teachers.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;**
- F for a statement which is false;**
- ? if there is insufficient information.**

6. The director provides a general introduction to the course at Sussex.
7. All of the teaching takes place in small group seminars and workshops.
8. The course director is one of the interviewers.
9. All applicants will be interviewed before places are offered.

Listening Activity No. 7

You are going to hear an announcement. As you listen, fill in the gaps numbered 1-5 in the notes below.

Ladies and gentlemen,

We are arriving at Cambridge now, and there are a few things you need to remember. First, remove all 1. _____ from the coach because we can't guarantee their safety. Second, note 2. _____ on the front of the coach, so it can be recognized in the coach park. Third, stay with your own 3. _____. Don't wander off as the town is large and people can 4. _____ get lost. Photographs can only be 5. _____ at certain points, so obey your guide's instructions.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;
- F for a statement which is false;
- ? if there is insufficient information.

6. The speaker is an airline flight attendant.
7. The speaker will be guiding a group of tourists through the town.
8. The coach will leave for the park at 6:15.

Listening Activity No. 8

Debby buys a newspaper and then goes to the cafe. She sits next to a man and they discuss the gales. As you listen to their conversation, fill in the gaps in the notes below.

Here is the news about the gales. It says gales reaching 90 mph swept 1. _____ last night as two more days of wind and rain were forecast. In the 2. _____, gusts had been recorded of 94 mph in Aberporth, southwest 3. _____. 82 mph in the Cairngorms in

4. _____ and 78 mph in Camborne, Cornwall. The Clarence Esplanade at Southsea, Hampshire, was 5. _____ due to fears that walkers could be swept over 6. _____.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;**
- F for a statement which is false;**
- ? if there is insufficient information.**

7. Police in London had warned people not to travel unless their journey was essential.
8. 3 000 houses were blown down.
9. A 33 000 volt cable was damaged because of the gales.
10. Engineers battled to restore electricity supplies to 3 000 customers in Scotland.

Listening Activity No.9

You will hear a dialogue between two friends. As you listen, fill the missing words in the notes below.

There was a lot of traffic in Chase Village 1. _____ years ago. People drove too fast. Richard had a very serious 2. _____ on Newland Street. He was afraid to drive there so he always tries to 3. _____ that road when he visits his sister. But now things are 4. _____. People put on their brakes and 5. _____ on Newland Street because they can see a 6. _____ there.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;**
- F for a statement which is false;**
- ? if there is insufficient information.**

7. Now some people still take a risk when the police officer is away on Newland Street.
8. The police officer there doesn't get any pay for the work.
9. Officer Springirth is a real man and he is a volunteer there.
10. Officer Springirth helps the police to reduce the crime rate in Chase Village.
11. The police department will put more mannequins on other roads.

Listening Activity No. 10

You will hear some advice from a British programme adviser. As you listen, fill in the gaps with the relevant words in the notes below.

When you first arrive in Britain you will be given the name and telephone extension number of the 1. _____ who will be administering your programme. It will be 2. _____ if you make a note in your diary of this 3. _____ and also if you make an appointment 4. _____ by telephone whenever you want to see your programme officer.

If your base is to be outside London, you will be given 5. _____ about reaching your destination. Please follow these carefully and, again, keep a note of them in your 6. _____.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;
F for a statement which is false;
? if there is insufficient information.

7. If you bring money to Britain you'd better carry large sums of cash on your person.
8. Your money will be more secure if you convert it into traveller's cheques.
9. It's not safe to deposit your money with hotels or hostels.
10. It's wise to put your purchases in your shopping bag.
11. You should never put anything into your own pockets or bag until it has been paid for.
12. All shops provide a receipt for you.

Listening Activity No. 11

You will hear an interview between a reporter and an officer from the British Council.
As you listen, fill in the gaps below.

The Student Union Welfare Office will put overseas students in touch with overseas students' societies and organizations, which are often run by overseas students. The 1. _____ which will have been put in the student's passport by the 2. _____ officer indicates whether or not they are required to 3. _____ with the police. If you are from a 4. _____ Community or Commonwealth country, you should 5. _____ register with the police. If you are required to register with the police you must do so 6. _____ of arrival in Britain.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;
- F for a statement which is false;
- ? if there is insufficient information.

7. All overseas students are required to register with the police as soon as they arrive in Britain.
8. Working in Britain without acquiring the relevant permission is illegal.
9. If overseas students are to get a job in the UK, they need to get forms OW1 and OW5 at the job centres.
10. Overseas students have to get forms OW21 and OW22 from job centres if they are looking for work experience.
11. Overseas students can only take part-time work.
12. It is free of charge to register with the police when you arrive in the UK.

Listening Activity No. 12

You are going to listen to a talk about the Student Union. As you listen, fill in the gaps in the notes below.

All 1. _____ students automatically belong to the Student Union and have full 2. _____ and membership rights. Part-time students also have 3. _____ to what the Union has to offer. Further details of this are available from the Student Union offices. The Union is 4. _____ to the NUS, which represents students on a 5. _____ level. Students can take advantage of 6. _____ travel facilities and a wide range of reductions on 7. _____ goods, through the Student 8. _____ Card.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;
- F for a statement which is false;
- ? if there is insufficient information.

9. The talk gives an introduction to the Student Union.
10. The Social Committee is responsible for entertainment on campus.
11. The Student Union finances all the clubs and societies at college.

Listening Activity No. 13

You are going to hear a conversation that took place at an accommodation agency. As you listen, fill in the gaps in the notes below.

I'll start with self-contained flats. The flats are 1. _____ but you will find you have your 2. _____ to do what you want. With bedsitters, you would have your 3. _____ although you will have to 4. _____ the kitchen and bathroom. Lodgings are more expensive

than 5. _____ as you receive a meal.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;**
- F for a statement which is false;**
- ? if there is insufficient information.**

6. Hostels are more expensive than lodgings.
7. The agent suggests that the best option is to look through the local papers for accommodation.
8. The accommodation office in the university will offer students a list of cheap accommodation in the area.

Listening Activity No. 14

You are going to listen to a talk about Cambridge. As you listen, fill in the gaps in the notes below.

The university town of Cambridge, just one hour 1. _____ of London, has been one of the world's most important centres of learning for 2. ____ years. Its academic vitality and beauty create the perfect 3. _____ in which to study. Like other students here, you will enjoy 4. ____ unique to the Cambridge way of 5. _____. During your free time you might like to 6. _____ along the "Backs", or try your 7. ____ at "punting" on the river.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;**
- F for a statement which is false;**
- ? if there is insufficient information.**

8. Cambridge is home to some famous museums.
9. The city has extensive sporting facilities.

10. Many fine performing actors and musicians are originally from Cambridge.
11. The university has many excellent restaurants.

Listening Activity No. 15

You will hear a talk about Skunks. As you listen, fill in the gaps in the notes below.

Some animals which people hate and fear are gaining new
1. _____. People have begun to 2. _____ their ideas
about skunks. Cherry Briggs, an animal researcher, said that skunks are very
3. _____ animals because they catch 4. _____ and
beetles. They are great for 5. _____ control.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;
F for a statement which is false;
? if there is insufficient information.

6. People fear the skunks because of their awful smell.
7. Skunks always warn you after they spray.
8. Skunks are easily recognized by their color.
9. One of the skunk's warning signs is to raise its feet.
10. Skunks will move away when they hear loud rap music.
11. Skunks love all kinds of milk products.
12. Skunks are wanted to be back because they are great for pest control.

Listening Activity No. 16

You will hear a conversation between Gladys and Jack. As you listen, fill in the gaps in the notes below.

The lecture was interesting. The new student really 1. _____ it.

The student enrolled in the M.A. teaching programme 2. _____. He'd like to know something about 3. _____. He asked the lady about the assessment and the exams for this particular programme. He is nervous about 4. _____. _____ because he hasn't had an exam for a 5. _____.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;**
- F for a statement which is false;**
- ? if there is insufficient information.**

6. Five essays are required before the finals.
7. The lecturer and the student are good friends.
8. The lady lived on the campus while she was studying in the university.

Listening Activity No. 17

You are going to listen to a doctor's talk. As you listen, complete the notes below.

In Western countries, many people have 1. _____ deposits on the inside wall of their arteries. These deposits build up over 2. _____ of years, narrowing the arteries. Sometimes the deposits can 3. _____ the formation of blood clots. If a clot breaks free, it can enter the 4. _____ and sooner or later it will become trapped and block off a blood vessel, possibly causing a 5. _____ attack or a stroke.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;**
- F for a statement which is false;**
- ? if there is insufficient information.**

6. Too much saturated oil in your diet can result in developing cancer.
7. What people eat may determine the cholesterol level in their blood.

8. Saturated fat will help to lower blood cholesterol level.
9. People are suggested to eat more saturated fat.
10. Fatty acids are essential for people's health.
11. The human body can make a lot of fatty acids.
12. Some nuts, seeds and fish contain a high proportion of polyunsaturated fats.

Listening Activity No. 18

You are going to listen to a talk about the city of Pompeii. As you listen, fill in the gaps in the notes below.

Over 2,000 years ago, many rich Romans spent 1. _____ in the city of Pompeii which was located on the Bay of Naples. Pliny saw the eruption of 2. _____, Vesuvius. It was a 3. _____ sight. Rock and ash flew through the air. The city of Pompeii was 4. _____ of Mt. Vesuvius. When the volcano first erupted, many people were able 5. _____ the city. Unfortunately, there was 6. _____ time for everyone to escape. More than 7. _____ people died. They were buried alive under the volcanic ash. The eruption lasted for about 3 days.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;
F for a statement which is false;
? if there is insufficient information.

8. Pompeii was buried under 20 feet of volcanic rock and ash.
9. The city of Pompeii could never be forgotten.
10. An Italian farmer found a part of a wall of the ancient city of Pompeii on his farm.
11. Today the whole of the ancient city of Pompeii was uncovered.
12. Now, tourists come to see the ruins of the famous city of Pompeii.

Listening Activity No. 19

You will hear a dialogue about accommodation in the UK. As you listen, fill in the gaps in the notes below.

If you pay your rent weekly, you have to pay it in 1. _____ on a fixed day of the week. If you want to leave, you have to give 2. _____ notice. If you pay 3. _____, it's one month's notice. But if you have 4. _____ accommodation or no meals are provided, then 5. _____ you have to give a month's notice, even if you're 6. _____ weekly. It's therefore important to have a definite 7. _____ with your landlady at the beginning of your 8. _____.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;
- F for a statement which is false;
- ? if there is insufficient information.

9. The landlady doesn't have to give you any notice if she wants you to leave.
10. If you don't return the key at the end of your tenancy, you may lose your deposit.
11. The rent book provides a record of payment.
12. The house regulations in the rent book are legally binding.
13. The landlady may evict you if you try to share a single room.
14. You're more likely to have to sign an agreement if you live in lodgings.

Listening Activity No. 20

You are going to listen to a conversation between two students. As you listen, complete the following notes.

If you are living in 1. _____ you should find out when meals are served and be 2. _____ for them. You should also find out when it's most 3. _____ for guests to visit you or to have a 4. _____. If you know that you will be 5. _____ you should let her know, so she can 6. _____ your dinner or give you a 7. _____.

Indicate whether the following statements are true or not by writing

- T for a statement which is true;
- F for a statement which is false;
- ? if there is insufficient information.

8. The landlady would appreciate your help in keeping the house clean.
9. In lodgings, gas and electricity are usually included in the rent.
10. All private houses have central heating.
11. The landlady will provide enough blankets to keep you warm for the winter.
12. Before using your own electrical apparatus, make sure they work on the voltage of the house.



Unit Six

Summary

——Practising Taking Notes

本单元共有 20 个练习。内容以在英国生活和学习的场景为主，同时还有一些有关美国、爱尔兰等国家情况的介绍。这些内容提供了大量的西方文化背景知识，如英国的超市、酒吧、如何到英国人家做客、英国的警察、美国人的特点、美国的总统、爱尔兰的历史和音乐等。

本单元的练习形式主要以摘要填空题（Summary or Notes Completion）为主。这种练习是根据所听文章内容或部分段落内容给出一段或多段留有空格的内容概要，要求考生根据所听内容填空，以测试其对所听文章的理解概括能力。答案常可从所听内容中直接找出。

本单元的听力材料都比较长，其目的是通过大量的、长段的练习，培养考生在听英语讲座和报告中，捕捉重要信息的能力以及边听边读边记笔记的综合能力。

建议考生在听之前要把题或摘要读一遍，并根据上下文推断要填的是什么词，这样才能在听的过程中有针对性地去寻找所需要的关键词。

Listening Activity No. 1

You are going to hear a talk about security in the UK. Listen to the talk and complete the statements below by writing no more than three words in the spaces provided.

1. Don't carry _____ cash than you need for daily expenses.
2. When you stay at a hotel, ask the manager to keep your valuables in _____.
3. Don't keep a note of _____ together with your traveler's cheques.
4. You should carry wallets and purses in an inside _____.
5. Your passport, travel tickets and other important documents should be taken _____.
6. You can leave your heavy luggage in a _____ at most large stations and pick it up later.
7. It's necessary to keep _____ and check the opening hours when you leave your luggage at the station.
8. The Lost Property Office can be found at both _____ and _____.

Listening Activity No. 2

You are going to hear a lecture on some useful information for your travelling around Britain. Listen to the first part of the lecture and complete the notes below by writing no more than three words in the spaces provided.

You will find Tourist Information Centres at major 1. _____, airports, stations, 2. _____ and towns and holiday centres. You will see two kinds of public telephones in operation. One is 3. _____ and the other is card-phones. For the latter ones, you can buy at 4. _____, news kiosks, station bars and 5. _____. Banks are normally open from 6. _____ Monday to Friday but at London's two 7. _____ there are 24-hour banks. Trafalgar Square Office opens from 8. _____ weekdays and Saturdays. On Sunday, it opens from 10:00 to 17:00. The Bureau de Change services are avail-

able to 9. _____. You can also change money at Bureau de Change, large hotels, 10. _____ and travel agents.

Listening Activity No.3

Listen to the second part of the lecture. As you listen, complete the notes below by writing no more than three words in the spaces provided.

In Britain shops usually open at 9:00 and close at 17:30, but in many cities, they have a 1. _____ once a week. They stay open 2. _____ about 20:00. British voltage is 3. _____ V AC, 50 HZ. Many hotels will be able to supply 4. _____ for electric shavers. Stamps can be bought at 5. _____. Most hotel bills include a service charge, usually 6. _____, but in some larger hotels it's 15%. People often leave 7. _____ % for the waiter in the restaurants, and give 8. _____ per suitcase for porters, 9. _____ % of the fare for taxis and 10. _____ for hairdressers and 50p to the assistant who 11. _____ your hair. You must remember it is the rule to drive on the 12. _____ and overtake on the 13. _____. Driver as well as front-seat passengers must wear 14. _____.

Listening Activity No.4

You are going to hear a dialogue between two students talking about how parliament makes new laws. As you listen, complete the notes below by writing no more than three words in the spaces provided.

New laws can start in either the House of Lords or the House of Commons. They are usually proposed by 1. _____. A law which is being proposed is called 2. _____ until it is passed. Then, it becomes 3. _____ of Parliament.

The bill goes through its 4. _____ which means that the title of the bill

is set to be discussed, then it goes through its Second Reading which is the 5. _____ stage. If the bill is passed it will go on to the 6. _____ stage where a small group of members meet and discuss it in detail. The Report stage will be the stage in which 7. _____ can be made. After the Report stage, the bill is taken for its 8. _____ where a vote is taken. If the bill is passed, it will go to the 9. _____. When both Houses pass the bill, it goes to the 10. _____ for the Royal Assent. When the Queen gives her assent the bill becomes an act.

Listening Activity No.5

You are going to hear a talk about the English policeman. As you listen, complete the notes below by writing no more than three words in the spaces provided.

A "copper" is one of 1. _____'s nicknames. It comes from the verb "cop" which means to 2. _____. "Bobby" comes from the 3. _____ name of Sir Robert Peel who was the founder of 4. _____. "Peeler" used to be an 5. _____ nickname for the policeman but this one has 6. _____.

The British bobby is a very 7. _____ sort of character. They are very busy 8. _____ visitors about the city. British bobby has some very distinctive features. For example, he doesn't carry 9. _____. An English policeman can be seen from a distance because of his height and 10. _____. The police are aware that they are the country's 11. _____ and not its 12. _____.

Listening Activity No.6

You are going to hear a short talk about the banks in Britain. As you listen, complete the statements below by writing no more than three words in the spaces provided.

1. The safest place to keep your money is _____.

2. A _____ account is the most useful type of account offered by the banks for students in Britain.
3. There will be an _____ if you overdraw on your account.
4. You should open _____ account if you have more money than you need for month-to-month expenses.
5. You do _____ tax on the interest if you are not normally resident in Britain.
6. A check card can be used as a check guarantee card. With this card, you can draw up to _____ cash from almost any bank in Britain. A Euro-check card can be used to draw cash from most banks in _____.
7. Many shops will not accept a check unless a _____ backs it.
8. Many banks provide a cash card, which can be used to draw cash from _____.
9. Most banks provide dispensing machines which are set _____ of the bank outside.
10. When the bank is closed, a cash card allows you to draw up to _____ a day.

Listening Activity No. 7

You are going to hear a talk about some British customs. Listen carefully and complete the notes below by writing no more than three words in the spaces provided.

In Britain, there is a common saying, "An Englishman's home is
1. _____. It's important to act thoughtfully if you are living in a
2. _____ or are visiting a British home. There are a few British
3. _____. You should be 4. _____ for meals. Make your own bed
and keep your room 5. _____. When you stay with a British family for
several days you should give 6. _____ when you leave. British people
normally wait until 7. _____ has got their food before they start eating.
You'd better use 8. _____ and title if you are unsure how to call them. At
a formal meal, the host 9. _____ expect guests to help with household
chores.

Listening Activity No. 8

You are going to hear a series of lectures on Irish culture. Listen to the first part of the lecture. As you listen, complete the notes below by writing no more than three words in the spaces provided.

Riverdance is based on a culture which had its 1. _____ from the 6th to the 9th century. Before that period, 2. _____ was oral and based on a love of complicated stories and 3. _____. In the 6th century, missionaries introduced 4. _____. Since then the culture of Ireland began to develop and had 5. _____ in northern Europe. In the 9th century this golden age 6. _____ because of the invasions and there never was real recovery. At the end of the 7. _____ Irish Nationalism began to influence 8. _____ in English to write in a way that was 9. _____ from English writers of the period. A distinct style of writing in English called 10. _____ literature came out. There are many 11. _____ writers, for example William Butler Yeats, Geoge Bernard Shaw and Samuel Beckett. All of them have received 12. _____ for Literature. Irish music was 13. _____ as people move to the cities. Some efforts were made to make it 14. _____ to city people but without success. Since 1980's this has begun to change. Modern Ireland has been 15. _____ more than just a revival of traditional music. There are 16. _____ people employed in Ireland in the music industry.

Listening Activity No. 9

Listen to the second part of the lecture. As you listen, complete the notes below by writing no more than three words in the spaces provided.

In 1849 Irish people were largely 1. _____ and living in the countryside. There was a 2. _____ in the agricultural system. All crops

were grown to pay the rent of the land and all that was grown to eat was 3. _____ A great famine struck the Irish people. From 1845 to 1848 the crops failed so 4. _____ people died or left the country by 5. _____. The population continued to 6. _____ until 1961. The people left their homes and went to England, 7. _____ or Australia. Ireland has the highest 8. _____ rate of any country in Europe for the 9. ____ centuries. Almost every family in Ireland has 10. _____ abroad.

Listening Activity No. 10

Listen to the last part of the lecture. As you listen, complete the notes below by writing no more than three words in the spaces provided.

The emigrants experienced a lot of 1. _____ in their new countries. In England, there used to be signs for 2. _____ which read "Irish need not apply". The emigrants often experienced 3. _____ so they formed many organizations to 4. _____ their own fellow emigrants. In America, the Irish chose 5. _____ and some significant cities were controlled by 6. _____. President 7. _____'s grandparents came from Ireland and his election had a significant impact in 8. _____, helping the process of recovery of 9. _____, which they have today. Today there are 10. _____ people of Irish descent living 11. _____ Ireland. In America there are 12. _____ who have 100% Irish background. Many emigrants who came back to live in Ireland often found it 13. _____ to fit into Irish society, but they have always had 14. _____ in the old country.

Listening Activity No. 11

You are going to hear a talk about universities and colleges in Britain. As you listen to the talk, complete the notes below by writing no more than three words in the spaces provided.

There are 1. _____ universities and 2. _____ polytechnics in the UK. In 1973-1974, there were over 3. _____ full-time students in universities. 10% of them were from 4. _____. University first degree courses usually last three or four years. The academic year normally has 5. _____ terms, beginning from 6. _____. You should apply to a university at least 7. _____ months before the proposed date of admission. When you have filled in your application form you must send it to 8. _____. If you want to enter Oxford or Cambridge University, you should remember to return your application by the closing date, in 9. _____. The usual minimum qualifications for entry to a first degree course in a university are good passes in the 10. _____ or an 11. _____ examination. All enquiries should be accompanied by a copy of the 12. _____ certificate and where appropriate an approved translation.

Listening Activity No. 12

You are going to hear a talk on Canada. As you listen to the talk, complete the notes below by writing no more than three words in the spaces provided.

Canada is located in the northern half of the continent of 1. _____. The most northern parts of Canada are called the land of 2. _____ because at certain times of the year the sun 3. _____. This northern part of Canada is cold and mostly 4. _____ with snow all year round. The original people in the northern part of Canada are called 5. "_____. They are also called the "First Nation". The populations in the Atlantic provinces of Nova Scotia, Newfoundland, New Brunswick and Prince Edward Island are 6. _____. The land there is not very fertile so their main industries are forestry, 7. _____ and mining. The province of British Columbia is in the 8. _____ of Canada and is an attractive place for 9. _____ because of its mild climate, mountains, seacoast and 10. _____. The original settlers came from 11. _____. In the 16th century, the first Europeans

arrived in 12. _____ Canada. They came from 13. _____. By the end of the 14. _____ all of Canada was under British rule. In this century, Canada has had an influence of settlers from all 15. _____.

Listening Activity No. 13

You are going to hear a conversation between two students. They are talking about the English bars. As you listen, complete the notes below by writing no more than three words in the spaces provided.

Bar is the place where 1. _____ are kept. At the bar, people don't wait for someone to take 2. _____, instead, they go to the bar directly to 3. _____ their drinks. They pay as soon as they 4. _____. It's not the custom to give 5. _____. When you want to have another drink you ought to take your 6. _____ back to the bar for refill. You can get 7. _____ alcoholic and non-alcoholic drinks in the bar. Alcoholic drinks include beer and wine. Cider is made from 8. _____, port is a type of 9. _____ wine from Portugal, and sherry is a type of wine from 10. _____. Spirits are a kind of 11. _____ drinks. Non-alcoholic drinks include all kinds of fruit juices, such as orange and 12. _____. Soft drinks are sweet drinks made with 13. _____. Cordials are strong and sweet drinks tasting of 14. _____. VAT stands for 15. _____ Tax. VAT can be 16. _____ to you if you take the goods with you when you leave Britain.

Listening Activity No. 14

You are going to hear a talk about the English pubs. As you listen, complete the notes below by writing no more than three words in the spaces provided.

There are 1. _____ different methods of serving beer in Britain. Some beer is 2. _____ and draught beer is a kind of beer that comes from

3. _____. There are two different methods of serving draught beer. Keg beer is served with modern method which uses 4. _____ and traditional draught uses 5. _____ to pull the beer up the pipe and out of the tap. Keg beer is sold almost 6. _____ in Britain, and you can always have exactly 7. _____ in any pub. Traditional beer is not served 8. _____ but allows you to taste 9. _____. Lager is served cold and available in 10. _____. Guinness is a thick, almost black, bitter tasting 11. _____. Pale ale is less strong and 12. _____ than bitter. The pub's opening times are regulated by 13. _____ and usually a pub is open from 14. _____ and from 5:30 to 11:00. 15. _____ is forbidden in pubs. Children are 16. _____ to enter pubs according to the law.

Listening Activity No. 15

You are going to hear a talk about the Tall Ships Race in Britain. As you listen, complete the notes below by writing no more than three words in the spaces provided.

In July 1956, a fleet of 21 sailing ships from 1. _____ countries raced each other from Torbay in Devon to 2. _____. The purpose of the gathering was to mark the passing of the 3. _____. They raced again 4. _____. Since then the title "the Tall Ships" was given to them. As race succeeded race, 5. _____ ships began to be built and young people from all 6. _____ wanted to participate. The race ship has to satisfy 7. _____ requirements. First of all, it has to have a minimum 8. _____ of 9.09 metres, then half its crew must be between the ages of 9. _____, and its principal means of propulsion must be a sail. The race has 10. _____ huge crowds of spectators. In 1984 more than 11. _____ people watched the fleet set off in the River Mersey in 12. _____, and in 1986 two million spectators with 13. _____ watched the parade at Newcastle-upon-Tyne. The Ship Race started from London in 14. _____. A grand fleet of up to 100 vessels gathered on the River Thames near 15. _____. All of their crews were 16. _____ and few were expert sailors. The ships were

berthed on 17. _____ side of Tower Bridge. Many of the large ships were open to 18. _____. It was an amazing and historic spectacle as the ships sailed slowly up the River Thames.

Listening Activity No. 16

You are going to hear a conversation about using recorded delivery and registered post. As you listen, complete the notes below by writing no more than three words in the spaces provided.

You can use the recorded delivery to send all kinds of 1. _____ postal packets except parcels and airway and railway letters. You can get a Certificate of 2. _____ from the container in the post office. The certificate 3. _____ your record of posting. You can obtain confirmation of delivery by completing an 4. _____ form. This form will be signed by the post office official, not by the 5. _____. The compensation is very limited and 6. _____ paid for loss or damage, but will not be paid for 7. _____ or any other inadmissible item. Registered post is a 8. _____ service. All registered mail receives special security treatment. Packing is very 9. _____. You will get the compensation if you send your articles in one of the 10. _____ envelopes sold by the post office since these envelopes are already stamped for 11. _____ postage and have the 12. _____ registration fee. The registered mail is signed by 13. _____ on delivery. The post office delivers registered mail to the 14. _____. You can obtain confirmation of delivery by paying an 15. _____ and completing an Advice of Delivery form either at the time of posting or later. The Advice of Delivery fee is lower if the form is handed in 16. _____ of posting.

Listening Activity No. 17

You are going to hear the first part of a lecture on American culture and American customs. As you listen, complete the notes below by writing no more than three words in the spaces provided.

The population of the USA:	<u>260 million</u>
The population of White:	1. _____
African American:	<u>12%</u>
Hispanic:	2. _____
Asian or Pacific Islanders:	3. _____
American Indian or Eskimo:	<u>1%</u>

Americans value individualism, independence, 4. _____, directness, 5. _____, achievement and 6. _____. Individualism is the most highly 7. _____ value in American culture and an important 8. _____ to understanding American behavior. If a group of friends go to a restaurant everyone wants to pay 9. _____. If you do too many favors, this may create an 10. _____ situation for the American. Americans are direct. They are quick to get 11. _____ and do not spend much time on 12. _____ amenities. They think it gives an indication of 13. _____ to look at the person if they speak to him or her. It is considered better to refuse graciously than to 14. _____ an invitation and not go. Punctuality is an important 15. _____ in the U.S. You should be 16. _____ for school or business appointments at the 17. _____ agreed upon. In social appointments you can arrive 18. _____ minutes after the agreed-upon time without giving offense. But, if you are more than 15 minutes late for an 19. _____, you need to offer an 20. _____ and an explanation.

Listening Activity No. 18

Listen to the second part of the lecture. As you listen, complete the notes below by writing no more than three words in the spaces provided.

Americans are often 1. _____ but they also have a good sense of 2. _____ and cooperate with others to achieve a goal. They are friendly, but in their 3. _____. Friendships among Americans tend to be 4. _____ and more casual than friendships among people from

5. _____. Americans are not comfortable with 6. _____. They are open and usually eager to 7. _____. When you accidentally bump someone you should say 8. “_____”. Men don’t hold hands or link arms 9. _____ with other men. This is acceptable between women and it is quite 10. _____ between men and women. For your safety, don’t walk alone 11. _____. Don’t carry too much cash or wear 12. _____ of great value. Don’t 13. _____ when you travel. You should give up your 14. _____ and observe as much as possible about 15. _____ to tell the police when you are threatened by one. Don’t judge what you see as 16. _____, but make it a challenge to try to 17. _____ the variety of American behaviors. You do not have to 18. _____ in something you disagree with, but you can try to understand it.

Listening Activity No. 19

You are going to hear a talk on two famous American presidents. As you listen, fill in the gaps in the notes below. Write no more than three words for each answer.

John F. Kennedy and Abraham Lincoln lived in different times. Kennedy was born in 1. _____, whereas Lincoln was born more than 2. _____ earlier. As for their family backgrounds, Kennedy came from a rich family. He was able to attend expensive private schools. He graduated from 3. _____ University. Lincoln had only one year of formal schooling. In spite of his lack of 4. _____, he became a well-known lawyer. He was 5. _____ man.

In spite of these differences in Kennedy and Lincoln’s backgrounds, some interesting 6. _____ between the two men are evident. For example, take their political careers. Both of them began their political career as a 7. _____. They went to the Congress just 8. _____ apart. Another interesting coincidence is that each man was elected president of the United States in a year ending with the number 9. _____. Furthermore, both men were President during years of civil 10. _____ in the country. Both of them died by 11. _____ while in office. Both presidents were shot while they were sitting next to 12. _____.

Listening Activity No. 20

You are going to listen to a lecture on American history. As you listen, fill in the gaps in the notes below.

The American Civil War was 1. _____ over 140 years ago. It lasted 2. _____ years. The American Civil War resulted in the death of 3. _____ Americans. What caused this terrible civil war between the North and the South? There were many causes of the war. One of the important causes of the war was the 4. _____ between the North and the South over the 5. _____ of slavery. The southern way of life and the southern economy 6. _____ on the use of slave labor. Many Northerners were opposed to slavery and they wanted to 7. _____ slavery. The growth of industry in the North resulted in increased population and money. It also made the Southerners fear northern political and economic 8. _____. So many Southerners wanted to leave 9. _____ and form their own country. By June of 1861, 10. _____ southern states had seceded and established a new country. The North went to war in order to 11. _____ the United States one country. 12. _____ won the war because of its economic and industrial strength and power. The Civil War had two important results for the United States:

- (1) The Civil War preserved the United States as 13. _____.
- (2) It ended 14. _____ in the United States.

Unit Seven

Practice Tests

本单元提供了四套不同形式的 IELTS 听力考试模拟试题，是根据英国使馆提供的不同时期的 IELTS 练习题编写而成。目的是帮助考生了解和熟悉 IELTS 听力考试题型，提高应试能力。

Test 1

Section 1 Questions 1-10

Questions 1-4

Decide which of the pictures best fits what you hear on the tape, and circle the letter under that picture.

1. Where does the conversation take place?



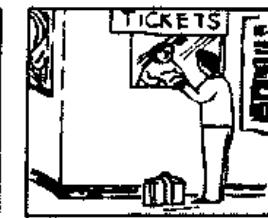
A



B



C



D

2. Which office helps overseas students with their particular problems?

SPORTS CLUB

A

UNION SOCIETIES

B

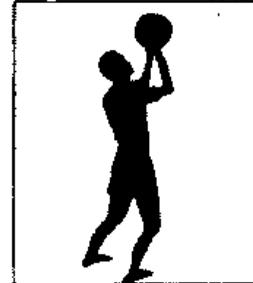
ACCOMMODATION OFFICE

C

WELFARE OFFICE

D

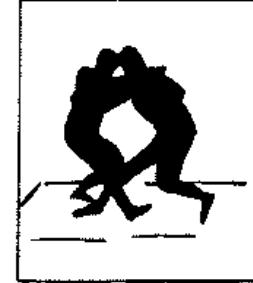
3. What kind of sport doesn't the student mention?



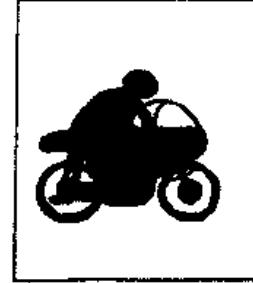
A



B



C



D

4. Where can the Filipino student find his compatriots at the school?

TRAINING SESSIONS

A

FILIPINO SOCIETY

B

BADMINTON COURT

C

BASKETBALL TEAM

D

Questions 5-10

Fill in the gaps numbered 5-10.

Name	Caesar
Surname	5. _____
City	6. _____
Subject	7. _____
Length of the course	8. _____
Job in the future	9. _____
Reason for choosing this university	10. _____

Section 2 Questions 11-20

Questions 11-16

Answer the questions by writing a word or a phrase.

11. When does the student have to move out of his present accommodation?

12. For how long did the college offer him a temporary room?

13. Circle the problems that the student has now.

- | | |
|-------------------------|--------------|
| A. No friends. | B. No money. |
| C. No place to live in. | D. Homesick. |

14. Circle the help that the Welfare Office can give.
- A. To provide long-term accommodation for him.
 - B. To contact the accommodation service.
 - C. To subsidize his rent payments.
 - D. To offer him a grant.
15. Where could the student get money?
- A. From a bank.
 - B. From a landlord.
 - C. From the British Council.
 - D. From the Student Union.
16. How much could the student get as an emergency loan?
- A. Up to £ 200.
 - B. About £ 250.
 - C. £ 220.
 - D. £ 2000.

Questions 17-20

Write a word or a number in the spaces provided.

17. Would the Union be able to provide a long-term emergency accommodation? _____
18. How much money does the student have left? _____
19. Will the student apply for an emergency loan? _____
20. How does the student feel after talking with the welfare officer?

Section 3 Questions 21-30

Questions 21-25

Complete the statements below. Use up to three words.

21. The Student Union is run by four _____.
22. The president is responsible for the day-to-day running of the Union according to established policies _____.
23. A new vice-presidential post has been created to focus on _____.

24. One way to improve communications within the college will be
- A. with regular meetings of the Student Union.
 - B. with the regular publication of the Student Union magazine.
 - C. with regular elections.
 - D. with regular visits by journalists.
25. One possible way to see the president is
- A. to fix a time with the office assistant, Pat.
 - B. to call the president directly.
 - C. to leave a notice for the president.
 - D. to drop in the president's office.

Questions 26-30

Indicate whether the following statements are accurate or not by writing

- A** for an accurate statement;
- I** for an inaccurate statement;
- N** if the information is not given.

26. The president advises students not to waste time on relaxation and enjoyment.
27. The Student Union is a very helpful organization.
28. Central London is only 20 minutes away by tube from Ealing.
29. The Student Union is an organization run by the college.
30. The president is a third-year student at Ealing College.

Section 4 Questions 31-38

Questions 31-35

Fill in the gaps numbered 31-35 in the notes below.

A Vice-president Finance 31. _____ the spending of the Union's grant to ensure that all areas of Student Union activity run smoothly without any 32. _____. There are 33. _____ members on the finance team. We are all here to help you 34. _____ as we can. Although I administer the Union's finances, in the end, it is you who have the 35. _____ in expend-



iture policy, either directly or through the Executive Finance Committee.

Questions 36-38

Indicate whether the following statements are true or not by writing

- T for a statement which is true;**
- F for a statement which is false;**
- ? if there is insufficient information.**

36. The speech is a vice-president's introduction.
37. The speech is an election speech.
38. The vice-president is increasing the number of hours that the Finance Office is open.

Test 2

Section 1 Questions 1-8

Listen to the interview and fill the missing information in the form. If a student's experience in the first homestay is positive or very good, make two ticks (✓✓). If it's Ok, make one tick (✓). If it's not good and negative, make a cross (✗).

Name	Country	Impression of first homestay	Experience of first homestay	Time in Canada
Fumi	Japan	They give me freedom. <i>Example:</i> <i>I feel safe.</i>		<i>Example:</i> 3 months
Linda	1. _____	They are very nice but the food is 2. _____.	3. _____	4. _____
Ali	5. _____	The room is terrible and the meal is 6. _____.	7. _____	8. _____

Section 2 Questions 9-20

Questions 9-15

You are going to listen to a conversation. As you listen, complete the notes below, using NO MORE THAN THREE WORDS in each space.

Napoleon was born in 9. _____ on the island of Corsica. When he was ten, his father sent him to a 10. _____ school. Napoleon was not a brilliant student but he excelled in 11. _____ and military science. When he was 16 years old he joined the French army. His military 12. _____ brought him fame, power and riches. He became a 13. _____ when he was only 24 and a few years later he became 14. _____ of France. His coronation ceremony was at Notre Dame on 15. _____. Napoleon won many military victories because his soldiers were ready to die for him. He was a great military leader.

Questions 16-20

Indicate whether the following statements are true or not by writing

- T** for a statement which is true;
- F** for a statement which is false;
- N** if the information is not given.

16. Napoleon controlled all of Europe at one time.
17. Austria and Russia fought fiercely against Napoleon, but England did not.
18. Napoleon lost most of his soldiers when he attacked England.
19. Napoleon died before he reached the age of fifty-two.
20. He was married when he was very young.

Section 3 Questions 21-30

Questions 21-23

You will hear a talk on ocean spills. As you listen to the talk, circle the appropriate letter for questions 21-23.

21. The plastic toys were washed off the ship
 - A. in Alaska.
 - B. in the Pacific Ocean.
 - C. in the Arctic Ocean.
 - D. in the Bering Sea.
22. How long did it take the first ducks to arrive at the beach?
 - A. About two weeks.
 - B. About two months.
 - C. About ten months.
 - D. About twelve months.
23. Who were most excited by the plastic toys?
 - A. The reporters.
 - B. The tourists.
 - C. The children.
 - D. The oceanographers.

Questions 24-30

Complete the notes below by writing NO MORE THAN THREE WORDS in the spaces provided.

24. The floating toys made it possible to study ocean _____ and winds.
25. Some toys floated _____ the North Pacific, while others headed for the North Atlantic.
26. Many of the toys were _____ northeast by the wind and were expected to cross the North Pole.
27. In 1990, a ship from Korea to the west coast of _____ was caught in a storm.
28. There were _____ pairs of Nike shoes spilt into the water.
29. People set up _____ to find matches for their shoes since they arrived one at a time.
30. Many pairs of running shoes are still on their _____ around the world.

Section 4 Questions 31-40

Questions 31-38

Complete the notes below by writing NO MORE THAN THREE WORDS in the spaces provided.

Julia feels guilty. She knows that most chocolate has 31. _____ but she can't stop eating it because she is 32. _____ it. Chocolate is a

33. _____ food for the people all over the world. They spend over
34. \$ _____ on it for Valentine's Day. The idea of 35. _____ chocolate
started in the 19th century. Before that, the Aztecs drank bowls of chocolate to
36. _____. When chocolate was brought to Spain people thought it was
37. _____ because it tasted bitter. Soon people discovered that
38. _____ chocolate with sugar made a wonderful drink.

Questions 39-40

Circle the appropriate letter.

39. No one in Spain could talk about chocolate
- A. because it tasted bitter.
 - B. because the king loved it.
 - C. because the king put out an order.
 - D. because the druggists made it into drinks.
40. People who eat chocolate are healthier
- A. because it became a popular drink in Europe.
 - B. because it tasted good with milk.
 - C. because it doesn't have much fat or sugar.
 - D. because feeling pleasure can protect against illness.

Test 3

Section 1 Questions 1-9

Questions 1-4

Listen to a conversation between a foreign student and the accommodation secretary of a college, and complete the accommodation table.

College Accommodation

Types of room	Names of shared rooms	What is not provided
<i>Example :</i> <i>a single bedroom</i> 1. _____	<i>Example :</i> <i>a bathroom</i> 2. _____ 3. _____	4. _____

Questions 5-9

Write NO MORE THAN THREE WORDS for each answer.

5. What kind of washing machines are there in the launderettes?

6. How often are the rooms cleaned in the college accommodation?

7. Where can the students watch TV?

8. What kind of accommodation provide breakfast and dinner?

9. What kind of accommodation does the student sign up for?

Section 2 Questions 10-20

Questions 10-14

Fill in the gaps numbered 10-14.

Full name	10. _____
Nationality	11. _____
Home address	12. _____, Bonne
Age	13. _____
Programme	14. _____

Questions 15-17

Circle the correct answer.

15. What dietary requirements does the student have?
A. German food. B. British food.
C. Vegetarian. D. No requirement.
16. What kind of sports does the student like very much?
A. Football. B. Basketball.
C. Skiing. D. Swimming.
17. What kind of family does the student want to live with?
A. A large family.
B. A family with children around his age.
C. A family with young children.
D. A family with two boys.

Questions 18-20

Tick (✓) if the information is correct or write in the changes.

<i>Example :</i>	<i>Answer</i>
Name of the family is Roberts.	✓
Mr. Roberts is a clerk.	<i>a bank manager</i>
Mrs. Roberts is a full-time teacher.	18. _____
They have two children.	19. _____
The student will stay in the boy's room.	20. _____

Section 3 Questions 21-32

Questions 21-27

Complete the table showing the time, name of the programme and place in a social activity programme.

A Social Activity Programme

Day	Time	Name of Programme	Place
<i>Example :</i> <i>Monday</i>	20:00 21:00	<i>Singing with Guitar</i> 21.	<i>Gibson Hall</i> 22.
<i>Tuesday</i>	23.	<i>Tennis</i>	24.
25.	26.	27.	

Questions 28-32

Listen to the second part of the conversation and complete the table.

Trip to Stratford-on-Avon	
Day	28.
Price	29.
Where to sign up	30.
When to sign up	31.
Bus departure time	32.

Section 4 Questions 33-40

Questions 33-34

Charles and Belinda are meeting at a hotel for an anniversary conference. Look at questions 33-34 below. Tick (✓) the relevant boxes in the table.

	33. How did Belinda come to the conference?	34. How did Charles come to the conference?
By plane		
By coach		
By bus		
By train		
By taxi		

Question 35**Tick the relevant boxes in the table.**

	35. Advantages of the train mentioned by Charles
Very quick	
Comfortable	
Regular service	
Cheap	
Nice view	
Nice lunch	

Questions 36-40**Write NO MORE THAN THREE WORDS for each answer.**

36. Why did Charles come by coach last time? _____
37. When did he leave home? _____
38. How long did the journey take? _____
39. How many coaches are there during the day? _____
40. What will Belinda try next time? _____

Test 4

Section 1 Questions 1-9

Questions 1-6

Listen to a conversation between two students talking about markets in London and complete the market list.

Market List

Address	Open hours	Days	Tube Station
East Street SE17	8 am-5 pm	Sat. Tue.	Castle
Leather Lane WC1	lunch times	1.	Chancery Lane
2. ____ Lane E1	9 am-12 noon	Sunday mornings	3.
Walthamstow E17	4.	Mon.-Sat. except Wed. Sun.	Central Line
Brixton SW9	9 am-6 pm	Mon.-Sun. half day on Wed.	5.
Camden High St. NW1	8 am-5 pm	6.	Chalk Farm, Camden Town

Questions 7-9

Write NO MORE THAN THREE WORDS for each answer.

7. Who is Barbara going to shop with? _____
8. How is Barbara travelling to the shops tomorrow? _____
9. What time are they going to meet? _____

Section 2 Questions 10-20

Questions 10-14

Listen to a talk about the women's Conference and circle the correct answer.

Questions 15-17

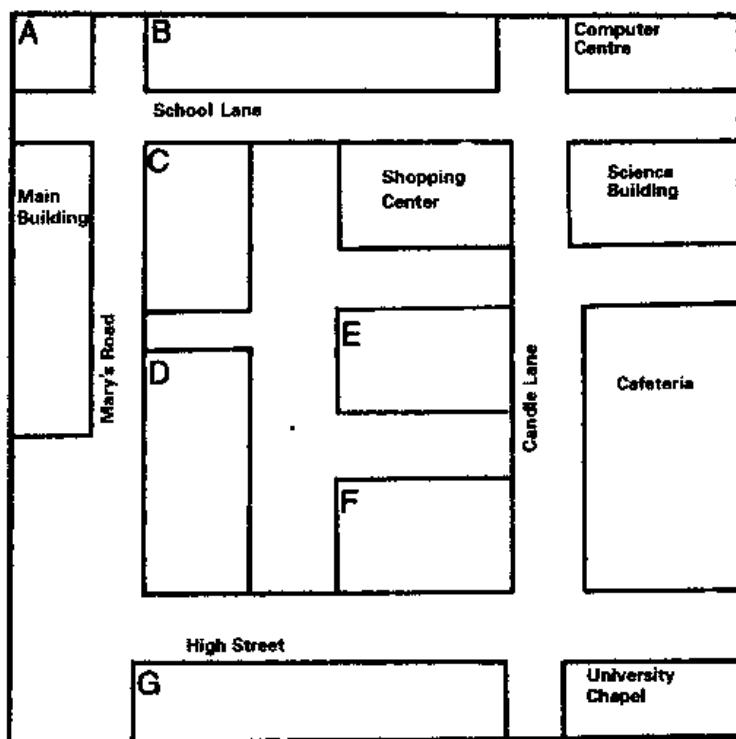
Listen to the directions and match the places in questions 15-17 to the appropriate letters A-G on the campus map.

Example: The campus branch bank C

15. Students' Library

16. Student Union

17. Bookstore



Questions 18-20

Look at this note. Tick (✓) if the information is correct or write in the necessary changes.

Note

<i>Example :</i>	<i>Answer</i>
The director is Mr. Cole.	<u>Mr. Smith</u>
There will be a reception after the tour.	✓
The reception starts at 5:00.	18. _____
is on the 1st floor.	19. _____
is in Room 304.	20. _____

Section 3 Questions 21-32

Questions 21-24

You are going to hear a conversation between Maria and Jack. Listen to the conversation and write down their opinions about some of these things. Complete the table showing the weather, the rooms, their roommates and food.

Things Name	Weather	Room	Roommate	Food
Jack	<i>Example : fine and sunny</i>	21.	<i>intelligent, friendly</i>	24.
Maria	<i>Example : raining</i>	22.	23.	<i>disgusting, has no taste</i>



Questions 25-32

Complete the table showing the number of points, 1, 2, 3 or 4, scored to the university facilities.

	Lecture Rooms	Car Parks	Computer Centre	Periodical Room	Photocopying Room
Robert	<i>Example : 3</i>	25.	27.	29.	31.
Mary	2	26.	28.	30.	32.

Section 4 Questions 33-40

Listen to a talk and complete the statements below.

33. One of the crucial problems we face now is the _____ problem.
34. People say we live in a _____ society.
35. Recycling and reuse can stop the _____ of waste and can also help save energy.
36. To stop using _____ can help to save wildlife and habitats.
37. It's suggested to buy _____ goods for the kitchen and bathroom.
38. Don't use _____ that contain chemicals that do harm to the environment.
39. _____ is a good way to save energy.
40. Using public transportation can avoid _____ problems.

Teacher's Book

2. My sister lives at
27 Greenford Avenue
Nottingham
Her telephone number is 602 5795942.
3. My friend Alan lives in London. His address is
25 Saint Mary's Road
Ealing, London W5 5RF
His telephone number is 71 5795076.
4. My brother Larry's address is
3 Gresik Road
Birmingham
His telephone number is 21 9920221.
5. My parents live at
64 Manor Drive
Edinburgh
Their telephone number is 31 3246738.
6. My uncle George lives at
30 King's Road
Leeds
His telephone number is 532 8375029.
7. Mrs. Harper lives at
17 Green Street
Liverpool
Her number is 51 3627884.
8. Mr. Johnson lives at
48 Church Street
Brighton
His telephone number is 273 843065.

Listening Activity No. 3

1. EF Language School
EF House
1 Farman Street

Hove, Brighton
Sussex BN3 1AL
Tel: 723651
Telex: 877743

2. EF International School of English

221 Hills Road
Cambridge
CB2 2RW
Tel: 240040
Telex: 817713

3. EF International School of English

1-2 Sussex Road
Brighton
Sussex BN2 1FJ
Tel: 571780
Telex: 94012032

4. EF International School of English

74/80 Warrior Square
Hastings
East Sussex TN3 6BP
Tel: 423998
Telex: 957005

Listening Activity 3

(Alison and Alan are in London talking about telephones.)

Alison: I've got to make a phone call. There is a phone-box over there.

Alan: Now it is 5:30 already. Why don't you make a call later? It is cheaper after 6 pm.

Alison: Is it? Oh, good. I thought it cost the same. I'll wait till I get home then. Where can you find out how much phone calls cost?

Alan: You can find out at the front of any telephone directory.

Alison: Ah, I must have a good look. Does it give any other information?

Alan: Yes, you will get any information you need, such as the weather forecast, gardening information, etc.

Alison: Good. I'll have a look. How can I arrange an alarm call? My brother's arriving from Paris early tomorrow and I must get to the airport very early in the morning.

Alan: Well, you'd better book before 10:30 pm the previous evening.

Alison: That seems simple enough. Actually I think I'll phone my brother this afternoon. I've

got the phone number of his hotel but what if he isn't in when I phone? It could be expensive and I can't afford to keep phoning all afternoon.

Alan: Well, you could make a personal call. You can tell the operator your brother's name, then your message can be left for your brother and you would not pay any money until you talk to him.

Alison: Perfect. I'll do that. Thank you, Alan.

Listening Activity No. 5

1. My name is Barbara Cooper. I'll spell it for you. Barbara, B-A-R-B-A-R-A, Cooper, C-O-O-P-E-R. Did you get it? I'm Barbara Cooper.
2. Do you need my full name? My first name's John, J-O-H-N. Yes, J-O-H-N. And my surname's Murphy, M-U-R-P-H-Y.
3. A: My Christian name is Stephen.
B: Now, there are different ways of spelling that, aren't there?
A: Yes. Mine's P-H.
B: Pardon?
A: You spell it S-T-E-P-H-E-N.
B: Thank you.
4. A: Place of birth, please madam.
B: Adelaide. A-D-E-L-A-I-D-E. Would you like me to spell it again? A-D-E-L-A-I-D-E.
5. Hello, I'd like to order a book by Martha Hunt. Hello? It's not a very good line, is it? Martha Hunt, M-A-R-T-H-A H-U-N-T. That's it. The title of the book is *Slight*.
6. Hello, er... I have a reservation. The name's James, James Black.
7. A: Where do you live?
B: A suburb of London called Greenwich.
A: Gren.
B: No, no. G-R-double E-N-W-I-C-H, Greenwich.
8. A: Hello, I have an appointment with Miss Parker.
B: Your name, please?
A: Terry Fisher. That's T-E-R-R-Y, Terry. F-I-S-H-E-R, Fisher.
B: Thank you.

Listening Activity No. 6

Operator: Long distance. May I help you?

Caller: Yes. I want to make a person-to-person call to Leeds, please.

Operator: What is the name of the person, please?

Caller: David Barker.

Operator: How do you spell that?

Caller: It's B-A-R-K-E-R.

Operator: And what is the number?

Caller: It's 5027745, but I don't have the area code.

Operator: Just a minute, please.

Listening Activity No. 7

Operator: Directory Enquiries. What city please?

Enquirer: Manchester. I'd like to have the telephone number of Mr. John Abel, please.

Operator: Yes, ma'am. How do you spell his last name?

Enquirer: It's A-B-E-L, Abel.

Operator: Thank you. And could you tell me his address?

Enquirer: It's 2418 Grestone Road.

Operator: The number is 3659783.

Enquirer: 3659783. Thank you very much.

Operator: You're welcome. Have a good day.

Listening Activity No. 8

Operator: Directory Enquiries. What city please?

Enquirer: Edinburgh. I want to have the telephone number of Mrs. Diana Paxton, please.

Operator: Yes, ma'am. Could you spell her last name, please?

Enquirer: Yes. It's P-A-X-T-O-N, Paxton.

Operator: Thank you. And her address?

Enquirer: 932 Beach Road.

Operator: The number is 4023685.

Enquirer: 4023685. Thank you very much.

Operator: You're welcome.



CListening Activity No. 9

Secretary: Good morning. Can I help you?

Student: Yes. I'd like to enrol for the course.

Secretary: Certainly. What's your surname please?

Student: Williams.

Secretary: Could you spell that for me?

Student: Yes. It's W-I-L-L-I-A-M-S.

Secretary: Thank you. What's your first name?

Student: Peter. That's spelled P-E-T-E-R.

Secretary: Thanks. Where are you from, Mr. Williams?

Student: Canada.

Secretary: I see. Where do you live now?

Student: I live at 9 Crew Street RC4 and my telephone number is 2342965.

Secretary: Your number is 2342965.

Student: Yes, that's right.

Secretary: Thank you. How old are you?

Student: 25.

Secretary: Thanks.

CListening Activity No. 10

Secretary: Good morning. Can I help you?

Student: Yes. I'd like to enrol for the course.

Secretary: Certainly. What's your surname please?

Student: Turnball.

Secretary: Could you spell that for me?

Student: Yes. It's T-U-R-N-B-A-L-L.

Secretary: Thank you... and what's your first name?

Student: Gill. That's spelled G-I-L-L.

Secretary: Thanks. Where do you come from, Miss Turnball?

Student: I come from Australia.

Secretary: I see. Where do you live now?

Student: Now I live with my sister. Her address is 32 Broadway SE23. The telephone number is 2073346.

Secretary: Thank you. And how old are you?

Student: 23.

Secretary: Thank you.

Listening Activity No. 11

Secretary: Good afternoon. Can I help you?

Student: Yes. I'd like to enrol for the English short training course.

Secretary: Certainly. What's your surname please?

Student: Potters.

Secretary: Could you spell that for me?

Student: Yes. It's P-O-T-T-E-R-S.

Secretary: Thank you... and what's your first name?

Student: Mike. That's spelled M-I-K-E.

Secretary: Thank you. Where are you from?

Student: The United States.

Secretary: I see. How old are you?

Student: 27.

Secretary: Good. Where do you live now?

Student: I live at 45 Hardcourt Lane E24.

Secretary: I see... and do you have a telephone number?

Student: Yes, 3653241.

Secretary: Thanks.

Listening Activity No. 12A

1. A: Excuse me. Can you tell me the time, please?
B: Yes. It's a quarter to three.
2. A: Do you have the right time, please?
B: I think it's twenty past five.
3. A: Do you know what time the next bus is, please?
B: Yes. It's half past seven.
4. A: What time do you finish your work today?
B: Twenty past six.
5. A: When do the shops open, please?
B: At eight o'clock.
6. A: What time does the London train leave, please?
B: Twelve thirty.
7. A: What's the next train to Birmingham, please?
B: Eleven five.
8. A: Excuse me, please. What time does the Liverpool train arrive?
B: Seventeen forty.
9. A: When does the Paris flight leave, please?
B: Twenty-two fifty.
10. A: What time's the next flight to Amsterdam, please?
B: Fifteen thirty.

Listening Activity No. 12B

A: Have you got your timetable?

B: Yes, I have.

A: When do we have Dr. Kent's lecture?

B: Monday morning at nine thirty and then at eleven thirty, erm... also Friday morning at ten thirty.

A: How long do they last?

B: An hour.

A: Which rooms are they in?

B: The Monday morning lectures take place in Room 50. The Friday morning one is in Room 15.

Listening Activity No. 13

1. The train now standing at Platform 4 is the 13:30 to Cambridge.
2. The express train to Birmingham is now due in on Platform 2 at 14:20.
3. The next train to arrive at Platform 3 is the 16:40 to Liverpool.
4. The next train to London will depart from Platform 1 at 7:30.
5. British Rail apologises for the delay to Leeds. It will now depart at 9:10 from Platform 5.
6. The next train to Oxford will depart from Platform 2 at 10:30.
7. The train now standing at Platform 5 is the 11:05 to Leeds.
8. British Rail apologises for the delay to the Manchester train. It will now depart at 11:30 from Platform 3.
9. British Airways announces the departure of Flight BA207 at 8:30 to Paris.
10. Olympic Airways Flight OA535 for Athens will depart at 12:05.
11. British Airways next flight to Belfast is Flight BA965 at 12:00.
12. SAS Flight SK506 to Stockholm will depart at 17:15.
13. British Airways announces the departure of Flight BA205 at 9:30 to Dublin.
14. British Airways next flight to Paris is Flight BA305 at 11:30.
15. Olympic Airways next flight to Athens is Flight OA593 at 14:40.
16. British Airways Flight BA707 for Edinburgh will depart at 15:05.

Listening Activity No. 14

The population density of the UK is about 234 inhabitants per square kilometre, which is well above the European Community average of 143 per square kilometre. England is the most

densely populated member of EC with 364 people per square kilometre (with Greater London having a density according to the latest figures of 4263 people per square kilometre) and Scotland the least densely populated with 56 people per square kilometre, while Wales and Northern Ireland have 138 and 112 people per square kilometre respectively. Now let's turn to the figures for some of Britain's largest urban areas.

Greater London, the first city in the list, has an area of 1580 square kilometres. It also has a large population of 6735.4 thousand in 1988. Birmingham in the English Midlands is 264 square kilometres in area with a population of 993.7 thousand. Leeds, the largest city in the north of England, is 562 square kilometres with a population of 709.6 thousand. The industrial Scottish town of Glasgow, with an area of 198 square kilometres, has a surprisingly high population of 703.2 thousand. Edinburgh, Scotland's capital, with an area of 261 square kilometres, has a population of 433.5 thousand. Manchester is 116 square kilometres with a population of 445.9 thousand. Bristol on the southwest of England is 110 square kilometres with a population of 377.7 thousand. In the Midlands, Coventry is the smallest city in this list. It's 97 square kilometres with a population of only 306.2 thousand.

Listening Activity No. 15

In 1985, there were 6261 full-time undergraduate students with 3472 men and 2742 women at the university. The distribution of these students was as follows.

1. Beginning with the field of science, we find high domination of the field by men, with 1137 men and 616 women enrolling in science.
2. Next, in the field of social science, we again find domination by men, the figures being 484 for men, 401 for women.
3. In the field of engineering, the difference is even greater. The number for men is 509 while only 56 women are enrolled in engineering.
4. In the field of arts, the number for men is 593 and for women it is 943. This is the first field we find dominated by women.
5. In medicine there are 306 men and somewhat more women at 336. This is a second field in which women lead.
6. Turning to dentistry, as you might expect, the field is dominated by men. The number for men is 139 and for women it is 107.
7. In law and in veterinary science, we are happy to see there isn't much difference between men and women in these two fields. In law men number 182 and women 171. In veterinary science the figure for men is 110 while for women it is 104.

Listening Activity No. 16

From 1975 to 1985, the percentage of households with one car decreased slightly from 46.4% in 1975 to 45.2% in 1985. However, the percentage of households with two or more cars rose during this period. It is perhaps surprising that more households had a television than a washing machine. In fact, the percentage of households with a television was over 90% throughout the ten years. There was a steady rise in the percentage of homes with central heating from 30% in 1975 to 60% in 1985. The percentage of households with a telephone showed a steep increase from 51.9% in 1975 to 80.5% in 1985. The number of UK households with home computers showed a large jump, from only 2.5% in 1975 to 12.6% in 1985. One of the most noticeable features of this report is the addition of figures for video recorders. 30% of British homes had video recorders in 1985. It seems likely that both video recorders and home computers will become more common in homes in the UK in the future.

Listening Activity No. 17

Good morning. I'd like this morning to continue our discussion about British trade, and I have brought a couple of pie charts that I'd like you to look at. They give information about British trade by geographical distribution in 1987.

The left pie chart is for exports and the right one is for imports. Now let's look first at the left pie chart, the exports pie chart. You can see the European Community accounted for 49% of Britain's exports trade in 1987, and the other developed countries accounted for respectively, North America at 16%, the rest of Western Europe outside the European Community at 10%, and the other developed countries accounted for 5%. These shaded areas represent the developing countries' portion. The larger one is for other developing countries except the oil-exporting countries, which accounts for 11%. And the smaller, which is for the oil-exporting countries, received 7% of Britain's exports in 1987. The last and smallest was Britain's rather minor exports to former centrally planned economies and this figure was only 2% in 1987.

Now let's take a look at the right pie chart which is for imports. The distribution here is roughly similar. The European Community accounted for 53% of Britain's imports in 1987, and the other developed countries accounted for... again... a large portion. The rest of Western Europe imported 40%... oh pardon me, 14% of Britain's imports in 1987. North America accounted for 11%, and other developed countries represent 8% of Britain's imports in 1987. Turning to other developing countries once again, the largest of the two shaded areas is for developing countries other than oil-exporting countries. And these accounted for about 10% of Britain's imports in 1987 and the remaining shaded area which is for oil-exporting countries accounted for only 2% of Britain's import in 1987. 2% also is the figure for Britain's imports from centrally planned economies, as you can see from the lined area in the figures.

Listening Activity No. 18

Researchers have done some investigation into what young people believe is a woman's place in society. Here is a report on some of their findings.

The Chinese are consistent supporters of sex equality with only 12% of young people believing that a woman's place is in the home. 93% are enthusiastic about sharing the housework and 85% of them believe that women should be paid the same for doing the same job. 80% think that nursing is a woman's job and 90% of them believe that mining is only men's work. 13% of Chinese, an extremely low percentage, believe cooking is solely a woman's job and 7%, even fewer, think that only she should do the washing.

For a more traditional view of a woman's place, turn to the Japanese. 52% think women belong in the home. 89% of young people believe that a couple should share the housework and get equal pay for doing the same job. 65% of them believe nursing is a good job for women and 90% believe that mining is solely men's work. 75% of them believe a woman should do the washing and 82% of them think she should do the cooking at home.

80% of Koreans believe men and women should get the same pay for the same job. 39% believe a woman's place is in the home. 75% of them believe that housework should be shared between men and women if both work, but there's almost a complete reversal when it comes to doing the washing and cooking. Here, very few believe in sharing the work. 62% and 65% respectively believe that women should do both. 85% of Koreans believe nursing is a woman's job and 87% think mining is a man's job.

Turning to Thailand, we find a country that's not over enthusiastic about equality: 45% of young people believe that a woman should stay at home. However, there's an interesting 20% gap between whether cooking and washing are solely women's jobs. 67% vote for women doing the washing, while only 47% feel the same way about cooking and 86% of Thais believe that housework should be shared between men and women. 87% of young people believe that men and women should be paid the same for the same job. 92% think nursing is women's work and 95% of them believe mining should be done by men.

Listening Activity No. 19

1. A: When's Lincoln's birthday?
B: It's February the 12th.
2. A: Do you know Valentine's Day ?
B: Yes, it's February 15th, oh sorry, 14th.
3. A: When's Washington's birthday?

- B: It's the 21st of February.
4. A: Do you know when April Fool's Day is?
B: Yes, of course. It is April the 1st.
5. A: When's Easter?
B: It is the 3rd of April.
6. A: When's Mother's Day?
B: It's May the 8th.
7. A: What date is Memorial Day?
B: It's May 30th.
8. A: Do you know when Father's Day is?
B: Yes, it's the 19th of June.
9. A: Do you know when Independence Day is?
B: It's July the 4th.
10. A: Is there a Friendship Day?
B: Yes. It's on August 7th.
11. A: When's Halloween?
B: It's on October the 31st.
12. A: When's Thanksgiving Day?
B: It's the 24th of November.

Listening Activity No. 20

The British are a nation of newspaper readers. Many of them even have a daily paper delivered to their homes in time of breakfast. British newspapers can be divided into two groups: quality and popular. Quality newspapers are more serious and cover home and foreign news thoughtfully while popular newspapers like shocking, personal stories as well as some news. These two groups of papers can be distinguished easily because quality newspapers are twice the size of popular newspapers.

Now you are going to hear the circulation of some of these two groups of newspapers in 2003, and when they were founded.

First, quality daily newspapers:

The Daily Telegraph was founded in 1855 and its circulation was 990,000 in 2003. The circulation of *The Times* was 690,000, and it was founded in 1785. *The Guardian* was founded in 1821 and its circulation was 410,000 in 2003. *The Financial Times* was founded in 1888 and its circulation was 450,000.

Now come to quality Sunday newspapers:

The Sunday Times was established in 1822 and its circulation was 145,000 and the circulation of *The Observer* was 480,000. *The Observer* was founded in 1791. *The Sunday Telegraph* was established in 1961 and its circulation was 830,000 in 2003.

Now let us look at the circulation for popular daily newspapers in 2003.

The Daily Express was founded in 1900 and its circulation was 1,000,000 and *The Sun* was founded in 1964 and its circulation was 3,730,000. *The Mirror* was established in 1903 and its circulation was 2,130,000. The circulation of *Daily Mail* was 2,470,000 and it was founded in 1896.

Now look at the popular Sunday newspapers.

News of the World was founded in 1843 and the circulation of it was 4,100,000. *Sunday Mirror* was founded in 1963 and the circulation was 1,880,000. *The People* was founded in 1881 and its circulation was 1,390,000. *The Mail on Sunday* was founded in 1982, and the circulation was 710,000. *Sunday Express* was founded in 1918 and the circulation was 850,000.

Unit Two

Listening Activity No. 1

A: If you wouldn't mind answering just a few more questions, your family name is Riley, isn't it?

B: That's right.

A: How do you spell it, please?

B: R-I-L-E-Y.

A: Thank you. And could you let me have your first name, as well?

B: Certainly. Peter.

A: Could you tell me how long you've been studying English, Mr. Riley?

B: Six years.

A: And what examinations have you passed?

B: The IELTS test and my overall band is 6.

A: Thank you, Mr. Riley. Now I have to ask you to try and assess your English in relation to your special subject needs. Let's start with reading. How much help do you need as regards reading?

B: I read quite a lot in my special subject. None, really.

A: What about listening? Do you need any help with that?

B: Yes, I think so. I need a lot of help there.

A: And what about writing?

B: Erm... some help, I think. My main problem in that area is time.

A: And speaking?

B: A lot of help there. That's certainly my biggest worry.

Listening Activity No. 2

A: Good morning. I'm Peter Smith from Indian.

B: Good morning. My name is Li Ying from China.

A: Ah, have you registered for the courses yet?

B: Yes, I have.

A: Good. So, what subject did you put first?

B: Computer Science.

A: I see. And what subject did you put last then?

B: Oh, Arts.

A: That's interesting. Could you give any reasons for your choice? I mean why did you put Computer first, for example?

B: Well, now in my country, computers are very popular and it will be easier to find a job after graduation and also computer-related jobs are well paid. I suppose that makes a difference. Besides, information technology does have a very big effect on our lives, doesn't it?

A: Yes, I agree. It allows us to store very large amounts of information, transmit a lot of information quickly and process a lot of information as soon as we receive it.

B: Yes. With developments in information technology we can use computers in so many different ways, such as sending messages directly and receiving TV programmes from one country to another and processing all kinds of information.

A: Yes, it is more commonly used in my country too. And why did you put Arts last?

B: Oh, yes, that's simple. I've nothing against Arts. It's quite interesting and creative but I really don't have talent in that area. So I put it last.

A: I see. What about the other subjects? What order did you put those in?

B: Medicine second, Dentistry third and Engineering fourth.

Listening Activity No. 3

Conversation 1

Mary: 4217845

Peter: Hello. May I speak to Mary?

Mary: Speaking.

Peter: Mary, Freda and I were wondering if you and David would like to have a night out with us sometime.

Mary: All right, we'd like that very much. What did you have in mind?

Peter: Well, perhaps we could go and see a film, and then have something to eat afterwards.

Mary: That would be great. When?

Peter: We were thinking of Friday.

Mary: That should be OK. I'll have to check with David, but I don't think we are doing anything.

Peter: All right. Perhaps you could let me know tomorrow?

Mary: OK. Or I'll phone later. See you then! And thanks for the invitation.

Conversation 2

Peter: Hello, 2045789.

Mary: Hello, Peter?

Peter: Yes. Is that Mary?

Mary: Yes. How are you?

Peter: Fine. Have you spoken to David?

Mary: Yes. I'm afraid we're busy on Friday. We're going to a party, apparently. What are you doing on Saturday?

Peter: Freda's parents are coming over.

Mary: Oh, that's a pity. Some other time then.

Peter: Yes. See you tomorrow then.

Mary: Yes, see you.

Listening Activity No.4

And now the weather forecast by BBC's Rob McElnea. Rob.

Here's the weather forecast for the next twenty-four hours for the whole of England, Wales, and Scotland. Well, in South England and Midlands it'll be mainly cloudy with showers or longer spells of rain, and there will be quite a cold wind coming from the west creating temperatures around 3-5 degrees celsius. I don't think you'll see much of the sun: cloudy all day with showers, I'm afraid.

And in Wales and Northern Ireland, there will be a mixture of sunny spells in the morning and in the afternoon there will be quite a strong northeasterly wind causing the temperature to be lower than yesterday, around 2-4 degrees. You can expect some rain in the evening.

The east coast of England will see the best of today's weather. It will be warmer than yesterday, no winds, and sunshine, so quite warm for the time of the week.

In Scotland and Northern Ireland, however, there'll be heavy rain and snow over the highest ground. The temperature will drop to below freezing, -3 or -5 and on the highest spots -10. It will be very cold and very windy everywhere with gales in places and severe gales in parts of the north. Again very cold below freezing and very windy. And that's all from me.

Listening Activity No.5

A: Good morning. May I help you?

B: Yes. I'm looking for a flat. I'd like one with two bedrooms.

A: All right. Have a seat, please. Let me ask you a few questions. First of all, may I have

your name, please?

B: My name's Perry Pratley.

A: How do you spell your last name, Mr. Pratley?

B: It's P-R-A-T-L-E-Y.

A: P-R-A-T-L-E-Y. First name: Perry. And what's your present address, Mr. Pratley?

B: It's 14 Twyford Avenue.

A: How do you spell Twyford?

B: T-W-Y-F-O-R-D.

A: Twyford. That's in West Ealing, isn't it?

B: Yes, it is.

A: Do you have a phone number?

B: Yes. It's 5638995.

A: 5638995. And could you tell me your occupation, please?

B: I'm a clerk.

A: I see. And the name of your employer?

B: I work for Barclays Bank in West Ealing.

A: Barclays Bank, fine. And you're looking for a two bedroom flat.

B: That's right.

A: Could you wait just a minute, please? I'll take a look in our files.

Listening Activity 6

Landlord: Hello. Can I help you?

Tenant: Yes. I saw an advert in the local paper for a room to rent. Is it still available?

Landlord: Yes, it is. Would you like to see it?

Tenant: Thank you.

Landlord: Here is the room. As you can see, it is large and has plenty of space. There is a single bed and a settee in the corner. The kitchen, toilet and bathroom are on the first floor.

Tenant: I see. Would I share them with anyone else?

Landlord: Yes, you would share them with four other people who have rooms here. Is that alright for you?

Tenant: Yes, that's fine. May I ask you a few questions about the accommodation?

Landlord: Certainly. Go ahead.

Tenant: Is there a phone in the house I can use?

Landlord: I am sorry there isn't, but you can receive calls here and you can make calls from

the phone box down the road.

Tenant: I see. Will I have to pay any bills?

Landlord: No, your rent covers all the bills.

Tenant: That's very good. The rent is £200 per month, isn't it? When is it due?

Landlord: The rent is due on the first day of the month. Is there anything else you would like to know?

Tenant: No. I think you've told me all that I need to know. Can I think about the room and call you before 6 pm with my decision?

Landlord: Certainly, if you decide to take the room you will have to pay £200 plus £150 deposit which is refundable when you leave, providing you haven't damaged anything.

If you break anything, though, I can't refund all your deposit.

Tenant: I understand. Would you please tell me your telephone number?

Landlord: Yes. 4093378.

Tenant: 4093378. Thank you very much. I will speak to you later on today.

Landlord: Fine, but you'd better phone back as soon as you can if you want it because I may rent it out to someone else in an hour or two.

Listening Activity No. 7

Officer: Next, please. Good morning, Sir. May I have your disembarkation card?

Student: What?

Officer: Your landing card. Do you have one?

Student: No, I have no card.

Officer: I see. Well, I'm afraid you need one. Here, let me help you. First of all, could I have your surname, please?

Student: My name?

Officer: Yes, your last name. You know, your family name.

Student: Ah, Yes. Anthony Butcher.

Officer: I beg your pardon?

Student: Anthony Butcher.

Officer: Could you spell that for me, please?

Student: B-U-T-C-H-E-R, Butcher.

Officer: B-U-T-C-H-E-R. And your first name?

Student: Anthony.

Officer: I'm sorry, but I'm afraid you're going to have to spell that one too.

Student: A-N-T-H-O-N-Y.

Officer: All right. And what's your occupation, Mr. Butcher? What do you do?

Student: My job?

Officer: Yes.

Student: I'm a student. I don't have a job right now.

Officer: And when were you born? Uh, what's your birthday?

Student: 14 April, 1966.

Officer: April 14, 1966. And your nationality?

Student: Sorry?

Officer: What country do you come from?

Student: My country?... Italy.

Officer: So you're an Italian. And what's the reason for your trip? Why have you come to the UK?

Student: Why? To study English.

Officer: Fine. And where will you be staying?

Student: With my brother.

Officer: All right. What's his address, please?

Student: Address?

Officer: Yes, your brother's address. Where does he live?

Student: 35 Halefield Road, Tottenham, London.

Officer: 35 Halefield Road, Tottenham. OK, that's it. Have a nice stay. Next, please.

Listening Activity No. 8

A: Excuse me, please. I seem to have lost my handbag.

B: Oh, I see. Well, I'll have to fill out this lost property report for you. It was a handbag you say?

A: That's right.

B: What sort of a handbag?

A: Well, it was oval shaped and made of leather.

B: I see. And what colour was it?

A: It was a black and white checked one.

B: And what would it be worth?

A: Well, it was quite an expensive one. I bought it last month and I paid fifty pounds for it.

B: What was in your bag?

A: A purse with two hundred pounds cash, my car keys and my driving licence as well.

B: And where did you leave it?

A: I'm sure I left it in the coffee shop on the sixth floor.

B: And when was that?

A: About 2:30 I think.
B: Where did you go when you left the coffee shop?
A: To the record department. I wanted to buy some magazines there, but I found I'd lost my handbag so I came here.
B: I'm sure it will turn up. Now could you tell me your name?
A: Thomas. Janet Thomas.
B: And your address, Mrs. Thomas?
A: 25 King Street.
B: Your telephone number please?
A: 4237689.
B: All right, Mrs. Thomas. We will let you know as soon as we find it.
A: Thank you very much.

Listening Activity No. 9

A: I wonder if you'd mind telling me your full name please, Miss Sutton.
B: Shirley Sutton.
A: How do you spell Sutton?
B: S-U-T-T-O-N.
A: Thank you. Now let me see. Uhmm, you studied English at college, didn't you?
B: Yes, that's right. I was at Leeds University.
A: When was that?
B: In 1990.
A: So you graduated about 4 years ago.
B: That's right.
A: And could you tell me what kind of work experience you've had?
B: My last position was as a teacher at Smithfield Secondary School in Leeds.
A: When was that exactly?
B: From 1992 to 1993.
A: Uhuh.
B: Before that I worked for K Mart as a shop assistant. That was from 1990 to 1992. And I've been doing freelance work for the last few months.
A: Well, Ms. Sutton, your qualifications for the job are excellent. Could you tell me what kind of salary you are expecting?
B: Well, in my last job I was making five hundred pounds a month. I understand that this position has a starting salary of around six hundred a month.
A: That's right.
B: That would be fine with me.
A: And is there anything you'd like to ask about the job?
B: Yes. I'd like to know if the company provides opportunities for further education.
A: Yes. Our employees are allowed to take up to four hours a week at full pay to attend col-

lege courses.

B: That's very generous.

A: Is there anything you'd like to know?

B: No, not at this time.

A: Well, I've enjoyed meeting and talking with you. We'll call you within the week.

B: Thank you. I appreciate the time you've given me. Bye.

A: Goodbye.

Listening Activity No. 10

Message 1

John: Hello, 562261.

Mary: Oh, hallo. Er... could I speak to Bill?

John: Ah, afraid he's not here at the moment. Could I take a message for him?

Mary: Um, yes... er... um yeah, would you ask him to phone me tonight before 10:00, if he gets back before then—I go to bed at 10... yes? Er... or tomorrow morning... er... before I leave for work. I... I leave the house at about 8:30. OK?

John: Right, yeah.

Mary: My number is 235669.

John: Right and you, oh... what's your name?

Mary: Oh, oh, sorry. Mary... Mary Roberts.

John: Mary Roberts.

Mary: Right. Thank you. Thank you very much.

John: Fine. I'll give him the message. Goodbye.

Mary: Bye.

Message 2

Linda: Hello, 237561.

Henry: Oh, Henry Grey here. Can I speak to Tom, please?

Linda: Ah, I'm afraid Tom's not in. Can I take a message for him?

Henry: Oh... um... yes... look... look, I've... I've arranged to meet him tomorrow morning in my office.

Linda: Yeah.

Henry: At half past nine. Um... look, I can't make it at that... as early as that now. Can you give him a... a... message?

Linda: Er... yes.

Henry: I want to... want to change the time of the meeting to 10:30 please, instead of 9:30.

Linda: Yeah.

Henry: All right? Now, look, if... if this isn't possible, can you get Tom to phone back at any time this afternoon before 5:30?

Linda: Yes. What... what's your number?

Henry: Er... my number is 488992.

Linda: 488992, 10:30 tomorrow morning in your office. What's your name again?

Henry: Henry Grey.

Linda: Fine. I'll leave him the message.

Henry: Thanks so much. Bye-bye.

Linda: Goodbye.

Message 3

John: Hello, 345714.

Anne: Oh... um... is... is Linda there?

John: Er... no, I'm afraid she's out at the moment.

Anne: Oh, Lord... um... well, look... um... this is Anne Bridge speaking...
um... my...

John: Oh, hang on. I haven't got a pencil. Hang on just a second... right. Anne Bridge,
yeah.

Anne: Would you please tell Linda that the film will be shown at 8:00 this evening instead of
8:30.

John: Yeah.

Anne: So I think we'd better meet at 7:30 in front of the school gate.

John: Right, so you are coming to meet her at 7:30 in front of the school gate.

Anne: Could you get Linda to call me at lunch time?

John: Yeah.

Anne: Thanks.

John: Oh... what's your... what's your number?

Anne: Um... 444...

John: Yeah.

Anne: 0456.

John: 0456.

Anne: Yeah.

John: Right. I'll give her the message as soon as I see her.

Anne: Oh, thanks a lot. Sorry to trouble you. Bye.

John: That's all right. Bye-bye.

Message 4

John: Hello, 409267.

Debbie: Hello... hallo. Do you think I could speak to Linda?

John: Er... afraid she's out at the moment. Can I take a message for her?

Debbie: Ah, now, it's about the arrangements for Sunday.

John: Yes.

Debbie: Saturday, no? Um... this is awfully difficult. Now, well, perhaps you could tell her that I've heard the weather forecast this evening. It's going to rain tomorrow, so we have to use the school hall for our stalls instead of the playing-ground.

John: Just a minute. Let me get a pencil and write them down. Yes. Use the school hall instead of playing-ground.

Debbie: Would you please tell her to come earlier tomorrow morning? Let's say at 8:30, yeah, 8:30 at the school hall, so we will have plenty of time to rearrange our stalls. Could you say that? She should be there at 8:30.

John: Yeah. Who actually are you?

Debbie: I... Debbie Harris.

John: Yeah. Has she got your number?

Debbie: She has. Thank you so much.

John: Fine. Do you want to give it to me just in case?

Debbie: No. It's all right, I think. It's perfectly all right.

John: Fine. I'll give her the message, then. Goodbye.

Debbie: Goodbye to you.

Listening Activity No. 11

Interviewer: Excuse me, my name is Kendra Hammer. I'm doing a survey on transportation in the city. Are you college students?

Mike: Yes, we are. I'm Mike. He is Tom and she is Liz. They are my classmates.

Interviewer: Hi. It's nice to meet you. Can I ask you some questions?

Mike: Uh... OK, if it's quick.

Interviewer: Sure. Mike, how do you usually get to work?

Mike: By bus.

Interviewer: And Liz, how about you?

Liz: I drive to school.

Interviewer: I see. Do you drive too, Tom?

Tom: No. I ride a bicycle to school.

Interviewer: How far is your school from your home?

Tom: Not very far, only about a few blocks.

Interviewer: How long does it usually take you to get to school?

Tom: Oh, about fifteen minutes by bike.

Interviewer: How far is it from your home, Mike?

Mike: About five miles.

Interviewer: How many minutes does it take you to get to school?

Mike: About 15 minutes or twenty minutes.

Interviewer: How about you, Liz? How far is your school from your home?

Liz: Twenty miles. But some days it seems like a hundred.

Interviewer: How long does it usually take you to get to school?

Liz: It depends. In good weather, it takes about one hour. In bad weather, on rainy days like today, ninety minutes.

Interviewer: Uh . . . are you ever late to school because of transportation problems?

Liz: Well, no. If there is a car accident, it slows me down a lot, but when it rains, I just leave earlier.

Interviewer: How about you, Mike? Are you ever late for school?

Mike: Well, yes. Sometimes the bus is late.

Tom: I'm lucky. I don't have that problem.

Interviewer: Do you think that transportation is a serious problem in this city?

Mike: Yes, it is a problem. We need more buses.

Liz: Yes, definitely. We need a better subway system.

Interviewer: Well, that's all. Thank you very much.

Mike: You are welcome.

Listening Activity No. 12

Operator: Good morning, Pan Am.

Penny: Yes. I'm phoning about the job advertised in this morning's paper.

Operator: Oh, yes. I'll put you through to the personnel manager Mr. Bradshaw. Could I have your name, please?

Penny: Yes. It's Penny Jacobs.

Operator: All right, just a second.

Bradshaw: Hello, Bradshaw speaking.

Penny: Er . . . Mr. Bradshaw. My name is Penny Jacobs. I'm phoning about your advertisement for an air stewardess.

Bradshaw: Oh, yes. Um . . . are you a graduate?

Penny: Yes. I graduated from college last year.

Bradshaw: Which college did you graduate from?

Penny: UEA. The University of East Anglia.

Bradshaw: I see. And what did you study there?

Penny: I did sociology and foreign languages.

Bradshaw: Foreign languages? How many languages can you speak?

Penny: I can speak French and Italian.

Bradshaw: What kind of work experience have you had?

Penny: Well, I worked at K Mart in West Road for three months, then I began to work for Jade Travel Agency. I've been working for this agency for about six months.

Bradshaw: I see. And . . . er . . . you want to be a stewardess?

Penny: Yes, very much. When I was a child I dreamt of being an air stewardess. You see, I really like travelling and meeting people.

Bradshaw: OK, Miss Jacobs, well... um. Could you come in for an interview... say 9:30 on Friday morning?

Penny: Yes, that would be fine.

Bradshaw: Good. We're on the sixth floor of the ABB Building in Oxford Street. And could you bring your degree certificate and your birth certificate with you?

Penny: Yes, of course.

Bradshaw: Good. Miss Jacobs, see you on Friday morning then.

Penny: Thank you. Goodbye.

Listening Activity No. 13

A: I'm from the local newspaper. May I ask you some questions?

B: Yes, of course.

A: What's your name?

B: I'm Caroline Wood from England.

A: How long have you been an airline stewardess, Miss Wood?

B: Just over four years.

A: And you've never had any other job?

B: No. I've worked as a stewardess for Singapore Airlines ever since I left university.

A: University? What subject did you do?

B: Mathematics.

A: You didn't finish your degree then?

B: Oh, I got a degree all right, and quite a good one too.

A: But then,... why?

B: People are always asking me that question. The answer's quite simple. I'm doing what I want to do.

A: Yes, but you don't make any use of your education that way.

B: Well, most people who have degrees don't either, except to make money or to get on in the world. Well, I don't especially want to get on. I like to travel and love meeting people. In my work as a stewardess I meet all kinds of people and travel from one country to another. I really enjoy this work. Besides, I make money too, enough to live on.

A: But in effect, you've thrown away a very expensive education.

B: Do you think so?

A: Hm.

B: Actually I make very good use of it.

A: Hm.

B: You see. When I finish work I don't take any problems home with me. I have time to read and I have time to learn foreign languages and then to practise them.

A: How many languages can you speak?

B: I can speak Spanish, French and a little Chinese.

A: Chinese?
B: Yes. My boyfriend is Chinese and lives in Singapore. I lived there for one year with my father. He was an engineer.
A: I see. Well, thank you for your time, Miss Wood.

Listening Activity No. 14

Clerk: Can I help you?
Customer: Yes. I'd like to transfer some money to a bank account in New York.
Clerk: Er... um, do you have all the details?
Customer: Yes.
Clerk: OK. We can fix that up for you right now. Do you have the name of the bank?
Customer: Yes. It's Great Western Bank in New York.
Clerk: And who is the money to go to?
Customer: Mrs. Ellen Robbins.
Clerk: Mm... Right. And her address?
Customer: 3021 Sagebrush Drive in New York.
Clerk: Sorry, could you say that again please?
Customer: 3021 Sagebrush Drive, S-A-G-E-B-R-U-S-H Drive, New York.
Clerk: Thank you. And her name is Robbins?
Customer: Yes, that's right.
Clerk: Good. And the money is to be forwarded to her account at Great Western Bank?
Customer: Yes. Her account number is V0233779.
Clerk: V0233779. Right. And the amount?
Customer: Three hundred pounds.
Clerk: Three hundred pounds. Mm. OK. Now let's see, the exchange rate today is... er... ah yes. 1.5 dollars to the pound. So three hundred pounds comes to four hundred fifty American dollars. And your name?
Customer: Elton John.
Clerk: Elton John.
Customer: Right.
Clerk: Mm... and your address?
Customer: 8 Grange Park, Ealing Broadway.
Clerk: 8 Grange Park, Ealing Broadway. Right. Well, now, there's a transfer fee. It's three pounds for a payment order and six pounds if we telegraph it through.
Customer: What's the difference?
Clerk: Well, with a telegraphic transfer it will get there in 3 days. The other way will take

about two weeks.

Customer: Oh, it's fairly urgent, so I think we'd better telegraph it.

Clerk: All right. Well, I'll hand this on to the teller and she'll call out your name in a few minutes.

Customer: Thank you.

Listening Activity No. 15

Tom: Hello. I'd like to open a bank account.

Clerk: What type of account do you want?

Tom: Well, I'm going to London University in October and I need somewhere to deposit my grant.

Clerk: Well, who pays your grant?

Tom: The British Council.

Clerk: You could open a student account with us.

Tom: What does it offer?

Clerk: Oh, normally, you'd receive a cheque book which saves you having to carry a lot of cash around. You would also get a connect card which you can use twenty-four hours a day in our machine at any branches and in the machines of Lloyds, Bank of Scotland and the Royal Bank of Scotland. You can obtain up to two hundred per day and night by using your connect card. The connect card can also be used for a cheque guarantee card.

Tom: Sorry, what is that?

Clerk: A cheque guarantee card enables you to cash up to fifty pounds without prior arrangement at most banks in the UK. And you'll need it to pay shops, garages, hotels, etc. because it guarantees that your cheque will be honoured.

Tom: I see. Will I get interest on the money in my student account?

Clerk: Yes, you will get a small amount of interest, i. e., up to five hundred, interest is four percent. Five hundred and more, the interest goes up to six percent.

Tom: What other advantages do student accounts have?

Clerk: Well, we offer a two-hundred-fifty overdraft limit at our lower rate of interest.

Tom: Can I open a student account then? What do I need?

Clerk: You need a letter to prove that you are getting a grant from some authority and identification such as your passport. Then, you need to fill in some simple forms about your course and the duration of your stay in the UK, your address and your signature.

Tom: OK, I will bring them in later. Thank you for your time.

Clerk: You are welcome. Goodbye.

Listening Activity No. 16

Jane: Look at this picture. This is a party my sister had two years ago for her wedding I think it was.

John: Who's that? I mean the woman on the very left?

Jane: Oh, that's Aunt Elme. She's my mother's sister. She got married very young and has two grown-up children, now who have all left home. She's great fun and she and I get on really well. She says she's old-fashioned and doesn't know anything about the world 'cause she's always been a housewife, but in fact she is really very broadminded about most things. The lady she's talking to is my aunt, Louise, but on my father's side. She is a music teacher in London University. She married someone really odd but it didn't work out and they ended up in the divorce courts after two years.

John: And who's that man?

Jane: The one with his back to the camera?

John: Yes, in the middle of the two other men.

Jane: Oh, that's my uncle, Tom. He is humorous. He's a freelance designer and works in Paris. We see him at Christmas time every year. I like him very much. The man he is talking to is his friend, Lewis. They used to work together. Now he lives in London. Now, let's see.... Who else is there? The man in the middle of the group on the right is my cousin, Roger. He's a sales manager and he's really pompous and full of himself. Thank goodness he lives up in Scotland. And do you see that chap with the long hair and the beard over to the right? He's wearing glasses.

John: Oh, yes.

Jane: Well, he's another cousin, Mark. He's a student in Oxford University. He is one of the clever ones in the family. He is talking to his girlfriend. I can't remember her name.

Listening Activity No. 17

Landlord: Hello. 6593427.

Julia: Hello. I saw your advertisement on the college accommodation board for a room.

Landlord: Oh, oh, yeah. That's right.

Julia: I wonder if you could give me some more information?

Landlord: Yeah. Well, well, what would you like to know?

Julia: Well, I was wondering... er... what's the rent?

Landlord: Fifty pounds per week.

Julia: And what does that include?

Landlord: The room, obviously. It's your own room—a single one—so you don't have to share. But you share the bathroom and you can use the kitchen, but there are no meals included.

Julia: Right. Uhm... and what about heating and cooking arrangements?

Landlord: No, no, you don't have to pay for that. There's central heating in all the rooms, so there's nothing extra to pay there. The cooker is electric.

Julia: Oh, lovely. And do you want the rent weekly? Is there a deposit?

Landlord: You have to pay weekly. And there's a one-month deposit, payable in advance.

Julia: Right, that sounds fair enough. Are there any particular house rules, you know, that I've got to keep to?

Landlord: What do you mean?

Julia: Well, like what about guests and hours?

Landlord: Oh, yes. Well, you can come and go as you want, of course, but you must pay a deposit for the front door key. That's separate from the other deposit, I'm afraid.

Julia: I see.

Landlord: As for guests, they should be out by eleven o'clock. We don't like to say that, but we've had a bit too much trouble, so we have to.

Julia: Right. Is it quite near public transport?

Landlord: Oh, yes. Five minutes to the tube station, and the bus stop is just round the corner with buses into town every ten minutes or so.

Julia: Lovely. It sounds just the thing. Do you think I could come and have a look at it tomorrow afternoon?

Landlord: Yes, of course. I'll give you the address. Now it's 46 West Avenue, Acton, just opposite the post office.

Julia: West Avenue, yes, I know it. If I come about 4:30, is that all right?

Landlord: That's fine. By the way, your name is...?

Julia: Julia Smith.

Landlord: Right, Julia, I'll see you at 4:30 tomorrow afternoon then. Goodbye.

Julia: Bye-bye.

Listening Activity No. 18

A: Good morning, nurse. You're early.

B: Really? I don't think so—it's just gone nine.

A: Oh—so it has.

B: There's been an accident, then.

A: Yes. Ten minutes ago. A young woman saw it and telephoned us.

B: OK. We'd better get this form filled out. Did you get her name?

A: Yes. It's Julia Smith.

B: And what's her address?

A: 32 Westminster Road, Watford.

B: Now let's turn to the lady who had the accident. Is the injury bad?

A: No, I don't think so. Cuts, bruises, and shock.

B: Oh, not too serious at all.

A: No, she shouldn't be in for long.

B: Who is she?

A: A housewife.

B: What's her name?

A: Susan Thomas.

B: Thomas, OK. Where does she live?

A: 37 Merton Road, Harrow.

B: 37 Merton Road, Harrow. OK, what happened?

A: A boy ran in front of her car. She swerved to miss him and the car hit the kerb, and the lady hit the windscreen.

B: What about the boy?

A: The boy is all right, but the lady is in shock. The casualty officer is sending her to the Windsor Ward.

B: Have you got her things?

A: Yes. These things were in her bag. There's a purse with some money, and her driving licence.

B: Anything else?

A: Yes. There were some things in the car.

B: Could you call them out while I write a list?

A: Sure.

B: Oh, is it the 7th of March today?

A: No, the 2nd.

B: Right. What have we got, then?

A: OK. One Medical Card.

B: Oh, good. What else?

A: A sort of shopping list, a couple of pictures of her kids, I think.

B: Oh, dear. Has the family been notified?

A: Yes. I told the police, and they told her husband.

B: What else is there?

A: A dentist's appointment card, some tickets for a film.

B: Oh, dear, for tonight. What bad luck. Is that all?

A: That's the lot. OK, see you later, nurse. I hope the lady will be all right.

Listening Activity No. 19

The eruption of Mt. Vesuvius was probably the most famous eruption in history. However, the eruption of Mt. Vesuvius did not kill the most people of any volcanic eruption. Let's compare Mt. Vesuvius with some other famous volcanoes. Here is a chart with the names of six volcanoes. The chart tells you the name of the volcanic mountain, where it is located, the date of an eruption, and the approximate number of people who died in the eruption. Look at Mt. Vesuvius on the chart. It is located in Italy. It erupted in 79 A.D. Approximately 2,000 people died in the eruption. Write the number 2,000 in the correct place. Let's fill in the missing information on the chart for the other volcanic mountains. Are you ready to write in the information and complete the chart? OK. Let's begin with the next mountain on the chart—Cotopaxi. It's C-O-T-O-P-A-X-I. It is located in Ecuador. It erupted in 1877, and about 1,000 people died. Now look at Krakatoa. It is located in Indonesia. It erupted in 1883 and killed about 36,000 people. Write the year 1883 in the correct place. Now let's complete the information for Mount Pelee. It's P-E-L-E-E. Mount Pelee is located in Martinique. It erupted in 1902 killing 38,000 people. Did you write 38,000 in the correct space? www.eslprintables.com

Landlord: The room, of course. It's a single room. So you don't have to share. But you do have to share the bathroom and the kitchen.

Gretta: Are any meals included?

Landlord: No, no meals. You have to cook for yourself.

Gretta: Right, . . . and what about heating?

Landlord: There is a coin metre in the room. You can turn the heating on any time just by putting some coins in. So the heating is exclusive of the rent.

Gretta: Oh, I see. Is the cooker gas or electric?

Landlord: Electric. As I said, you share the kitchen with the other tenants.

Gretta: OK, and do you want the rent weekly or monthly?

Landlord: You have to pay weekly, on Monday.

Gretta: And do I have to pay a deposit?

Landlord: Yes, I'd like a deposit of one month's rent.

Gretta: Right. That sounds fair enough. Are there any particular rules that I have to keep to?

Landlord: Well, guests should be out by eleven o'clock. We don't really like to say that, but well, we've had a lot of trouble, so we have to.

Gretta: Uhuh. Is it quite near public transport?

Landlord: Oh yes. Five minutes to the tube station, and the bus stop is just round the corner—the buses into town run every ten minutes or so.

Gretta: Lovely. It sounds great. When is the room available?

Landlord: It'll be available from the 2nd of April.

Gretta: That will be next week then, good. . . . Er. . . . do you think I could come and have a look at it this evening?

Landlord: Yes, of course. Do you have the address?

Gretta: No, I don't. Could you tell me where it is?

Landlord: All right. It's 34 Church Road, Highgate. How'll you be coming?

Gretta: By tube.

Landlord: Good. It is very close to Highgate tube station. It's near the post office, opposite the school.

Gretta: I see. I think I know it now. Can I come about six this evening?

Landlord: Well, I might not be back at six. So let's say eight. Is that OK?

Gretta: Fine.

Landlord: Oh, could you tell me your name?

Gretta: Gretta Faulkner.

Landlord: Sorry, the line is not good. Could you say it again?

Gretta: Gretta.

Landlord: Gretta, I'll see you around eight then. Goodbye.

Gretta: Bye-bye.

Unit Three

Listening Activity No. 1

A: Mr. Wang, would you like some tea?

B: Yes, please.

A: Here you are.

B: Thanks. Oh, it tastes different from Chinese tea.

A: Do you like it?

B: Yes. It's not too bad. How do you make English-style tea?

A: It's easy. Put some water in a kettle and boil the water. Then you should warm the pot.

B: Warm the pot? How do you do this?

A: Just by putting a little hot water into the teapot and swilling it round—you know, to make the very best tea, the water must be as hot as possible.

B: Uhuh, so what do you do then?

A: So then, you put some tea into the teapot, about two to three teaspoons, and then you pour the boiling water over the tea.

B: And then is it ready to drink?

A: No, you should let the tea stand for a few minutes to let it brew properly—it has to be quite strong—and then pour a little milk into a cup.

B: Some milk?

A: Yes, if you like tea with milk, which most English people do. Pour the tea into the cup and it's ready to drink, or if you want you can add some sugar to the tea, maybe one or two teaspoons.

B: That's it?

A: Yes, that's it.

B: I may give it a go next time, then.

Listening Activity No. 2

(Jack is staying with his sister Mary in England. He wants to have a shower but he doesn't know how to use it. So he phones Mary.)

Mary: 563721, EBC Company.

Jack: Good morning. Can I speak to Mary? It's her brother here.

Mary: Oh, Hi, Jack. This is Mary. When did you come? I thought you were coming this afternoon.

Jack: Yes. Well, I planned to. But my friend bought a ticket for this morning instead, so...

Mary: I see. Well, I'm sorry I'm very busy now so I can't really leave. Well, you can have a rest and take a shower...

Jack: That's just it. I'm going to take a shower but I don't know how to use your hot water tank.

Mary: Oh, OK... well..., don't plug in the electricity—the hot water tank, until you're absolutely sure you've filled it with water.

Jack: Don't plug in the hot water tank? Sorry?

Mary: Don't plug it into the mains.

Jack: Oh.

Mary: Yep?

Jack: I see... before it's full of water... Oh. I'm with you.

Mary: Um... because at the moment, er... it's drained off for the winter, you see.

Jack: I get you. Yeh.

Mary: Now the tank... it's got two taps underneath it.

Jack: Yes.

Mary: One's red. One's black.

Jack: Right.

Mary: You are all right?

Jack: Uhuh.

Mary: Now here... you've got to... you've got to close the red one first.

Jack: Close the red first, yes.

Mary: That's the drainage tap.

Jack: Yeah.

Mary: Then you've got to open the black one...

Jack: Open the black one.

Mary: ... which is the supply tap...

Jack: Yes... um, well, yes... open the black one, right.

Mary: And it'll take about five minutes probably to fill up.

Jack: Umhm...

Mary: And then you can plug it into the mains.

Jack: Good. And then I get...?

Mary: And... about half an hour later you should have some hot water with any luck.

Jack: About a half hour?

Mary: Um.

Jack: Fine... so I've got electricity and water.

Mary: Yes.

Jack: Great... well... (*laughs*) sounds like...

Mary: You should be all right.

Jack: OK. Thanks. See you soon.

Listening Activity No. 3

Police are searching for a man who is wanted for questioning about a string of burglaries in the London area. In the incidents, a man tied a woman in her own house in the early hours of the morning and escaped with goods valued at around five thousand pounds. They included items of jewellery, a stereo, a video recorder and a colour TV set. The woman managed to free herself unhurt after the man fled. She described the man as follows.

He is about thirty years old and of medium build. He has a long angular face and a pointed nose. He has a small moustache and short black hair. His eyes are small and he wears glasses. He also has a faint scar on his left cheek.

I'll repeat that description. A man of medium build with a long angular face, a pointed nose and small eyes. He has a small moustache, short black hair and he was wearing glasses. He has a faint scar on his left cheek. As I said, please contact your nearest police station if you think you can offer any assistance.

Listening Activity No. 4

Last night, a man broke into a factory in Leeds area and got away with cash of around six thousand pounds. He is about forty years old and very short, about 155 cm. He is almost completely bald and has got a little hair at the sides above each ear. But he does have big brown beard. He was later seen driving away from the scene in an old blue Escort car. Police warn that this man could be armed and therefore dangerous. If anyone has any information as to his whereabouts, please contact your nearest police station.

I'll repeat that description. A man about forty years old, 155cm tall, almost bald with a little hair above each ear. He has big brown beard. If anyone sees him, please contact your nearest police station.

Officer: And what colour was his hair?

Woman: Blond, and it was long and frizzy.

Officer: Eyes?

Woman: I don't know. It all happened so fast.

Officer: Yes, of course. What was he wearing?

Woman: He was wearing old jeans and a T-shirt, and boots. Oh yes, he was wearing glasses.

Officer: Fine, and now tell me about your purse. What did it look like?

Woman: Well, it was red and it had a shoulder strap.

Officer: What was it made of?

Woman: Leather.

Officer: OK. Now I'll need your name and address.

Listening Activity No. 7

A: Clifton Police Station. Can I help you?

B: Yes. It's about my daughter, Mary. She went to school this morning and she hasn't arrived yet, and it's 11 o'clock.

A: Just a moment, Mrs. . . . ?

B: Mrs. Joe Smith, 34 Bath Road.

A: Thank you. Now Mrs. Smith, what exactly is the matter?

B: Well, Mary left home this morning at about 9:00, then her teacher telephoned me about an hour ago and asked if Mary was ill. I said: "No. Why?" and then she said. . .

A: I see. Now, let's have a few details. How old is Mary?

B: She is six.

A: And what does she look like?

B: Well, she is slim and has long dark hair tied in a pigtail with a ribbon in it.

A: Yes, slim, long dark hair tied in a pigtail with a ribbon in it. And what colour is the ribbon?

B: It's pink.

A: Pink, OK. What does she wear?

B: She is wearing a white short-sleeved blouse and a pink and white striped skirt, long stockings and black shoes.

A: Just a minute, let me write them down. A white short-sleeved blouse and a pink and white striped skirt, with long socks and black shoes. Is that right?

B: Yes, exactly.

A: All right, Mrs. Smith, we'll help you find out your daughter. We'll give you a call as soon as we get the information about your daughter.

B: Thank you very much.

Listening Activity No. 8

A: Uh, excuse me. I'm looking for a bank. Is there one around here?

B: A bank? Let's see now. Oh, OK, the road we're in now is the Broadway, so you need to go down this street to the intersection, turn left and go one block until you come to Beach Road, turn right onto Beach Road and then it's on the right side of the street, just past the Chemist's. You can't miss it.

A: I see. Down to the intersection, turn left, go to the end of the block, and then turn right.

B: That's it.

A: Thanks a lot.

B: You're welcome.

Listening Activity No. 9

A: Excuse me. Could you tell me where the university library is, please?

B: The university library? Oh, yes. Well, when you leave the bus station, you should turn right. And if you walk a little way down the road, you'll come to a crossroads. Turn right here, and about...

A: Er... what's the name of the street?

B: Oh, it's First Avenue. So you walk along this street, and about two hundred yards further down, there's another crossroads, and this time you turn left into Hill Road.

A: So that's right at the first crossroads and left at the second?

B: Uhuh... then as you walk up Hill Road, you'll see the post office on your left, and next to it a large supermarket. The library's just across the road from it, on your right.

A: OK, Hill Road, opposite the supermarket.

B: It's a fairly distinctive building, easy to spot, next to a big hotel.

A: That's great. Opposite the supermarket and next to the big hotel. Actually, I could do with finding a good bookshop. Are there any nearby?

B: Hmm... there are a couple, one on Second Avenue and another on First. I think the one on First Avenue is probably the best.

A: How do I get there?

B: Well, instead of turning left up Hill Road at the second crossroads, just carry straight on. You'll see a pub on the corner. Then it's not the next building, but the one after that.

A: So it's pretty near the library, then?

B: Yeah. The one on Second Avenue is nearer actually, but, as I said, this one's bigger.

A: Wonderful. Oh, hang on. Before I go to the bookshop, I should get some money first. Is

- there a Lloyds Bank in town?
- B: Er... Lloyds Bank? Yes... now... it's... well, if you go straight across the first cross-roads when coming out of the bus station, you'll eventually get to a junction with Second Avenue. And I think Lloyds is on the corner there, opposite a small hairdresser's.
- A: OK. I think I can remember all those directions. Thank you ever so much. You've been very kind.
- B: Not at all. I hope you find all the places OK.

Listening Activity No. 10

1. You've just come out of the bus station. Turn right and walk to the junction of Elm Avenue and Hanover Road. Turn left and walk up Hanover Road. Cross Woodlawn Lane. and continue up Hanover Road, you will see a big building on your right.
What is the building on your left?
2. You've just come out of the bus station. Turn right and walk to the junction of Elm Avenue and Hanover Road. Turn left and walk up Hanover Road. Pass the Bank of Asia on your left and a small park just opposite. Cross Woodlawn Lane. Keep straight on until you see the zebra crossing, turn right, walk along Street Lane till the end of this road.
What is the building on your right?
3. You've just come out of the bus station. Turn left. Walk straight on. Take the first turning on the right. Go along the Street Lane. Take the second turning on the left.
What is the building on your right?

Listening Activity No. 11

1. (*Mr. Smith has just come out of the station and is asking the driver the way.*)
Smith: Excuse me. Could you tell me where the bookshop is?
Driver: When you leave the station, turn left, then cross Station Road at the junction, and walk up North Street. Take the first turning on the right, and the bookshop is the first building on the right.
Smith: Thank you.
2. (*Miss Actin has just come out of the station and is asking the driver where a coffee bar is.*)
Actin: Excuse me. Could you tell me where the coffee bar is?
Driver: Go straight along Station Road, pass the zebra crossing until you reach a crossroads

with Market Street. The coffee bar is facing you on the right corner.

Actin: Thank you very much.

3. (*Miss Abby has just come out of the station and wants to do some shopping.*)

Abby: Excuse me. Can you tell me where the nearest chemist's is?

Driver: A chemist's? Oh, yes. There's one on West Street. When you leave the station, turn left, and go along North Street until you get to some traffic lights. Take the right turning there, and walk straight on until just before a left hand turning called South Street. The chemist's is on the left, on the corner of these two streets.

Abby: Thank you very much.

4. (*Mr. Robert Smith wants to find a hotel.*)

Robert: Excuse me. Could you tell me where I can find a hotel?

Driver: A hotel? Yes, there is one on the corner of West Street and Market Street next to the bookshop.

Robert: The corner of West Street and Market Street, next to the bookshop. Is that right?

Driver: Yes, that's right.

Robert: Thank you very much. Goodbye.

Driver: Goodbye and have a nice day.

5. (*Mary and Jack want to visit the art museum. They don't know where it is.*)

Mary: Excuse me. Could you tell us where the art museum is?

Driver: Yes. It's on Market Street, opposite the hotel.

Mary: Thank you very much.

Driver: That's OK.

Listening Activity No. 12

Conversation 1

A: Excuse me. Could you tell me how to get to the post office from here?

B: The post office? Let me think for a minute. The post office, ah, yes. It's on Victoria Road. Go straight along High Street until you get to the park, turn right at this junction into Church Road and then take the second turning on your left. That's Victoria Road. The post office is in the middle of the block on your left, opposite the church.

Conversation 2

A: Excuse me. I'm trying to find the bank. Do you know where it is?

B: The bank? Let me see now. We are on Lake Street so you go down this road until you come to Victoria Road. Turn left, and the bank is on your right. It takes up the whole block between Lake Street and Church Road. You can't miss it.

Conversation 3

A: Excuse me please. Could you tell me how to get to the Windsor Hotel?

B: Yes. I think it's on Oxford Road. When you come out of the church, turn left and walk to the junction with Church Road, where you turn right. Go up Church Road, pass the coffee shop on your left and the Windsor Hotel is on your right, just pass the coffee shop.

Conversation 4

A: Excuse me. I'm trying to find a Chinese restaurant. Do you know where it is?

B: A Chinese restaurant? Yes, there is one on High Street. When you come out of the church, go straight up Church Road until you reach High Street, turn left, and it's the second building on your right.

A: I see. Thank you very much.

B: You're welcome.

Conversation 5

A: Excuse me. Could you tell me if there's a newsagent's somewhere around here?

B: Er... yeah. Now then, if when you come out of the park, you go straight on Church Road, you'll come to a crossroads. Turn right here and there's a newsagent's on your right, at the end of that road, on the corner of Lake Street.

A: Thanks a lot.

Conversation 6

A: Excuse me. I'm looking for a grocer's shop. Is there one nearby?

B: Yeah. So, just walk along Victoria Road, you will see a coffee shop on your left and turn left at the junction into Church Road. Carry on down this road, past another crossroads, you will see a building on the right, pass the building on your right, the grocer's shop is standing at the corner of Church Road and High Street, opposite the park.

A: At the corner of Church Road and High Street, opposite the park. That's great. Thanks a lot.

Listening Activity No. 13

Allan: Hello, Janet. I'm glad to see you back. Did you have a nice holiday?

Janet: Yes, it wasn't bad.

Allan: What did you do? Tell me all about it.

Janet: All right, if you're really that interested. We arrived at our hotel at five o'clock on Saturday afternoon and didn't really do anything much until the next morning, when my father hired a small family car and we all went to Safari Park, which is not far from London. It was a very interesting park full of lovely wild animals. We motored through the monkeys' compound first and that was an experience. They climbed all over our car and we had a wonderful view of the monkeys. Then we continued into the lions' compartment and we had to lock ourselves in, because the lions could come very close.

Allan: Yeah, it must have been terrifying. Did they come to you?

Janet: Oh, no. We saw them sleeping under trees, quite far away from us. We were unlucky and didn't see them clearly. Anyway, we had a good time there.

Allan: Oh, it sounds interesting—it is the kind of park I like.

Janet: On Monday we all went off to Oxford and spent a whole day there. On the way to Oxford we stopped at Stonehenge.

Allan: Stonehenge. It reminds me of my own experience when I was a student at Oxford.

Janet: Oh, yeah.

Allan: I thought it would be rather a romantic thing to do to drive off in the early hours of the morning and watch the sun rise behind the stone. So...

Janet: That was a good idea. Did you do it?

Allan: Yes. I went there with some of my classmates. When we got there it was still dark. It was very cold and wet. We stayed in the car and waited for the sun to come up.

Janet: Well, did you see it?

Allan: No. When it began to get a little bit light we couldn't see anything at all because there was so much fog around.

Janet: Oh, no, I'm sorry to hear that. But it was a beautiful day when we got there. We took lots of photographs there.

Allan: You were lucky. Well, did you do any sightseeing in London?

Janet: Yes. The next two days we stayed in London. On Tuesday we joined a sightseeing tour run by London Regional Transport, an excellent introduction to all London's principal sights. We visited Trafalgar Square, Westminster Abby, the Houses of Parliament and about 11:30 we were at Buckingham Palace and saw the changing of the guard there.

Allan: Yes. The changing of the guard always takes places at 11:30 at Buckingham Palace from May to July every day. During winter it is on alternate days.

Janet: We also went to Tower Bridge and the Tower of London. Anyway, we were pretty tired so we went to bed very early. The next day we went to Greenwich by boat from Westminster Pier.

Allan: Oh, it sounds wonderful. A unique way of seeing some of London's most famous land-

marks is to take a trip on one of the passenger boats which follows the river Thames through the heart of London.

Janet: Yes, that is my favourite part of a holiday, just relaxing. And the day after that we went shopping for presents and souvenirs. I've brought some really lovely things back. You should see some of them. And then in the evening we went to the cinema and saw a really great film.

Allan: What was it?

Janet: It was called *Star Wars*. It was really exciting. You'll have to go and see it.

Allan: Oh, yes. I've heard it's good. I should go. Well, I'm thinking of going to London for my next holiday actually.

Janet: Oh, you should. And then the last day, Friday, unfortunately it rained all day, so we stayed in the hotel. But we had quite a good time playing table tennis. Then the next morning we got up pretty early and left the hotel at ten, to give us plenty of time to get back.

Allan: Yeah, it's a long journey. You must have been tired.

Janet: Yes, we were, but then we had Sunday to recover before I started work again.

Listening Activity No. 14

A: Hello, Mary. Did you go to the university for registration yesterday?

B: Yes. That day was a bit hectic. I was really tired.

A: Why, what happened?

B: Oh, I went to the West Building to register first, then on the way to the library to apply for my library card. I had to go to the South Building to see my tutor there. After the library, I had to go to the Student Union's Office to book a ticket for the Oxford trip next week.

A: Yes, you did a lot of things.

B: Yes, but that wasn't the end of it. I was pretty tired after all that. Anyway I went to the bar for lunch and I met Kathy there.

A: Kathy? Is it the girl you were talking about before?

B: Yes, she is my old schoolmate. She studies computing at my university. She now lives in the YMCA very close to the bar. She wanted to show me the computer centre, but it was closed. So she took me to the shopping centre in Ealing Broadway instead. We came back at 6:00 pm.

A: No wonder you were looking so tired.



Listening Activity No. 15

Over half a million children under five are taken to hospital each year after an accident at home. Tragically, about two hundred die. Most of these accidents need never have happened.

Think how your adult-size home looks through a young child's eyes. Think how quickly your child is growing and changing. "Out of reach" may be much higher than it was not long ago. So think ahead, their safety is in your hands.

Things look different from where children are. They can see lots of things to grab hold of or poke into: pan handles, the lead on the kettle, a hot drink, or the iron. If they grab something hot, it could burn or scald them. Even a cupful is dangerous.

When they're moving around they don't always look ahead. They don't see: panes of glass in doors and screens, things left on the floor, like toys, or spills in the kitchen, drawers or cupboard doors left open.

They can trip and fall over things, fall through panes of glass, or bump into things which stick out. Children like to explore and soon learn to open things. They can find lots of things you thought were hidden away, like in a kitchen cupboard or under the stairs. They can find: medicines and household cleaners—all these can harm them, matches, lighters, knives, and other sharp tools, plastic bags and things they could choke on like peanuts.

Children don't know which things are dangerous. For instance, they can't tell the difference between lemonade and turps. As children grow and explore they see new things they want to reach and play with. They can: climb the stairs on their own but then they don't know how to get down again safely; climb on a chair to reach a window, then they could fall out of it; climb inside things, like cupboards and freezers; reach switches and knobs and turn them on and off. They could be anywhere. If you can't hear them playing, please go and look for them.

Keeping a constant eye on them as they move around is very difficult. You can't be everywhere at once, and anyway it's important for them to learn about the world around them. But you can help keep them safe by planning ahead and making the right arrangements. You can: store all medicines and household chemicals out of reach of children, make sure they are not left lying around; make it more difficult for them to touch or grab hot things, for instance, turn pan handles away from the front of the cooker; use a short or curly lead on an electric kettle. Make sure all fires and heaters are guarded; use barriers on stairs and in doorway until they have learned to move around safely; fit safety glass at low level; make sure things are not left around on the floor or the stairs—this is safer for you as well as for them. Teach them about safety. Show them how to do things safely, like going up and down the stairs. Tell them about how hot things could hurt them.

Listening Activity No. 16

Well, my room is L-shaped. There's a round dining table and four chairs opposite the

kitchen door. So I can look out onto the garden when I eat. My record-player is in the corner, between the kitchen door and the small window. There are bookcases on both sides of the fireplace, and a rectangular coffee table in front of the fire. My bed is against the long wall, under the large window. I use it as a sofa during the day, so there are some big, striped cushions on it. Opposite the bed, against the kitchen wall, there's a desk, and between the bed and the desk there's a large armchair. I like sitting and reading in front of the fire with my feet up on the coffee table. In the empty space in front of the door, there's an oval carpet on the floor. And the piano's against the wall between the door and my bed.

Listening Activity No. 17

Richard: Good morning. 5723490.

Sally: Good morning, Richard. This is Sally.

Richard: Hello, Sally. How are you?

Sally: Fine, thanks. Listen, are you free this weekend?

Richard: Yes. Why?

Sally: You know, I've just brought a new house in the countryside.

Richard: Oh, have you? Congratulations.

Sally: Thank you. I would like to invite you to have dinner with my family this weekend.

Richard: That's very kind of you. I'd love to. You'd better tell me how to get there. Where is your new house?

Sally: In Greenwich. How will you be coming?

Richard: By car, of course.

Sally: All right. So you'll be coming from Andover. You need to take the road to Grand Town...

Richard: Take the road... yeh. Hang on a moment, hang on a minute...

Sally: from Grand Town...

Richard: 'Cause I'm... I'm writing this down, 'cause I... Grand Town, that's Gra...

Sally: That's G-R-A-N-D, T-O-W-N. That's right. Now, you'll approach the village from the north.

Richard: Coming from the north. Uhuh.

Sally: The house is about two miles outside the village, by the way.

Richard: House is two... Uhuh.

Sally: Mmhmm. So now you get... you... you come into the centre of the village and you'll arrive at the main square...

Richard: Come into centre...

Sally: On the far side...

Richard: Yeh, I... I can't get lost there, can I?

Sally: No, you can't miss it.

Richard: Mm.



Sally: ... far side of the square you'll see the Town Hall, "Le Mairie"...

Richard: Far side... hang on, far side... see Town Hall...

Sally: Right.

Richard: Yah.

Sally: Now, you need to go past the Town Hall, leaving it on your left...

Richard: Past... leave it on my left... yeh.

Sally: And cross the bridge over the river...

Richard: Bridge... over... river. OK.

Sally: Now, the thing I, when you get across the bridge...

Richard: Mm.

Sally: There's a junction but there aren't any signposts.

Richard: Oh, that's helpful.

Sally: Well... you know how it is. So you turn right...

Richard: I cross the bridge... hang on. There's a junction... yeh... and then I have to go right at the junction?

Sally: That's right. You turn right immediately after the bridge.

Richard: Mmhmm.

Sally: And... basically you keep on that road. The road bears round to the left...

Richard: Oh, that doesn't sound too bad... yeh.

Sally: First of all... um... after about half a mile, there's a chateau on your right.

Richard: Is that your place?

Sally: Mm... 'fraid not. Couldn't afford it.

Richard: Chateau... on... on the right, yehm?

Sally: And there's a road going off opposite that... but ignore that road.

Richard: Oh?

Sally: Keep straight on... you keep straight on right.

Richard: Yeh.

Sally: Past the chateau.

Richard: Keep straight on... yes?

Sally: The next thing you come to is a farm at a place called Villac...

Richard: Farm... and then... Villac. That's V-I-L-L... ?

Sally: A-C.

Richard: A-C?

Sally: That's it.

Richard: Uhuh?

Sally: And just after that the valley narrows and the road comes much closer to the river.

Richard: Yes.

Sally: So you run along the river...

Richard: Uhuh.

Sally: For a little... few hundred metres really. The house is in the next group of buildings.

Richard: Ah.

Sally: You've got a mill... opposite the house.

Richard: Ah... it sounds beautiful.

Sally: Well... it's got... er... I think... I think you'll like it when you get there.

Richard: So... hang on a minute, the mill is opposite...

Sally: Yeh, you've got the river on your right.

Richard: Yeh.

Sally: You come to the mill... which is on your right and three...

Richard: Yes?

Sally: Three houses on the left opposite the mill... and the house is the middle one.

Richard: House is the middle... one. OK.

Sally: Right? So do you think you'll find it?

Richard: Well... well, with my sense of direction I'm not sure, but now... I... I think I've got everything down.

Sally: Fine. I'm sure you will. Dinner will start at six.

Richard: Do I need to bring something?

Sally: No, just bring yourself.

Richard: OK. I'll be there by six.

Sally: Goodbye.

Listening Activity No. 18

Conversation 1

A: Can I help you, madam?

B: Yes. Could I have a second class return ticket to Nottingham to arrive by ten?

A: That is forty-one pounds please.

B: Here you are. Could you tell me which train I could take?

A: Let me see. It is 7:00 now, Friday. Yes, you can take the 7:30 train to get there.

B: Thank you very much.

Conversation 2

A: Excuse me, Sir.

B: Yes, madam. What can I do for you?

A: Could you tell me the time of trains to Nottingham, please?

B: What sort of time do you want to go?

A: You see, I would like to go to Nottingham to visit my daughter. She will meet me at the station at 6:30 this Saturday. Which train should I take?

B: Take the 16:30 train and you will get there at 18:24. Is that all right?

A: That's fine. Thanks a lot. Oh, by the way, how much does a weekend return ticket to London cost, please?



- B. It costs forty-one pounds.
A. Thank you.

Conversation 3

- A: Excuse me, Sir.
B: Yes, madam. May I help you ?
A: Could you tell me which trains I can take if I buy a saver ticket to Nottingham?
B: Let me see. Oh, yes, you can take any train except 7:30 and 8:30 morning trains, and any trains after 17:30. Generally speaking, a saver ticket can be used on most trains except on a few peak-hour trains. Here is a timetable. You can check it by yourself.
A: Lovely. That will be very helpful.

Conversation 4

- A: May I help you, young lady ?
B: Yes. I have to get to Nottingham by 10:30 this Saturday morning. Could you tell me which train I should take to get there on time?
A: The 8:30 train will do.
B: I see. Could you tell me which platform the train leaves from?
A: Platform 4.
B: Thank you.

Conversation 5

- A: Can I help you, madam?
B: Yes. I would like to get to Nottingham on Friday by seven o'clock. Which train should I take?
A: The 17:05 train.
B: How much for a return saver ticket to Nottingham?
A: Twenty pounds, but I am afraid you can't use a saver ticket on that train.
B: Can't I ? How much is standard fare?
A: Forty-one pounds, please.
B: Well, I think I should take standard fare. Here is forty-five.
A: Thanks. Here is your ticket and change.
B: Thank you very much.

Listening Activity No. 71

The graph shows the number of visitors to London Zoo, Kew Gardens and Regent's Park from 1978 to 1987. Apart from the period from 1980 to 1983, London Zoo has been the most popular attraction. In 1978 almost 60000 people visited the Zoo. Although this number de-

creased slowly during the next 3 years, it then rose gradually until 1985. In this year a children's zoo was opened, resulting in a sharp rise from 70000 to 95000 within one year. In contrast, in 1979 to 1981, the number of visitors to Kew Gardens increased after a restaurant had been opened in 1979, from 48000 to 64000, but then it dropped steadily to approximately 45000 in 1986. The least popular attraction was Regent's Park, with only 26000 visitors in 1978. This number rose only slightly in 1981, but in 1983 boating was introduced on the lake and the number of visitors rose quite suddenly, from almost 30000 to 40000 within one year. Unfortunately, however, the number levelled off in 1984 and has remained steady since then.

Listening Activity No. 20

Exhibition Centre is the most popular attraction. In 1978, almost 40000 people visited the Exhibition Centre although this number dropped slowly during the next 5 years. In 1983, the number of visitors was a little over 35000. It then increased suddenly until 1984. In this year a restaurant was opened, resulting in a sharp rise from 37000 to almost 50000 within two years.

The number of visitors to the Museum was about 25000. This was better than the number to the Art Gallery, which was only 15000 in 1978. It then decreased steadily until 1982. The number was the same as the number of visitors to the Art Gallery. That was about 18000. In 1983, a building extension was open and the number of visitors to the Museum began to level off at 17000 visitors each year.

The least popular attraction was the Art Gallery. In 1979 the number dropped slowly from 15000 to less than 12000. But in 1980 free admission was carried out so the number of visitors increased suddenly from 12000 to 25000. It then levelled off since then. There is a slight rise every year.

Unit Four

C Listening Activity No. 1

You are going to hear a telephone conversation. As you Listen, indicate whether the statements are true or false.

Operator: Operator. Can I help you?

Tom: I'm calling from a pay phone in Ealing Shopping Centre. I've been trying to get through to a number for the past 15 minutes, but I keep getting a funny noise.

Operator: Are you sure it's the right number, Sir?

Tom: Yes. I've checked in the telephone book. Are the lines busy?

Operator: What kind of sound are you getting?

Tom: A continuous humming sound.

Operator: Did you put in enough money?

Tom: Yes. I put in the correct amount.

Operator: What number are you calling, Sir?

Tom: 567 0802

Operator: I'm sorry, Sir. Could you repeat that once more slowly, please?

Tom: 567 0802

Operator: Ah, that explains it then. We've been having a lot of trouble with that area because of crossed lines. One moment, and I'll try and get the number for you...

I'm just trying to connect you, Sir.

... (*ringing of the telephone*)

Your number's ringing now, Sir. Put in 20p, please.

Tom: Thank you very much.

Operator: Go ahead, please.

C Listening Activity No. 2

You are going to hear some announcements. As you listen, answer the questions below.

Ladies and gentlemen, if I could have your attention for a moment, please. I have the final notices for this final session of the conference. Now, first of all I'd like to mention that the cross cultural session has been very popular, so we're moving the final discussion to Room 203. That's Room 203, which means that the grammar session will be changed from Room 203 to Room 302. That's the grammar session in Room 302. I hope everybody's got that.

Now, I have a notice here that you must return your keys to the reception desk before you leave. Thank you.

Turning now to your discussion records, I would like to see you return them to the session chairpeople by four o'clock this afternoon. That's 16:00 hours. Thank you.

Regarding coaches for the airport... er... they will be gathering outside the main building at 3:30. That's... er... 15:30 hours. And there will be another one a little later than that at 16 hours... that's 17:15. That's 5:15. I'd like to ask you all to be there, ready for the buses, at least five minutes before the departure times, so we can all leave promptly and everybody will get home on time. Thank you.

I have particular messages for... er, Professor Hurst and Professor Cole and Professor Malnachurk. I'd like to ask you three—are you here? Professor Hurst, Professor Cole? Yes. And Professor Malnachurk? I'd like to ask you to collect your reprints from the conference desk before you leave. Thank you.

Finally, I have a reminder from Professor Olsen of Leeds University, that the Sixth Annual Convention of EFL will be held in Bangkok October... er, 2006. I think you'll all be... er interested in marking that date on your calendar. That's the Sixth Annual Convention of EFL October, 2006. And I'd like anybody that's interested in that conference to leave your name at the conference desk. Thank you very much.

Ladies and gentlemen, I know it has been a very happy event for me, this conference, and I hope that you, too, have found it a happy and productive time. Thank you all for coming.

Listening Activity No. 3

You are going to hear a conversation between Jane and her parents. Listen to the conversation carefully and answer the questions.

Jane: There's a letter here for you, mum.

Mum: Thanks, Jane. Oh, no, not another telephone bill. I hope it is not as much as last time.

Jane: How much is it?

Mum: £130.94 for three months. How can it be so much? Your father and I hardly make any calls. You must have been using the phone all the time.

Jane: Only to speak to my friends.

Mum: Jane, I don't think you realise just how much it costs when you telephone your school friends, and you speak to them for so long, especially during the day. Why can't you call them after 6 pm when it is cheaper. Your father is going to be upset when he finds out.

Jane: I'm sorry.

Mum: Well, being sorry just isn't good enough. I've told you often enough not to use the telephone so much. If you had to pay the bill, you wouldn't be so irresponsible with the telephone. You see your friends every day. Why do you need to phone them up as well?

Dad: Hello.

Mum: Hello. Look at this bill for the telephone. Jane has been phoning all her friends again.

Dad: £130.94 for three months. Jane, this has got to stop. We both told you the last time to be more responsible when phoning your friends and not to take so long speaking to them. It costs too much. You'll have to pay half of this bill out of your wages from your Saturday job.

Jane: But Dad, that's not fair.

Dad: To teach you that the phone costs a lot of money you will have to pay half of this bill. You are lucky I'm not going to make you use the phone box down the road to make your calls.

Jane: OK. But it'll take me weeks to pay your half of £130.94.

Mum: We may have to get one of those phone locks and I'll keep the key, then you won't be able to make any calls.

Listening Activity No.4

You are going to hear a talk about underground tickets in London. Look at questions 1-8. Now listen to the talk and answer questions 1-8.

Underground tickets are available at all underground stations. Ticket prices for the underground vary according to the distance you travel. The network is divided into five zones, a central zone and four outer zones. Generally, your fare will increase, the more zones you travel through. You must buy your ticket before you start your journey, from a ticket office or machine. Keep your ticket for inspection and collection at your destination.

The easiest and most economical way to travel around London is with a travelcard. This gives you the freedom of London's trains, tubes and buses in whichever zones you choose. It's perfect for the visitor because one ticket combines travel on the trains of Network Southeast with the underground, Dockland Light railway and most of London buses. It's more convenient than buying separate tickets for each journey. Travelcards are available from any train or tube

station.

A one-day travelcard is ideal for a day's shopping, sightseeing, and all tourist trips in London. You can travel anywhere you like within the vast 650 square mile travelcard area. No need to keep queuing for tickets or carry a pocketful of change for ticket machines, just use whatever form of transport suits you best for any combination of trips. One-day travelcards can be bought from staffed train or tube stations after 9:30 am at weekdays and any time at weekends.

Travelcard season tickets include 7-day, monthly and annual tickets. This is the modern, convenient and flexible ticket for your daily journey to work. For travelcard season tickets, please bring a passport-size photograph with you. Smoking is not allowed anywhere on the underground. Smoking is permitted, however, on the back of the upper deck of buses.

Listening Activity No. 5

You are going to hear a talk about looking for a job. Look at questions 1-8. Now listen to the talk and answer questions 1-8.

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 a 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 on a team.

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

Listening Activity No.6

You will listen to a conversation between two friends. As you listen, answer the questions below.

Tom: Hello, Mike. What's up with you?

Mike: Oh, Tom. It's my landlady again.

Tom: You're always in trouble. What is it this time?

Mike: You see, she left a note for me. Just read it.

Tom: Well, did you leave the front door open?

Mike: I honestly don't remember. I got back late from a party. Anyway, what does it matter?
It's all complaints in that house. first noise, then the bathroom.

Tom: Well, in that case, why don't you look around for another place?

Mike: I've already started. I looked in the paper this morning, plenty of advertisements as usual, but most of the places are too far from school.

Tom: Look, why don't you come and share with us?

Mike: But surely there are four of you in the flat already, aren't there?

Tom: Yes, but, you know, Jane is leaving at the end of the month. She's got a job down south. There will be a spare room. It's rather small, but you can sleep there for the moment till you find a nice one.

Mike: That's a good idea. How many rooms do you have?

Tom: We have four bedrooms and a big living room.

Mike: What are the arrangements?

Tom: Oh, we share all expenses, of course, rent, light, and heating.

Mike: What about food?

Tom: Oh, we each buy our own. It works out fine that way. And you can do anything you like in your own room, but there is one thing...

Mike: What's that?

Tom: Don't leave the front door open. Strange people may wander in.

Mike: All right. I promise that won't happen again. By the way, when is Jane leaving?

Tom: Let me see... yes, this time next week.

Mike: Today is the 22nd, Tuesday, so she's leaving on the 29th. Well, I will move in one day after she leaves.

Tom: Yes, no problem. We will get ready by then.

Mike: Thanks a lot.

Tom: You're welcome.

Listening Activity No.7

You will hear a dialogue between a researcher and a chief librarian. Listen to the dialogue and answer

the following questions.

Librarian: Good morning, Julia.

Researcher: Good morning, Peter.

Librarian: Do come in. You've brought the results with you, I see.

Researcher: Yes, in fact, I completed the survey last week.

Librarian: So, I can hear the criticisms now, then?

Researcher: That's right. And perhaps you'll be able to tell me what can be done about them.

Librarian: I'll certainly do my best. Well, what would you like to start with?

Researcher: The catalogues. I'm afraid many of the Science students complain that they're incomplete and out of date. They think they're really bad. Is there anything you can do to improve things there?

Librarian: Oh yes. We can either check all the cards and reprint them where necessary, or we can change to a computer system.

Researcher: How much would it cost to do the first?

Librarian: About six thousand pounds.

Researcher: And how long would it take?

Librarian: Oh, maybe three months.

Researcher: And how much would it cost to do the second?

Librarian: Change to a computer system? Yes, oh, about sixty thousand pounds.

Researcher: And how long would that take?

Librarian: Oh, nine months, I'd say. About nine months.

Researcher: Thank you. Now... next I'd like to move on to the borrowing facilities. The Social Science students described these as rather disappointing. They complained that they were only allowed to borrow three books. Most of them felt they ought to be able to borrow more books, perhaps five or six for undergraduates and up to ten for graduates.

Librarian: That may be possible.

Researcher: Also, they'd like to be able to keep the books for a longer period, say three weeks instead of the present two.

Librarian: That also sounds reasonable. I'll see what I can do.

Listening Activity No. 6

You are going to hear a conversation between a student and a counsellor. Listen to the conversation and answer the questions.

Counsellor: Good morning. Sit down, please.

Student: Good morning.

Counsellor: What can I do for you?

Student: I've come for some advice. My name is Sophie Cole and I'm Italian. I came to this country about six months ago.

Counsellor: Yes?

Student: And I don't know if I can use my . . . qualifications here. Maybe I need to do another course. And then I'm worried about my English. You see, I'm worried about not understanding. . . er. . . people very well.

Counsellor: I see. Mm. . . Well, I need to get a bit more information about you. What are you doing at the moment?

Student: Now I'm studying English because my English is very poor.

Counsellor: How many hours a week?

Student: Twelve hours a week.

Counsellor: Yes, but how many . . . well, never mind. What sort of job do you see yourself doing in this country?

Student: Well, in this country. . . er. . . well, it seems that it's very difficult for me to get a job. They want experience in this country and I have not got any. My qualifications may not be accepted here and with. . . all the unemployment and everything I'm. . . I'm really worried.

Counsellor: Yes, but. . . what kind of work do you want to do?

Student: I'm a civil engineer, but that's not the problem. If I have a degree, I can work for myself.

Counsellor: Do you have any engineering qualifications?

Student: Yes. I studied civil engineering at the university in Rome.

Counsellor: Oh, when was that?

Student: About three years ago.

Counsellor: Mmm. And then, what did you do? I mean did you have any work experience in your own country?

Counsellor: Oh, yes. I worked for a big company for about two years after the university. Now, I would like to get. . . a Master degree in this country. But first I need to study more English.

Counsellor: Yes, I think you are quite right. First you need to improve your English, then you could start looking for a university and apply for the degree in engineering for next year. Have you enrolled in our intensive English courses?

Student: Yes.

Counsellor: I suggest you study English for another six months, then take the IELTS test. This test will check how well your English is and the score will be accepted by all the universities in the UK. Here is the IELTS test booklet. You can get more detail about this test.

Student: That's a great help. Thank you very much.

Counsellor: You are welcome.

Listening Activity No.9

You are going to hear a talk about the services in Ealing College. Look at questions 1-10. Now listen to the first part of the talk and answer questions 1-10.

Welcome to Ealing College of Higher Education. Today I'll talk about student services at the college.

All student services are to be found in the North Building. Social life and some of the welfare services are run by the Student Union, of which all students are automatically members. After enrolment, take your receipt to the Student Union and they will give you your student card. Your student card also entitles you to membership in the Student and Staff Club.

The Student Union will give you a handbook which gives more details on all the services offered plus more information on the health service, accommodation and so on.

Let's talk about medical services first. ECHE has a student health centre. The centre is open from 9:30 to 8:45 Monday to Thursday and from 9:30 to 5 on Fridays during term time. The college doctor, Dr. B. Kearns, holds a surgery in the Medical Centre four days a week: Monday and Tuesday mornings, Thursday afternoons and either Wednesday or Friday afternoons. The Nurse will tell you which on any particular week. Appointments for these are made through the nurses and are usually for the following day. Outside of these times Dr. Kearns can be found at her surgery which is located at No. 2 Ascott Avenue, W5 (very close to college). During your stay in England you must register with a local doctor and if you live in the London Borough of Ealing you can register with Dr. Kearns.

Listening Activity No.10

You will hear the last part of the talk about the services in the college. Look at questions 1-10. Now listen to the rest of the talk and answer questions 1-10

Last time I talked about the student services in the college. Today I'd like to talk about the Counselling Services.

The College Counselling Service is located in the North Building. The Counsellors are Ms. Penny Rawson and Ms. Ann David. I have asked Ms. Rawson to join us today to discuss their role. Ms. Rawson...

Ms. Rawson: Thank you. Both Ann and I are full-time counsellors. Students either come to us on their own or are referred to us by a tutor. We see students individually, run group therapy sessions and courses of sessions as we think necessary. We are here to help with any problems, no matter how great or small, such as homesickness, relationship difficulties, death and separation, sexual problems, undue stress due to work and so on. You will not be the first to be homesick, find college life stressful, or decisions problematic. So please don't

hesitate to come and have a chat if there is anything bothering you.

This is a confidential service but we are willing to arrange with your course directors, your tutors, Student Union officers, career department or doctors. We can also put you in touch with outside counselling services. As a part of the university, all counselling is free of charge for full-time students. I know some of you may feel that seeing a counsellor has a stigma attached to it, but let me assure you even the best balanced individuals encounter situations where they need someone to talk with. So please don't hesitate.

You're welcome to make use of this service. We hope you will enjoy your studies at the university. Thank you.

Listening Activity No. 11

Susan came to a Barclays Bank and talks to a bank clerk. Listen to their conversation.

Clerk: Good morning. What can I do for you?

Susan: Good morning. I'd like to open a bank account.

Clerk: What kind of account do you want?

Susan: I'm not quite sure. I'll be a college student. I simply require a safe place to keep my money and easy access to it. Can you recommend an account for me?

Clerk: All right. Do you get a grant?

Susan: No. I will be supporting myself.

Clerk: I see. You could open an Instant Account.

Susan: What's an Instant Account?

Clerk: Basically, it's an interest account. It has all the usual current account facilities such as a cashcard and a deposit book, except a chequebook, and pays competitive interest on your account when it's in credit. There are two levels of interest for this account. If your balance is up to five hundred pounds, the interest is five point two-five per cent. If your balance is five hundred or over, it attracts an even higher rate of interest which goes up to seven point two-five per cent. You will receive a cashcard for our machines, so you can withdraw money with the card from any machines at any Barclays branches when the bank is closed.

Susan: Oh, I see. How can I withdraw money if I have no chequebook?

Clerk: Well, you have to withdraw money either using your card or visiting your branch.

Susan: I see. How can I find out how much money I have in my account?

Clerk: You can ask your branch and tell them how often you would like to receive your statement, which provides you with a permanent record of income and expenditure. It will show every transaction on your account and the balance remaining at the end of each day. You also can use your cashcard to check your balance.

Susan: That's fine. I think I'll open an Instant Account.

Listening Activity No. 12

You will hear a job interview. As you listen, answer questions 1-10.

Smith: Please sit down, Mr. Wilson. My name's Jane Smith and I'm the personnel manager.

Peter: Hello. How do you do?

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

Peter: Yes, of course.

Smith: Well, could you tell me how long you've had your present position in *Evening News*. It is *Evening News*, isn't it?

Peter: Yes, that's right. Um; I'm not sure. Let's see. I left university in 2002 . . . is that right? — Yes, 2002. Then I was unemployed for about two months, and then I travelled round Britain for a few weeks, so it must be more than three years now in fact.

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

Peter: Well, I actually like my present job and still find it interesting. 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.

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

Peter: Oh, dear. That's difficult. There are so many things. My colleagues are quite nice to go along with so there's a good cooperative atmosphere. And compared to other press the working conditions are great. I mean the office itself is good.

Smith: Um, yes.

Peter: And then there's the fact that as a journalist I regularly write articles about what is happening at home or in the world so I have to make decisions. I must be responsible for what I have written. You know, that is what I really like most about the job. They give me lots of room for initiative.

Smith: Yes. Well, we are looking for someone who isn't a clock-watcher and who isn't too concerned about working fairly long hours.

Peter: Oh, I don't mind that. I'm used to it. I often work irregular hours. I was very often made to work at night. Some sort of job that would come up . . . that was very important and they said it had to be finished . . . er . . . it's got to go into the newspaper the next day. There was a lot more pressure in writing an article for the newspaper.

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

Peter: Yes. After leaving school I started a diploma course in design at the University but I decided to change courses and did a postgraduate diploma in Social and Public Policy



instead.

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

Listening Activity No. 13

You'll hear a dialogue between a foreign student and a Student Union officer. As you listen, answer the following questions.

Officer: Good morning. Can I help you?

Student: Yes. I'd like to know something about the British Medical Scheme.

Officer: Yes. What's your question?

Student: Can I use British doctors if I fall ill?

Officer: That will depend on how long your course of study is. If it is six months or more, then you are entitled to treatment from the British Medical Scheme called the National Health Service—NHS, as if you were a British citizen. With the NHS, consultations with doctors are free, but you will be asked to pay something towards the cost of medicines. In 1987, this is two pounds forty for each item of medicine. You are also entitled to free treatment in British hospitals. Always make sure the doctor knows you want treatment from the NHS, as doctors also take private patients, who pay the full cost of all their treatment.

Student: How do I make sure I can be treated by the NHS?

Officer: If you are eligible for treatment, that is, you are registered on a course of six months or longer, then the first thing you should do is to register with a doctor. You should register with any doctor close to where you live—local post offices have lists. All you need to do is visit the doctor or the doctor's receptionist during consulting hours and ask to be included on the doctor's list of patients. If the doctor decides to accept you, you will then be sent a medical card by post which will carry your National Health Service number. Take great care not to lose this. If the doctor cannot accept you, try elsewhere or contact the local Family Practitioner Committee. You can get the address from the post office or any doctor. Find out your doctor's consulting hours from the doctor or the receptionist and ask whether or not you need to make an appointment before seeing the doctor. Remember to be on time for any appointment you make. You can see him or her during those hours, unless you are seriously ill. If you are seriously ill the doctor can be called out to see you. Once you have registered you should tell your warden, landlord, landlady or a friend the name, address and telephone number of your doctor, so that if you are suddenly taken ill, the doctor can be called out to see you.

Student: I see. Could you tell me something about British hospitals?

Officer: Yes. Hospitals provide specialist treatments, or treatment for which any kind of extended stay is required. Your doctor will recommend you to go if it is necessary.

Casualty or emergency treatment following accidents is free for everyone. As not all hospitals provide such services, you should find out which local hospitals do in case you ever need treatment.

Student: How about dental care in Britain?

Officer: You can find lists of dentists who give National Health Service treatment at local main post offices. You do not register with a dentist, but you should ask whether they are willing to give you NHS treatment, as dentists are free to accept or refuse patients and to provide private treatment only. If you are accepted, you should give the dentist the NHS number which is on your medical card. There is a charge for all dental treatment. For basic treatment this could be up to seventeen pounds. More extensive dental treatment will cost more if you are not registered with a doctor. You will have to pay the full cost of dental treatment as a private patient. You will have to make an appointment to see your dentist and should give notice if you are unable to attend an appointment, or you will be charged for loss of time. You should try to have your teeth checked at least once per year by the dentist. From the NHS you are entitled to a free 6-monthly check-up.

Student: Thank you very much. This helps me a lot.

Listening Activity (p. 39)

You are going to listen to the director of a college talking about his school. Listen to the talk and answer the questions.

Many of you already have a reasonably firm idea of the general subject area you wish to study. Others are more open and searching for ideas. Whatever your situation, I hope you find that we have a course that meets your needs.

Our firm aim is to be a student-centred institution with a special emphasis on *flexibility*. This begins with our attitude to access. We judge people on their motivation and commitment to study as much as, if not more than, formal qualifications. This is reflected in the vitality and diversity of our student population.

Some of our students come direct from sixth form or college; others are coming into higher education after a short or long gap from formal education. Some are seeking a specific set of skills with a particular job or profession in mind; others are re-training or studying to give their careers a new direction or dimension. Some are learning about the very latest scientific, technological and commercial knowledge; others are stretching their mind on sensitive environmental, social and cultural issues. Even a casual observation of the mix of our student body indicates that we are close to our aim of being a polytechnic for the *whole* community.

To meet our students' needs we have 500 academic and a further 500 support staff committed to good quality teaching, high standards and sensitive and sympathetic student care. We have probably the longest experience of understanding and dealing with the differing needs

of a diverse student population.

I hope you will find a suitable course at the polytechnic college. If you want to come to the college and we consider you suitable, we will do our best to find you a place. And when you are here we will work hard to make your experience enjoyable, stimulating and educationally rewarding.

Listening Activity No. 15

You are going to hear a talk about Bell College. As you listen, answer questions 1-10.

Welcome to Bell College. The aims of the College is to foster the growth of international understanding through the provision of high standard educational courses. Second, the College is based in a residential setting for adult students from abroad. And last is to make a positive contribution to the development of teaching English as a foreign language. Bell College is one of a group of schools run by the Bell Educational Trust, a non-profit-making educational foundation.

The College offers an attractive environment for study and leisure for students aged 18 or over. A hundred and sixty students live in comfortable single and twin study bedrooms on the campus, and a further seventy or eighty with carefully selected local families. The excellent common room facilities in the College are matched by the extensive gardens and sports fields.

Superb academic facilities including a modern learning centre and library and sophisticated computer networks are available for students' use in class hours and in the evenings and at weekends.

A wide range of courses is offered in three areas: the Main English Programme, Teacher Training and English for Specific Purposes. The teaching staff are highly qualified native speakers with wide experience of working in schools, colleges and universities in many parts of the world.

Living in an international community of thirty or more nationalities is an important part of the Bell College experience. Great stress is laid on pastoral care and the College has its own medical centre.

A busy and interesting programme of sporting, cultural and social activities is provided in the evenings and at weekends with excursions to many parts of Britain.

Listening Activity No. 16

Anna receives a phone call from her friend Peter. You will hear an extract from their conversation. As you listen to the conversation, answer questions 1-10.

Anna: Hello.

Peter: Hi, Anna. Look, I'm sorry to bother you so late. I just wanted to ask you a little fa-

vour.

Anna: Oh, sure. Well, I'd like to help out. Anything you want.

Peter: Look, I'm . . . erm . . . I'm going to London for a week.

Anna: Oh, how wonderful. Oh, I wish I could get away on holiday.

Peter: Look, I got a problem though, I . . . you know, I got some cats and . . . er I . . . I need a home for them.

Anna: Oh, er . . . well, the only thing is, how many of them are there?

Peter: Well, there're only two.

Anna: Oh, well, that's okay then. I think I still have a box. But it's pretty worn out and a bit dirty, not too nice, you know.

Peter: Well . . . erm, I think that'll be all right. I . . . I'm sure it'll be fine as long as you clean it up. I mean you will have to clean it up because . . . er . . . er . . . well, I didn't . . . didn't want to mention this earlier, perhaps, but . . . er . . . one of them is pregnant, you see. One of the cats is pregnant and she's going to be delivering . . . er . . . pretty soon.

Anna: Oh, no. I'm a little nervous about it now. I mean . . . er . . . I don't know if I can cope with that.

Peter: Of course you can. Look, I mean, they're okay. She looks after her babies. She had six the last time. You'll love them.

Anna: Six? Wow, that's just a little too many. I mean, oh, I . . . I don't think I could cope with that, I mean. And . . . and how do I tell when they are due, you know, when . . . when they're going to be delivered?

Peter: Very simple. You see, the mother starts spending more time in her box and starts meowing a lot. You will know that she's ready to have the babies.

Anna: Well, what kind of food do I have to give them?

Peter: Very simple. They don't need anything and the mother nurses them for about five to six weeks. You just give the mother cat food and milk.

Anna: Well, does it have to be hot?

Peter: No, just fresh milk.

Anna: Anyway, why do you keep them? I mean, don't they cause you an awful lot of work and trouble?

Peter: Oh, no. They're so sweet. They are so beautiful. You're going to just love them when you see them. They're so nice. Er . . . look, the mother also needs some fresh milk every day.

Anna: Well, how often do I have to give her milk?

Peter: Just two or three times a day.

Anna: Well, here's an idea. Why don't you bring what they need, then I'll just have—then I won't have to worry about it.

Peter: Okay, I could do that. I'll bring a big bottle of fresh milk and a large box of cat food, then that should be okay.

Anna: A large box? How long did you say you were going to be away?

Peter: Now look, don't start worrying too much. She may not produce these little cats this week at all.

Anna: Well, I sincerely hope not. I mean, I'm not used to this sort of thing, you know.

Listening Activity No. 17

You are going to listen to a talk about the food we eat. Look at questions 1-10. Now listen to the talk and answer questions 1-10.

Welcome to *the Food We Eat*, sponsored by Safeway. Increasingly, we know more about the effects of our eating habits and lifestyles on our health. While new information can change old ideas, the new stories can often be confusing. At Safeway we try to help customers not only in the range and types of food offered, but also by providing up-to-date reliable information in areas we know are of interest and which relate to the diet we eat. Today we are going to talk about *sugar*. Recently, doctors have been advising us to eat less sugar.

The health recommendation to use less sugar is for two reasons. Firstly, for the sake of our teeth: since the amount and frequency of sugar consumption links to decay. Secondly, as sugar is a good source of calories, it can easily be a problem if we tend to be overweight.

The dental risk is because bacteria which occur naturally in our mouth feed on carbohydrates—sugar and starch—to form plaque and acid. Plaque is a sticky coating that prevents the bacteria from being removed by saliva. The acid attacks the tooth itself.

This takes time, however, so the trick is to avoid sticky foods like sweets which stay around in crevices feeding the bacteria. Regular brushing, preferably with a fluoride toothpaste, helps remove particles and resist acid. The worst thing you can do is nibble sweet things between meals—it puts your teeth under constant attack.

A sweet tooth develops gradually... and you might be surprised at how you can steadily "unlearn" the taste, taking in fewer calories, and saving your teeth. Here's some ways:

- A. Gradually cut down the sugar in tea and coffee till you can stop altogether, or switch to sweeteners.
- B. Choose snacks with a lower sugar content—fresh fruit, raw vegetables, crackers, milk or low-fat, natural yogurt. Remember some fruits, like raisins, have lots of sugar.
- C. Look for reduced sugar alternatives: there are more and more around, from diet drinks to yogurts, even jams and sauces.
- D. Try gradually to cut back on the sugar you use in cooking—especially in baking.

Listening Activity No. 18

You are going to listen to a talk about au pairs in the UK. Look at questions 1-10. Now listen to the talk and answer questions 1-10.

What is an au pair? An au pair is a single girl without any dependants who comes to the UK to learn English and to live as part of an English speaking family. She is not a domestic servant but may help in the house for up to 5 hours a day for pocket money. Suitable tasks would be light housework and taking care of children. She should have one day each week completely free and she should be free to attend language classes and religious services if she wishes. Pocket money should be between 15 and 20 pounds per week and she should have her own room.

Before she arrives she should have as much information as possible about the home she is going to and what she will be expected to do. She will find it helpful to have a letter from her hostess explaining the arrangements to show the immigration officer when she arrives.

An au pair must be a single girl aged at least 17 and no older than 27 when she first becomes an au pair. She must be a national of a Western European country, which includes Malta, Cyprus and Turkey. The longest a girl may stay in the UK as an au pair is two years. A girl who has been in the UK before as an au pair will be allowed to come to the UK again as an au pair only if the total period is not more than two years.

An au pair is not allowed to take a job in this country—the light household duties which are part of the au pair arrangement are not regarded as employment.

An au pair who is a national of a country which is not in the Commonwealth or European Community (EC) and who is admitted for longer than 6 months will normally have to register with the police. This will be shown in her passport. She must take her passport and two passport-size photographs to a police station. She will have to pay a fee, about 25 pounds.

If an au pair wishes to stay longer than the time stamped in her passport she may apply either by post to Lunar House, Croydon, or in person at one of the Public Enquiry Offices. If she applies by post, it is a good idea to send any valuable documents by recorded delivery post. She should apply before the time limit on her permitted stay runs out. She must show that the arrangements are still those of an au pair. She may change host families during her time in the UK, providing that the new arrangements are also those of an au pair.

Listening Activity No. 19

You are going to hear a travel agent discussing a holiday booking with two customers. Listen to their conversation and answer questions 1-10.

Agent: Good morning. Can I help you?

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

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.

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: Oh, well, you see, we have slightly different holidays. I've got the whole month except for the last five days, so I could go from the first to the twenty-sixth, 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 before the twenty-third.

Agent: Ok. Now, let's find a destination. Any preferences... France... Italy...?

Customer 1: Oh, not France. 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.

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'll be well worth it.

Agent: All right. 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.

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.

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

Customer 2: How much would that be?

Agent: That would be five hundred and forty pounds, from Manchester again.

Customer 1: Well, five hundred and forty... er... that seems too much.

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...

Agent: All right. Let's try somewhere else. How about Portugal?

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

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?

Agent: That's right, from Gatwick.

Customer 1: Oh, well, really, we'd prefer a flight from the north somewhere, Manchester perhaps, or even Glasgow...

Listening Activity No. 20

You are going to listen to a talk about tea in the UK. As you listen, answer questions 1-15.

During the 1930s there was a popular song which had the title "Everything Stops for Tea" and to millions of British people a restful "cuppa" is still an ideal way to relax for a few minutes from the rigours of the day.

The English custom of drinking tea has its roots in the seventeenth and eighteenth centuries. When first imported to Britain, the exotic "tcha", "chai" or "chaa" (as the Chinese tea was variously called) was considered a man's drink to be enjoyed with colleagues at London coffee shops. These were popular meeting places for many walks of life—politicians, lawyers, poets, actors and writers. Many London clubs began in this manner and the famous Lloyd's insurance underwriters stared out as Lloyds Coffee House.

In 1706 the first coffee house that offered tea was Tom's Coffee House owned by Thomas Twining. He realised that he needed to introduce an added attraction to compete with the many other coffee houses in London and tea was rare, exotic and extremely expensive. With these credentials tea became an exclusive drink and enabled Twining to open a tea shop under the sign of the Golden Lion in the Strand.

By the eighteenth century the ladies of the more affluent classes were going "China Mad", using tea as an excuse for displaying their extravagant purchases of Chinese porcelain and Dresden tea-sets. A comprehensive tea-tray would consist of a teapot and stand, teacups and saucers, a sugar bowl, a milk jug and a basin (for discarded tea and tea-leaves). Tea was still expensive and kept in locked "tea-caddies". Skilled craftsmen fashioned "caddies" of carved, inlaid woods fitted with crystal and precious metals. To ensure the servants weren't tempted by this priceless commodity, the "Caddy" was kept locked and only the mistress of the house held the key and prepared tea when guests came to visit. No well-brought-up young Englishwoman could consider herself socially acceptable unless she knew how to brew a proper cup of tea.

As the eighteenth century progressed changes in commerce and working hours resulted in the main meal of the day being taken much later in the evening. The prospect of lasting from breakfast until evening did not appeal to the Duchess of Bedford, who was usually credited with being the first to alleviate late-afternoon hunger pangs by introducing a small four o'clock meal served with tea. With time, the light, wafer-thin toast or delicate white bread gave way to exotic fillings like tomato and egg, cucumber, chicken or potted shrimps followed by buttered scones, crumpets or elegant pastries.

The popularity of tea continued to spread but it was not until 1839 that the first shipment of Assam Indian tea was landed in Britain. A healthy trade with India was soon established and tea clippers (like the Cutty Sark, now a museum in a dry dock at Greenwich) were reaching the peak of their sailing days. In 1879 the first limited shipments of Ceylon tea began to arrive and by 1880 this had been firmly established alongside Indian and China teas, giving

the broad range of teas that are available today.

There have been few changes in three centuries of tea trading. London is still the centre and indeed Twining still has a shop on the site of the original Tom's Coffee House at 216 Strand. The name Twining has been linked with tea for over 280 years. Indeed it was Richard Twining, in his capacity as Chairman of the Dealers of Tea, who in 1784 persuaded Prime Minister William Pitt to reduce the high tax on tea, making the beverage more accessible to the general public.

Unit Five

Listening Activity No. 1

If you're a student in full-time education or a sixth former aged sixteen or over, you can get a Student Coach Card for only £3.90. It will save you 33% off standard fares throughout Britain on National Express and Scottish Citylink services. You even get this discount on Mid-week Returns. It also entitles you to 10% off some continental services and to discounts on some Oxford Citylink and Invictaway services. A Student Coach Card lasts for a full twelve months with no restrictions. You can get your Student Coach Card at Student Travel Offices, many National Express and Scottish Citylink agents by post simply by completing the attached coupon.

Listening Activity No. 2

Alarm calls, to wake you up in the morning, should be booked before 10:30 pm the previous evening. Transferred charge calls are those where the people you want to speak to agree to pay for your call to them. Transferred charge calls can also be made to many countries abroad. Personal calls are those where you tell the operator the name of the person you wish to speak to. You are not connected if that person cannot be found, though a message can be left for him or her to ring the operator later. This service is normally available for international calls as well.

For emergency calls, if you want the police, fire or ambulance services in an emergency, dial 999. Tell the operator the service you want, give your exchange and number or all figure number as appropriate. Wait until the emergency authority answers. Then give them the full address where help is needed and other necessary information. 999 calls are free.

Listening Activity No. 3

Good morning. I'm James Austin, an animal researcher. Today I'd like to talk about the bats. Many people are terrified of the black creatures that hang upside down and fly in the dark. Lately bats have become more popular. The reason is that the last few summers have been unusually warm with more mosquitoes than usual. Bats eat mosquitoes, sometimes up to 600 in an hour. Bats are an environmentally friendly way to get rid of mosquitoes. So some

people who didn't like bats now actually want them to come back.

In preparation for more hot summers, people are building bat houses in their basements or garages. The problem is that most people don't know what bats really like. I guess that about 40 percent of the bat houses will remain empty. Bats like hot places so bat houses should be of a dark color to hold the heat inside. They should be 12 to 15 feet off the ground, but not in a tree where they will cool off too quickly when the sun sets. People like the idea of getting rid of mosquitoes without using harmful chemicals.

Listening Activity No.4

(*Patricia bought a videocassette recorder two weeks ago and she has some problems with it now. She is phoning the shop.*)

Salesman: Hello, can I help you?

Patricia: Yeah, I hope so. I've got a problem with a Sony videocassette recorder that I bought from your shop.

Salesman: A VCR?

Patricia: Yeah.

Salesman: Programmable, isn't it?

Patricia: Beg your pardon?

Salesman: Programmahle.

Patricia: What do you mean by "programmable"?

Salesman: You can programme the VCR to record TV shows while you're away.

Patricia: Yes, that's what it is—what it ought to do. Yes, but I'm afraid it's not doing that. It won't record when I set the timer.

Salesman: How long have you had it?

Patricia: Only two weeks. I think it's got a one-year guarantee, hasn't it?

Salesman: Yes, I believe it does.

Patricia: Yeah, the problem is that I can't find the guarantee certificate.

Salesman: You've got your receipt?

Patricia: Yes, I've got the sales receipt. Yes, now.

Salesman: Yes.

Patricia: Uh, can I bring it in to you?

Salesman: Yes, I'd suggest you bring it back.

Patricia: Yeah.

Salesman: I'll take your name, just let me get a piece of paper, right, your name is...?

Patricia: OK. My name is Patricia Hedge.

Salesman: Yes, Miss Hedge, and the address?

Patricia: It's 27 Greenford Avenue.

Salesman: Greenford Avenue. I know where that is.

Patricia: OK.

Salesman: Well, if you bring it in, with your receipt.
Patricia: Yeah, I will.
Salesman: I'll now talk to my manager about it and...
Patricia: Yeah.
Salesman: Um, you've had it two weeks?
Patricia: Yes, two weeks.
Salesman: Two weeks. All right.
Patricia: All right. Thank you very much for your help.
Salesman: I'll put it down in a book, so that if I'm not here, somebody will know about it. All right?
Patricia: OK. Thanks a lot.
Salesman: Oh, sorry. How much did you say you pay for it?
Patricia: 100 pounds.
Salesman: I see. All right. I've got the particulars. Thank you then.
Patricia: OK. Thank you. Bye.

Listening Activity No.5

(Mr. Smith wants to open a bank account. He comes to a Barclays Bank and talks to one of the staff there.)

Clerk: Good afternoon. What can I do for you, Sir?
Smith: Good afternoon. I have just come to London for a visit. I need to open an account, but I don't know what type of account I could open.
Clerk: All right. How long will you stay in London?
Smith: A couple of months, then I will go back to my country.
Clerk: And how much money would you like to put in the bank?
Smith: About two thousand pounds.
Clerk: Well, you could open a Higher Rate Deposit Account. It requires five hundred pounds to open the account.
Smith: What is the advantage of this account?
Clerk: As the name implies, the main feature of this option is that interest is nine per cent on net and eleven point five on gross. If you are a non-resident, you could get interest on gross. And another bonus point to note is that interest is calculated daily and paid quarterly. In other words, the interest earned over a quarter, you are getting interest on your interest.
Smith: Oh, I understand. How can I withdraw money? Do I get a cheque book?
Clerk: I'm afraid the only access to it is to come to your branch.
Smith: I see. What happens to the account if the balance goes below five hundred pounds?
Clerk: The rate of interest will be reduced and goes down to five point five-two per cent. You can go below five hundred pounds, but you can't overdraw on this account.

Smith: What should I do if I want to close the account?

Clerk: One day's notice is needed. You should go to your branch and give notice that you would like to close the account, then, come in the following day, take your money out. That's it.

Smith: Thank you very much for your help. Now I would like to open a Higher Rate Deposit Account.

Clerk: That's lovely. Please fill in this form.

Listening Activity No.6

I'd like to welcome you all here today and to say how pleased we are with the interest you have shown in our PGCE training course at Sussex. We hope this morning to provide you with a brief introduction to the course, and take you around the department to meet some of the present trainees. Please don't hesitate to raise with me any questions that may come up.

Firstly, let me say something about our approach to teacher training. There is a variety of opinions about the proper balance that should exist within initial teacher education between working in schools and the study of the disciplines of education. Our strong conviction that beginning teachers need to confront and reflect on ideas about the aims and methods of education shows the weight we give to the latter. But we believe even more strongly that the craft of teaching is best learnt in school, working with practising teachers. This is why teachers in school are our partners in providing the course, and why there is a major stress on the school experience. Finally, we believe that learning should be an enjoyable activity, conducted in co-operation rather than competition with others, and we hope that the university and school settings and the structure of the course enable it to be so. In the university, most of the teaching takes place in small group seminars and workshops, and the Sussex interdisciplinary ideal is maintained by many tutors who are engaged in teaching and research in Arts, Social Studies or Science, as well as in Education.

Most applicants are interviewed before places are offered. This not only helps us with the selection process, but gives you the opportunity to decide whether our course is for you. You'll generally know a couple of weeks after the interviews whether your application has been successful or not. Well, if there are no questions, let me hand over to Mrs. Jean Brodie, who'll tell you a bit about the actual course content.

Listening Activity No.7

Ladies and gentlemen, if I could have your attention for a moment, please. We're arriving at Cambridge now, and there are a few important things I need to say.

First of all, please remove all valuables from the coach, because we can't guarantee their safety. That's all cameras, bags of value, etc. Thank you. Now, it would be a good

idea to make a note of the number on the front of the coach, so that you can recognize it in the coach park.

Turning to the tour, I'd like to ask you all to stay with your own group. Please don't wander off as the town is quite large and you can get lost easily, so please keep with your group. Thank you.

Regarding photographs—these can only be taken at certain points in the town, so please obey your guide's instructions. That's photographs—please watch the restrictions.

Finally, ladies and gentlemen, the coach will leave the coach park at 18:15 — that's 6:15 — so please be on time. Have an enjoyable tour. Thank you.

Listening Activity No.8

Debby: Hello, do you mind if I sit here?

Man: No, please do.

Debby: This is horrifying, isn't it? Have you read the news about the gales? It says that gales reaching 90 mph swept Britain last night and two more days of wind and rain are forecast.

Man: Oh, no.

Debby: It says that in the early evening, gusts had been recorded of 94 mph in Aberporth, Southwest Wales, 82 mph in the Cairngorms in Scotland and 78 mph in Camborne, Cornwall.

Man: Oh, yes. The Clarence Esplanade at Southsea, Hampshire, was closed due to fears that walkers might be swept away over seawalls.

Debby: Police in London had warned people not to travel unless their journey was essential.

Man: Oh, look at the report for Wales. It was very serious. The roofs were blown off houses and trees were blown down. Engineers battled to restore electricity supplies to 3000 customers in Anglesey after a 33000 volt cable was damaged.

Debby: Yes. Oh, it says 1000 homes in Gwynedd also lost their electricity supply. These were the worst gales of this year.

Man: Yes, I think so. It's really unusual weather this year and...

Listening Activity No.9

Richard: Hi, Linda, did you have a nice holiday?

Linda: Yes. I went to visit my aunt Cathy in Chase Village for a week.

Richard: Oh, you went to Chase Village? I know the place. My sister lives there. How is the traffic there?

Linda: Not too bad. Why do you ask about the traffic?

Richard: You know, I went to the village 3 years ago. There was a lot of traffic in Chase Vil-

lage. People drove too fast. I had a very serious accident on Newland Street. I was afraid to drive there, so I always try to avoid that road when I visit my sister.

Linda: Things are changing now. You know, people put on their brakes and slow down on Newland Street because they can see a police car there with a police officer in it.

Richard: Oh, it's good to have a policeman there because there were many accidents that happened on that road. But the police officer wouldn't be there all the time so some people wouldn't be too careful about the police. Sometimes they just took a risk.

Linda: You know, the police officer has been working on that road 24 hours a day seven days a week for about two and a half years now.

Richard: Oh, how can a policeman do this without any break?

Linda: No break at all.

Richard: How much does he get paid for the overtime work?

Linda: In fact he doesn't get any pay at all.

Richard: What is his name? He must be a volunteer there but I can't believe it.

Linda: His name is Officer Springirth. The police department put him to work there.

Richard: What do you mean? Why did the police department put him there?

Linda: In fact, he isn't a real man. He is a mannequin. Before he was put there people broke into 16 cars in two months in the village. When the police department put Officer Springirth on that road there were no more break-ins in that area.

Richard: I'm glad to hear it. I think the police department should put more mannequins on other roads which often cause accidents.

Linda: It's a good idea. You know, the crime rate in Chase Village is very low compared to the neighboring village.

Richard: So the most important effect Officer Springirth has is reducing the crime rate.

Linda: Exactly.

Richard: I will go to visit my sister next month so I will try that road again.

Linda: Yes, please do. You will see the changes.

Listening Activity No. 10

When you first arrive in Britain you will be given the name and telephone extension number of the officer who will be administering your programme. It will be helpful if you make a note in your diary of this information and also if you make an appointment in advance by telephone whenever you want to see your programme officer.

If your base is to be outside London, you will be given instructions about reaching your destination. Please follow these carefully and, again, keep a note of them in your diary.

You should never carry large sums of cash, of whatever currency, on your person. If you bring money to Britain you should deposit it in a bank at the earliest opportunity or have it converted into traveller's cheques and put any other valuables in a safe place. Be on the look-out for pickpockets, especially in crowded streets and at underground stations. Carry valuables in

an inside pocket or a firmly closed handbag. Never leave a jacket, bag or case lying about unattended in public places such as shops, restaurants, buses or trains.

Hotels and hostels usually display a notice disclaiming responsibility for the loss of money and valuables that are left in rooms. It is in your interest to leave valuables and large amounts of currency with the hotel or hostel management and obtain a receipt for deposited items.

As in many other countries, there are various systems of shopping and for your own peace of mind, you should be quite sure you understand the system of payment when making your purchases. The following notes may be helpful:

If the shop provides baskets or trolleys, put your purchases in them, never in your own pockets or shopping bag. They will be taken out of the basket by the cashier at the pay point and once you have paid for them, they can go into your own shopping bag. It is always wise to use the shopping basket even if you are buying only a few items. Baskets and trolleys are likely to be found in the larger food shops. This system is less likely to apply if you are buying clothing and in this case you may have to take your purchases or to ask a shop assistant, but you should still never put anything into your own pockets or bag until it has been paid for.

Always try to obtain a receipt for your purchases. Some shops do not provide these as a matter of course, but it does no harm to insist.

Listening Activity No. 11

Sally: In recent years, more and more foreign students have been coming to the UK to study.

But when they first arrive many students are unsure of the formalities they have to follow and even where to go for help. So we have Alan McLean from the British Council here today to offer some advice. Alan, first of all, where do overseas students get help when they have problems at college?

Allan: Well, the Welfare Office of the Student Union can provide students with information and advice on all aspects of college life and living in the UK. The college will also have a counsellor for overseas students who will specifically look after the interest of foreign students. They can also put you in touch with overseas students' societies and organizations, which are often run by overseas students. So, as you can see, there's quite an extensive support service for the students, and new arrivals shouldn't feel they have to tackle problems alone.

Sally: Indeed. So what formalities should students coming from abroad complete upon first arriving?

Allan: One important thing is to register with the police. The stamp which will have been put in the student's passport by the immigration officer indicates whether or not they are required to register with the police. If you are from the European Community or the Commonwealth, or if you intend to stay in the United Kingdom for less than six months, you should not have to register with the police.

Sally: So not all overseas students have to register with the police, but if you are not from an

EEC or Commonwealth country, presumably you must register.

Allan: That's right. If you are required to register with the police you must do so within seven days of arrival in Britain. You must also inform the police every time you change your address while you are in the United Kingdom.

Sally: And what do you have to bring for registration?

Allan: You will need to take your passport, of course, and two passport-sized photographs of yourself. If you are living in London you should go to 10 Lambs Conduit Street, London WC1. It opens 9 am to 4:45 pm Monday to Friday. In other parts of the country you should go to the nearest police station for advice on where to register. There is a charge of twenty five pounds for registration.

Sally: I see. So, your passport, two passport-sized photos and twenty five pounds.

Allan: Uhuh. Another important thing is that holders of student visas aren't usually entitled to claim state benefit or to work. Attempting to do so may affect your right to stay in the UK. You might be prosecuted and fined about five hundred pounds. It will say on your visa whether you are entitled to get a job in the UK or not.

Sally: So that's something non-resident students should be aware of. Working in Britain without permission is a criminal offence. But if they are entitled to get a job in the UK, how do they go about finding one?

Allan: If you are allowed to work, you will need to get forms OW1 and OW5. These can be picked up at any job centre, where work permits for overseas students can now be issued. The OW1 form is filled out by your prospective employer and returned to the job centre along with your passport and a letter from your college indicating that the employment will not interfere with your studies. If you are looking for work experience or practical learning you must get forms OW21 and OW22 from the Work Experience section of the Department of Employment. You will be asked for proof of the purpose and intended length of stay here and that you are going to return to your native country.

Sally: Well, I hope that will answer a few questions for overseas students. Thank you very much for coming in, Allan.

Listening Activity No. 12

... Now, I'd like to tell you a little bit about the Student Union in this college. All full-time students automatically belong to the Student Union and have voting and membership rights, which means you can vote in Union meetings and in election for the student officers. Part-time students also have access to what the Union has to offer. Further details of this are available from the Student Union offices.

The Union is affiliated to the National Union of Students (NUS), which represents students on a nationwide level. Through the Student Union and its parent body students can take advantage of reduced price travel facilities, Endsleigh insurance, the main student insurance company, and a wide range of reductions on consumer goods through the Student Discount

Card.

The Social Committee of the Student Union organizes dances and other entertainments, including the Folk Club, Womb Cinema, and the Third Eye, which caters for a more developed taste in music, theatre, art and poetry.

The Student Union also finances over twenty clubs and societies for a wide range of interests. You can get details of these from the Student Union offices.

Listening Activity No. 13

(Janet has just come down to London for the day. In September, she will be studying at university and she needs to find somewhere to live. Janet goes to an accommodation agency which she knows is offering free advice.)

Man: Hello, can I help you?

Janet: Yes. I'm soon to be studying here in London and I need to find somewhere to live.

Man: OK, have a seat and I will look through some places with you. What type of accommodation are you looking for?

Janet: Well, obviously, I need somewhere quite cheap, but I don't really know much about the kind of places which are available. Perhaps you can tell me about some.

Man: Right, I'll start with self-contained flats. Now, these are the most expensive option out of the list I have here. You will usually have to sign a tenancy agreement of some sort and pay a deposit and one month's advance rent. Although the flats are expensive, you'll find you have your freedom to do what you want.

Janet: Are there any other kinds of place?

Man: Well, let's see. If you still want your freedom you could try bedsitters. With this, you would have to share the kitchen and bathroom.

Janet: Aren't there any places where I could get meals?

Man: There are lodgings. Here you will receive breakfast and sometimes half board, that is, breakfast and evening meal. You would usually pay your rent weekly to a landlord who lives on the premises. Lodgings are usually more expensive than bedsitters as you receive a meal. There are also hostels, which are very similar in price to lodgings.

Janet: Would I have my own kitchen facilities then?

Man: No, you usually have to share. You could try looking through the local paper for a flat or house share, or why don't you try the accommodation office in your university?

Janet: I didn't know there was one.

Man: Yes, and they might get you a room in the halls of residence with other students. You share a kitchen and washing facilities with the other students. Also they may be able to offer you a list of other cheap accommodation in the area. That is your best option.

Janet: Thank you for your help.

Listening Activity No. 14

Just one hour north of London lies the university city of Cambridge, which, for seven hundred years, has been one of the world's most important centres of learning. The academic vitality of the city and its sheer physical beauty combine to produce the perfect atmosphere in which to study. Like the other students here, you will enjoy privileges which are unique to the Cambridge way of life.

During your free time, you might like to wander along the "Backs"—the lawns which slope gently down to the River Cam—or try your hand at "punting" on the river itself. Equally relaxing is a cycle ride through the town centre: here you can practise your English in the charming old market place, meet other students in a traditional English pub or pay a visit to one of the city's world-renowned museums. Afterwards, if you are still feeling energetic, there are facilities for every kind of sport.

Although London is only a short journey away, Cambridge will tempt you with entertainments of its own. You can watch Britain's finest actors and musicians in performance, see the latest films, or dine in one of Cambridge's excellent restaurants. In addition, the university social functions provide the perfect chance to make new friends and improve your English at the same time.

Listening Activity No. 15

If you ask people which animals they hate or fear the most, chances are you will hear the following: skunks, bats, snakes and rats. But some of these animals are gaining new respect.

Most people fear the skunks because of their awful smell, for example. But recently people have begun to rethink their ideas about skunks. "Skunks are very useful animals", says animal researcher Cherry Briggs, "they catch rats and mice and beetles. They are great for pest control".

Skunks are very fair. They always warn you before they spray. They raise their tails and stamp their front feet. It's also good to know that you can spot a skunk before it sees you. We recognize the skunk by its white stripe. But skunks are very nearsighted and can't see more than three feet ahead. So if you pay attention to the skunk's warning signs and move away, you probably won't get sprayed.

Most people would not be too pleased if a skunk moved in under their house, and here is some advice on how to get rid of the creatures. First of all, skunks hate rap music, so if you play loud rap music, skunks generally will move away from your house after a few hours. Also, they love cheese, especially cheddar, so you can just put some cheese a few feet away from your house. When the skunk leaves to get the cheese, block the holes so it can't get back in. But mostly, skunks just want to be left alone to do their work, which is pest control. Some people who got rid of skunks now actually want them back.

Listening Activity No. 16

Jack: The lecture was interesting. I really enjoyed it.

Gladys: Yes, indeed I agree, but I wonder, are you new here?

Jack: Actually yes. I'm a new student. I enrolled in the M. A. teaching programme last week.

Gladys: Oh, really. Well, I don't want to boast but I was in this programme only two years ago after my degree. I joined the staff of London University.

Jack: I see. Well, then you couldn't tell me something about this programme, could you?

Gladys: I'd be only too glad to. What do you want to know?

Jack: Well, what kind of assessment is there for this particular programme? It's just that I haven't taken an exam for quite a long time, so I'm nervous about the course.

Gladys: Oh, take it easy. There's no need to worry at all. I was nervous too when I first came here until I found that the course assessment emphasises essays and seminar papers. This helped me to gain confidence in my academic work before the final examinations.

Jack: How many papers are required before the finals?

Gladys: Five essays and about six short papers, something like that.

Jack: I see. That doesn't seem too bad. Did you enjoy the course?

Gladys: Yes, very much. I greatly appreciate the year that I studied here. At first I thought the course would be very theoretical, but in fact it was very practical and relevant to the actual teaching. It proved to be of a great assistance to me in my education career.

Jack: What about the teachers here?

Gladys: Oh, they're very helpful. Throughout my time as a student the academic staff here were always approachable, encouraging and supportive.

Jack: Well, that makes me feel much better.

Gladys: I'm sure you'll like studying here. You know, all my time spent in this university was a very happy one. I made many good friends and thoroughly enjoyed the student life on campus. The lecturer today is one of my good friends here.

Jack: Oh, is she? Well, sorry but I have got to leave now. I enjoyed talking with you. Thanks for your help.

Gladys: It's been nice talking with you too. Good luck.

Listening Activity No. 17

In Western countries, many people have fatty deposits on the inside wall of their arteries. These deposits build up over a number of years, narrowing the arteries. Sometimes the deposits

can stimulate the formation of blood clots. If a clot breaks free, it can enter the circulation and sooner or later it will become trapped and block off a blood vessel, possibly causing a heart attack or a stroke.

When researchers looked at the fatty deposits they found they contained huge amounts of a substance called cholesterol. Everyone has cholesterol in their blood although often the amounts detected in heart disease victims are much greater. So what is the link between what you eat and the cholesterol in your blood? The answer seems to be that the amount and type of fat in your diet are crucial in determining the cholesterol level in your blood.

Food contains two main types of fats. They are called saturated and unsaturated fats. Saturated fats are the baddies, raising blood cholesterol level, while unsaturated fats, called polyunsaturated, will help to lower it.

Polyunsaturated fats also contain lots of essential fatty acids like linoleic acid. As their name suggests, essential fatty acids are vital for health and cannot be made by the body. We should try to reduce the amount of saturated fats we eat and partially replace it with polyunsaturated fats. Polyunsaturated fats are naturally found in some nuts and seeds like sunflower seeds, and in oily fish like mackerel. Margarine and oils which contain a high proportion of polyunsaturated fats are clearly labelled as such. Products which are high in polyunsaturated are also low in saturated fats.

Listening Activity No. 18

Today many people who live in large metropolitan areas such as Paris and New York City leave the city in the summer. They go to the mountains or to the seashore to escape the city noise and heat. Over 2,000 years ago, many rich Romans did the same thing. They left the city of Rome in the summer. Many of these wealthy Romans spent their summers in the city of Pompeii. Pompeii was a beautiful city. It was located on the ocean, on the Bay of Naples.

In the year 79 A. D., a young Roman boy who later became a very famous Roman historian was visiting his uncle in Pompeii. The boy's name was Pliny the Younger. One day Pliny was looking up at the sky when he saw a frightening sight. It was a very large dark cloud. This black cloud rose high into the sky. Rock and ash flew through the air. What Pliny saw was the eruption—the explosion—of the volcano, Vesuvius. The city of Pompeii was at the foot of Mt. Vesuvius.

When the volcano first erupted, many people were able to flee the city and to escape death. In fact, 18,000 people escaped the terrible disaster. Unfortunately, there was not enough time for everyone to escape. More than 2,000 people died. These unlucky people were buried alive under the volcanic ash. The eruption lasted for about 3 days. When the eruption was over, Pompeii was buried under 20 feet of volcanic rock and ash. The city of Pompeii was buried and forgotten for 1,700 years.

In the year 1748, an Italian farmer was digging on his farm. As he was digging, he uncovered a part of a wall of the ancient city of Pompeii. Soon, archaeologists began to exca-

vate—to dig—in the area. As time went by, much of the ancient city of Pompeii was uncovered. Today tourists come from all over the world to see the ruins of the famous city of Pompeii.

Listening Activity No. 19

(*Terry who is from Australia, is talking to his friend, Mary, who came to study history at Leeds University two years ago. He is asking her about accommodation.*)

Terry: ... so, do you have to pay the rent weekly or monthly?

Mary: Well, usually monthly, but sometimes weekly. If it's weekly, then you have to pay it in advance on a fixed day of the week; then if you want to leave you have to tell your landlady or landlord one week in advance on the day of the week on which you pay your rent.

Terry: Oh, right, so that's one week's notice. What about monthly payment?

Mary: Er... if you pay your rent monthly you usually have to give one month's notice. But if you have furnished accommodation, or you don't get any meals, then legally you have to give one month's, even if you're paying weekly. So it is really important to have a definite arrangement with your landlady at the beginning of your tenancy so you know the exact amount of notice you have to give. The same applies to the landlady if she wants you to leave. She has to give you either a week or a month's notice, whatever she decides. You usually have to pay a deposit too. If you do, you should make sure that you know exactly what it is for.

Terry: So I have to pay a deposit whenever I move to a new place then.

Mary: Yeah, most landladies ask for a deposit against damage, or in lieu of notice.

Terry: What do you mean?

Mary: You know, if you have to leave without giving the required amount of warning, or sometimes the deposit's on the key which is returnable when you give it back when you come to leave.

Terry: That sounds fair enough.

Mary: You should really get a receipt for any deposit you pay, because it'll probably say what it's for. Oh, and you should also make sure that you have a rent book or some sort of receipt for your rent. If your landlady doesn't give you one, get one yourself and make sure that she signs it when you pay.

Terry: Why's that?

Mary: Well, you know, some students have had some trouble with paying their rent. Sometimes the landlady may say that you didn't pay or something so it is good to have a rent book to have proof.

Terry: OK, so that's pretty important.

Mary: Yes, and quite often there are "house regulations" written in the back of the rent book or sometimes displayed somewhere in the house. They may well be a part of your con-



tract of tenancy, so make sure you check them.

Terry: What happens if I want to share a room with a friend? Will that be allowed?

Mary: Well, if you have a single room, it should only be used by one person. If you want to share, you have to ask your landlady's permission, so it really depends on her.

Terry: Do I have to sign any contract or agreement with the landlady?

Mary: Yeah, sometimes, especially if you're living in self-contained accommodation. Make sure you read it really carefully, as it'll be legally binding and you'll have to pay rent for as long as the agreement says. You can get legal advice if you're not sure about anything. Oh, and get a copy of it too.

Terry: Ok, thanks for your help. It'll be really useful, I'm sure.

Listening Activity No. 20

Terry: I hear you live in lodgings—how do you get on with your landlady?

Mary: Oh, really well actually.

Terry: Yeah. I'm thinking of taking lodgings. Have you got any tips on living with a landlady or landlord?

Mary: Well, basically I just try to fit in with the customs of household, so right at the beginning you should find out when meals are served and be punctual for them. British people seem to get quite annoyed if you are late for the dinner table.

Terry: What about having friends round?

Mary: Yeah, it's a good idea to ask your landlady when the most convenient times are, and also for things like having a bath, or receiving telephone calls. If you know you're going to be late for a meal, or late home at night, you should let her know so she can save your dinner or give you a key.

Terry: Do I have to do any housework?

Mary: No, no, you don't have to at all, but I'm sure your landlady would be really glad if you kept your part of the house clean and tidy, and made your own bed, things like that. Of course, if you live in your own flat, you'll have to do the housework yourself.

Terry: What about gas or electricity? Is that included in the rent?

Mary: Sometimes, but usually it's an extra charge in lodgings. There'll be a meter which you have to put coins into.

Terry: Oh, I've never seen one before. How do you use it?

Mary: Well, they vary quite a bit. You'll have to ask about how exactly it works. You may have to use some extra blankets. Not all places have central heating and bedrooms can get pretty cold in the winter.

Terry: Oh no, I can't stand the cold.

Mary: Oh, it's not too bad. If it's really cold, you can buy a hot water bottle to warm the bed up before you get in. It would be very expensive to heat your bedroom throughout the night.

Terry: Good idea. I'll get myself a hot water bottle for winter.

Mary: Yeah, gas and electric heaters shouldn't really be left on all night anyway unless you have good ventilation. If there is a gas fire in your room, you should be really careful about turning the gas tap off before you go to bed.

Terry: Oh yes, I always check the gas before I go to bed or go out.

Mary: You mustn't blow out the flame on the gas fire, or turn on the gas without lighting it immediately.

Terry: Yeah, you have to be really careful with gas.

Mary: Also, the voltage in the UK is 240 volts, so you should make sure that if you use any electrical appliances, it's the right voltage. I used my hairdryer without checking when I first arrived and fused all the lights.

Terry: I'll check all my stuff before I leave then. Thank's for the advice.

Unit Six

Listening Activity No. II

In large cities, for instance, London, and crowded places such as airports and stations, there is the risk of theft. We do not want you to suffer the distress of losing important documents and valuables as soon as you step onto British soil, so here are some important do's and don'ts:

Don't carry more cash than you need for daily expenses. If you stay at a hotel, do ask the manager to keep large sums of cash, documents and valuables in the hotel safe and give you a receipt for them. This is a free service. If cash is stolen, it is very unlikely to be recovered. Do keep separately a note of the serial numbers on your traveler's cheques, so if they are lost you can inform your bank. Do take particular care of bank and credit cards.

Do carry wallets and purses in an inside pocket or a handbag. Don't ever leave a bag unattended and make sure it is securely fastened when you are carrying it. Do carry jewelry and valuable such as cameras, radios, and typewriters on you or with you and keep a note of any serial numbers.

Do take special care of your passport, travel tickets and other important documents; documents are at risk particularly at airports and stations where it is obvious that most people will be carrying them. Do make a note and keep it in a safe place of the number of your passport, and its date and place of issue. This makes replacement easier if you are unlucky enough to lose it.

If you don't want to carry heavy luggage around with you, you can leave it in a luggage office at most large stations and pick it up later. Keep the receipt so that you can reclaim your luggage. Check the opening hours, or you may find your luggage locked away when you need it again.

If you lose any of your luggage in transit, take this up immediately with the officials of the airline or shipping line, but don't worry too much: ninety-eight per cent is found within three days. If you lose anything, go first to the Lost Property Office at the airport or station, as it may have been found and handed in. If you lose your luggage in the street, or suspect it has been stolen rather than gone astray, find the nearest policeman who will advise you what to do.

ning.

You should ensure that anything you bring into the country, such as travelling irons, heated rollers, hairdryers and electric shavers, can be used on the standard British voltage which is 240V AC, 50HZ. Many hotels will, on request, be able to supply adapters for electric shavers.

When you travel you may want to send postcards home. Stamps can be bought at post offices throughout Britain. They are open from 9:00 am to 5:30 pm Monday to Friday, and until 12:30 pm on Saturday. Stamps can also be bought at Postal Centre stamp dispensers at large stores and major tourist attractions. For posting letters, you don't have to go far before finding a red-painted letterbox. Alternatively, use the letterboxes at post offices.

You may ask how much to tip in hotels and how much is for a taxi.

There are no fixed rules or tariffs about this, and the following is intended only as a guide to customary practice. Most hotel bills include a service charge, usually 10-12 per cent, but in some larger hotels, 15 per cent. Where a service charge is not included, it is customary to divide 10-15 per cent of the bill among the staff who have given good service. In restaurants, if a service charge is not included in the bill, then 10-15 per cent is usually left for the waiter. For porters we usually give 30p to 50p per suitcase. For taxis 10 to 15 per cent of the fare. Hairdressers, 2 pounds according to how much work they have done, plus 50p to the assistant who washed your hair.

If you drive in Britain, you should remember to drive on the left and overtake on the right. The wearing of seat belts is compulsory for the driver and front-seat passengers. Now let's talk about the full details of Britain's road regulations. A copy of the Highway Code can be obtained from offices of the Automobile Association (AA) or Royal Automobile Club (RAC) at most ports of entry. These two motoring organizations can also provide plenty of helpful information to all motorists. Contact AA—telephone is 01-854 7373, 24-hour service. RAC telephone is 0304 204256, 24-hour service.

For something more serious, telephone operators will give you the telephone number and address of a local doctor's surgery. Alternatively, you can go to the casualty department of any general hospital or, in the case of severe emergency, dial 999. 999 is free. Remember, unless you belong to a European Community country, or one with which the UK has reciprocal health arrangements, you will be charged for the full cost of medical treatment in Britain, except in the case of accidents or emergencies requiring out-patients treatment only. It would therefore be wise to take out full medical insurance before leaving home.

Listening Activity No.4

Chris: Hi there, Alison. How are you getting on with your tutorial paper?

Alison: Oh, I haven't finished yet. Chris, could you tell me how Parliament makes new laws? This may help for my tutorial next week.

Chris: OK. I'd be glad to help. You know, new laws can start in either the House of

Lords or the House of Commons. They are usually proposed by the Government although they may be proposed by ordinary members. A law which is being proposed is called a "bill" until it is passed; then it becomes an "act" of Parliament.

Alison: I see. What is the procedure that a "bill" has to go through?

Chris: The bill first of all goes through its First Reading as we call it. This just means that the title of the bill is announced and a time is set for it to be discussed.

Alison: Yes, and then what is the next stage?

Chris: And the bill will go through the Second Reading which is really the Debate stage. The bill may be rejected at this stage. If it is an important bill this may cause the Government to resign. On the other hand, it may be passed, or there may be no vote.

Alison: If the bill is passed, what will happen?

Chris: If the bill is passed, it goes on to the Committee stage where a small group of members meet and discuss it in detail.

Alison: Do all the members have to attend the meeting?

Chris: It depends. For certain important bills the whole House can turn itself into a committee which means that the detailed discussion is carried on by all the members. When the committee has finished its work it reports the bill with all the changes that have been made to the House. The bill is discussed again at this stage and more changes can be made. This is called the Report stage.

Alison: And then the bill becomes an "act" of Parliament?

Chris: No, the Report stage is not the last stage. The bill is taken for its Third Reading which is a debate, just like the Second Reading. A vote is taken and the bill is either passed or rejected. If it is passed, it goes to the other House, not the one it was started in. So if the bill started in the House of Commons, it would go at this point to the House of Lords.

Alison: I see. The bill has to pass by both Houses no matter which House proposes the bill.

Chris: Yes. When both Houses have passed the bill, it goes to the Queen for the Royal Assent. A bill may not become law until the Royal Assent has been given, but this does not mean that the Queen decides on what will become law and what will not. It is understood that the Queen will always accept bills which both Houses have passed. When the Queen gives her assent, the bill becomes an act, and everyone that it affects must obey the new law.

Alison: I see. Thank you for all that information.

Listening Activity No.5

The English policeman has several nicknames but the most frequently used are "copper" and "bobby". The first name comes from the verb "cop" which is also slang, meaning "to take" or "to capture", and the second comes from the first name of Sir Robert Peel, the nine-

teenth-century politician, who was the founder of the police force as we know it today. An early nickname for the policeman was "peeler", but this one has died out.

Whatever we may call them, the general opinion of the police seems to be a favorable one; except, of course, among the criminal part of the community where the police are given more derogatory nicknames which originated in America, such as "fuzz" or "pig". Visitors to England seem nearly always to be very impressed by the English police. It has, in fact, become a standing joke that the visitor to Britain, when asked for his views of the country, will always say, at some point or other, "I think your policemen are wonderful."

Well, the British bobby may not always be wonderful but he is usually a very friendly and helpful sort of character. A music hall song of some years ago was called, "If You Want to Know the Time Ask a Policeman." Nowadays, most people own watches but they still seem to find plenty of other questions to ask the policemen. In London, the policemen spend so much of their time directing visitors about the city that one wonders how they ever find time to do anything else.

Two things are immediately noticeable to the stranger when he sees an English policeman for the first time. The first is that he does not carry a pistol and the second is that he wears a very distinctive type of headgear, the policeman's helmet. His helmet together with his height enables an English policeman to be seen from a considerable distance, a fact that is not without its usefulness. From time to time it is suggested that the policeman should be given a pistol and that his helmet should be taken from him, but both these suggestions are resisted by the majority of the public and the police themselves. However, the police have not resisted all changes; radios, police-cars and even helicopters give them greater mobility now.

The policeman's lot is not an enviable one, even in a country which prides itself on being reasonably law-abiding. But, on the whole, the English policeman fulfills his often thankless task with courtesy and good humor, and with an understanding of the fundamental fact that the police are the country's servants and not its masters.

Listening Activity No.6

Good afternoon, everyone. Thanks for turning up today to this short talk I'm going to give on student banking. Many of you are unfamiliar with the way banks work in this country and today's talk should just give you a few starting points. Well, as you probably know you'll need to open a bank account while you are here. The safest place to keep your money is a bank; choose one that is near where you study.

All the major banks in Britain offer special facilities for students and will be only too happy to explain how to open an account. The most useful type of account is a current account. You can pay in money received in any form and then draw it out when you need it by using your checkbook. Writing out checks in their name can make payments to other people. If you want to draw out cash for yourself, make the check payable in your own name or "To Cash". A check crossed with two parallel lines is even safer as it must be paid into a bank account.

Payment by a crossed check has the added advantage that when the person to whom you have given the check presents it at a bank, it will eventually come back to your bank and provide proof of payment. Most people now ask their bank to supply only ready-crossed checks.

Most banks don't make charges if you keep more than a certain amount of money in your account. However, you shouldn't overdraw on your account (i.e. withdraw more money than you have in) without the bank's permission. If you borrow money from the bank there will be an interest charge. You will also have to pay a small charge to convert foreign currency paid into your bank into sterling.

If you have more money than you need for month-to-month expenses, it is a good idea to open a deposit account for some of it, where it can earn interest. This interest is taxable, but if your bank knows that you are not normally resident in Britain then you do not pay tax on it. You can't pay by check on a deposit account and to withdraw money you should give the bank seven days' notice or you'll lose seven days' interest.

When you have established yourself as a satisfactory customer with the bank, they can issue you a check card. This is really an identity card, which guarantees that correctly written checks up to the value of £ 50 will be honored by the bank. A check card can be very useful, as many shops and enterprises, particularly in London and the cities, will not accept a check unless a check guarantee card backs it. You can also use it with your checkbook to draw up to £ 50 cash from almost any bank in Britain. If you also ask for a Eurocheque card this can be used in the same way to draw cash from most banks in Europe.

Many banks provide dispensing machines, generally set in the wall of the bank outside, where you can draw cash when the bank is crowded or closed. Provided you are a satisfactory customer, the bank can issue you a cash card which allows you to draw up to £ 100 a day.

Listening Activity No. 7

Good morning. My name is Marcia Smith, a counselor here at the Student Services Section of the university and this morning I'd like to talk to you about visiting a British home. This may help you to cope well with your study and social life in Britain.

There is a commonly quoted saying in Britain, "An Englishman's home is his castle", which sums up the importance we give to our own bit of private territory. If you are living in a British home or are invited to visit or stay with someone, it is important to act thoughtfully. For example, be punctual for meals and, if you know you have to miss one, let your host know as soon as possible. Check whether it is convenient for the others in the house when you wish to take a bath or wash and dry laundry. And unless your host employs someone to do housework, you are expected to make your own bed and keep your room clean and tidy yourself. If you don't have a door key, remember to make arrangements if you intend to be out late and keep your hosts informed of your whereabouts so they don't worry. These suggestions apply whether you are a guest or a lodger and will help the household to run smoothly.

If you're staying as the guest of a British family or even visiting for one meal, it is cus-



tomy to make a small gift of flowers, chocolates or something to drink. Don't spend too much as this could embarrass your hosts. If you're staying for several days as a guest, it is usual to give a small present when you leave.

Usually you will get on to first name terms with people you meet quite naturally and quickly. If you're unsure, continue to use their family name (surname) and title until they ask you to use their first name. Older people and those with whom you have a more formal relationship may prefer to stick to surnames (for example, Dr. Smith or Mrs. Smith).

If you're going to eat with British people or to stay with a British family, you may want to know if there are things that they normally do (or don't do) at the table. Rather than worry too much about rules, you may like to watch other people and copy what they do. It also helps to understand a few customs first. Both at home and in restaurants people normally wait until everyone has got their food before they start eating. However, they will start before this if someone says, "Please don't wait" or "Don't let it get cold". When people have started they keep their cutlery (knives, forks and spoons) on the plate when they are not using them and leave them on the plate when they've finished the course. For each course different cutlery is used. You may also notice that people don't usually spend much time at the table talking, drinking and smoking. In fact, after dinner at home, it's fairly common for everyone to leave the table together and have coffee in the living room.

If you are staying with a family or visiting informally, it's usual to offer to help with household chores, for example clearing the table and washing up the dishes after a meal. Even men are expected to offer, though you may not be accepted. At a more formal meal, however, the host won't normally expect guests to help.

Listening Activity No. 8

Riverdance is an expression of modern Irish culture, but it is based on a culture, which had its golden era from the 6th to the 9th century. Before that period, Irish culture was oral and based on a love of complicated stories and poetic styles. But in the 6th century something wonderful happened — writing was introduced by missionaries. From then on, the culture of Ireland began to develop in ways impossible before and had considerable influence in northern Europe in the period up till the 9th century.

With the invasions which began in the 9th century this golden age collapsed and there never was any real recovery. There were no wealthy kings to sponsor the poets and scholars so the traditions survived only in a form which the peasants liked. The love of story and song did not die but no real attempt was made to find a distinctive Irish style until the end of the 19th century when Irish Nationalism began to influence writers, in English called Anglo-Irish literature. There are many famous writers from that period.

There is also William Butler Yeats, George Bernard Shaw, and Samuel Becket, all of whom have received the Nobel Prize for Literature. In all, Ireland has received the Nobel Literature Prize four times. When you consider we have only a population half the size of Beijing

you see how unusual that is.

Now, let me talk about the music.

The Irish love of music has succeeded in surviving the change from Irish, the native language, to the language of the invader and has once more begun to blossom and become influential outside the country.

Irish music was reduced to being the language of the country people and was dying out as people moved to the cities. Young city people did not want to listen to "peasant music" although we were all told it was important. Some efforts were made to make it attractive to city people, but largely without success. More recently, this has begun to change and since the 1980's has taken off. But modern Ireland has been looking for more than just a revival of traditional music. Many of the most famous popular singers in the world are Irish — U2, Enya, the Cranberries, and many others. There are 10,000 people employed in Ireland in the music industry. Riverdance is an expression of that new interest in the old and that ability to understand the new.

Listening Activity No. 9

Riverdance is not just an expression of self-confidence, a kind of culturally interesting pop song. It tells the story of a people through song and dance. It tells the story of the people whose spirit was broken by an event which occurred in the middle of the last century but continued to affect the society until 1961, the Great Famine.

What is a famine?

In 1840 the official population of Ireland was 8,000,000. They were largely poor, and living in the countryside. They were beginning to have an interest in independence and perhaps had things been different Ireland might have been independent much earlier, but there was a serious problem in the agricultural system. All crops were grown to pay the rent of the land, and all that was grown to eat was the potato. This was fine until the potato crop failed as it did from 1845 to 1848. The stories of what happened in those times live on in the popular culture of Ireland and I won't tell them here but the result was that 2 million people died or left the country by 1851. When you realize that the population continued to go down until 1961 you can realize what a disastrous effect this famine had on the people.

Compared with China, imagine if the famine of 1960 reduced the population by 1/4 and it kept falling to less than half of its pre-famine figure.

Anybody with ideas left and went to England, America or Australia. The people left behind were broken by their experiences and, in effect, the famine and its consequences put an end to all serious development in the country until well into this century. The Irish in Ireland lost all hope and self-confidence and much of our modern culture is about the sadness of that time and the sorrow of saying goodbye to those who left and left well into this century. Ireland has the highest emigration rate of any country in Europe for the last two centuries. We even have an expression for this saying goodbye. It is called the "American Wake". It means the

ceremony, like that of a funeral for someone going to America, because you will never see him or her again.

Do you know why there is Irish music on the film *Titanic*? It is because most of the people killed were Irish.

The leaving continued until the 1970's because Independence in 1921 was followed by a civil war and an economic depression. Almost every family in Ireland has relatives abroad, and up to the 60's in some places, of a class of 30 graduating from high school all left. Along the west coast, closed-up houses from that time falling into ruins are still common.

Listening Activity No. 10

Last time I said that a lot of Irish people left the country and went to England, America and many other foreign countries. Today, I'd like to talk about the emigration.

The effects of the emigration were not all bad. The emigrants experienced a lot of hardship in their new countries. There is a famous story about a park in Shanghai where "Chinese and dogs were not allowed". Well, in England, until into the 1950's, signs for jobs sometimes read, "Irish need not apply". The emigrants often experienced discrimination but they formed many organizations to look after their fellow emigrants. Many of these organizations later became very important. In America, the Irish chose politics as the way forward and significant cities were controlled by Irish politicians. This movement reached its peak with the election of John F. Kennedy in 1960. His grandparents came from Ireland and his election had a significant impact in Ireland, helping the process of recovery of self-confidence which we have today. Today there are 70 million people of Irish descent living outside Ireland. In America alone there are 40 million people, and 10 million of these people have 100% Irish background. They carried the culture of their home country with them and adapted it to their new home. They made changes which would be unthinkable in the home country and we often laughed at the Yankees' Irishness. In fact any emigrant who came back to live in Ireland, often after many years, found it very difficult to fit into Irish society again. They had been changed by the experience.

These emigrants have always had an interest in the "old country". "The American letter" was a letter containing dollars sent back to one's family. More recently, President Clinton has been very influential in bringing peace to the North of Ireland. Riverdance itself was the idea of a dancer who was American who applied American methods to traditional dancing, and the fusion was immediately popular.

Modern Ireland has been able to use the disaster of the last century to learn modern marketing techniques and apply them, without at the same time losing what is distinctive about itself. Riverdance is a demonstration of that distinctiveness.

Listening Activity No. 11

Every year thousands of young people want to study in Great Britain. They come from a range of backgrounds and have varying expectations of what their study in the country will be like and how to apply to the university. Today I'd like to talk on universities and colleges in Britain. There are 45 universities, 30 polytechnics and about 1,000 major technical, commercial, education and art colleges in the UK. In 1973-1974 there were over 251,200 full-time students in universities, of whom almost 10% were from overseas, a total of nearly 276,350 students attending full-time courses in establishments of further education, and about 130,270 in colleges of education.

University first degree courses in arts and sciences are normally of three or four years' duration and, with very few exceptions, students are not admitted for any shorter period of study. The academic year normally extends from October to June and is divided into three terms. Information about courses and entrance requirements should be obtained by writing direct to the university at least twelve months before the proposed date of admission. All applications for admission are dealt with by the Universities Central Council on Admissions (the UCCA) to which all candidates seeking admission to a full-time internal first degree course or a first diploma course of more than one year's duration must apply. Full details of the admission procedure are to be found in the UCCA handbook *How to Apply for Admission to a University*. A copy of this handbook and the standard application form should be obtained from the UCCA at PO Box 28, Cheltenham, and Gloucestershire GL501HY. The application form must be returned to the UCCA by a stated closing date, usually in December (October for Oxford and Cambridge). The UCCA will continue to send application forms to universities for consideration at their discretion for a limited period after 15 December, but candidates are strongly advised to ensure that their application forms reach the UCCA by the stated closing date to help their chances of selection. Candidates who fail to obtain a place in the initial selection period are automatically put into the "Clearing House Scheme" in June/July when these candidates' application forms are again sent to those universities which still have vacancies.

Student from the following countries should send their application forms to the UCCA via the Overseas Student Office of their own country in London: Bahamas, Brunei, Cyprus, Ghana, Guyana, India, Luxembourg, Singapore, Tanzania, Thailand and Uganda.

Graduates of a university in Britain or overseas who wish to take another first degree course should approach the university concerned to enquire whether it wishes them to apply direct or through the central UCCA scheme.

Now let's turn to transfer. It is very rare for a student who has begun a first degree course at one university in Britain to transfer to another British university with a view to completing it there, and there is no provision for the automatic granting of "credit" for university studies already undertaken. Students who have already completed some university level study should make enquiries directly with the individual university.

To be considered for admission, a candidate must show that his earlier education has

qualified him to enter the course and that he speaks, writes and understands English sufficiently well. The usual minimum qualifications for entry to a first degree course in a university are good passes in the General Certificate of Education, the British school-leaving examination—either three passes at ordinary level and two advanced level or one at ordinary level and three at advanced level. A certificate which gives admission to a university in the candidate's own country will be taken into consideration for admission to a British university, but a university may still require passes in some subjects of the GCE or an equivalent examination. It should be noted that possession of the minimum entrance requirements does not guarantee admission. Selection is competitive and each application is judged on its merits. The British Council offices overseas and the Schools Council, 160 Great Portland Street, London WIN 6LL, are prepared to offer advice on the acceptability of specific overseas qualifications in place of the British General Certificate of Education. A copy of the original certificate and where appropriate an approved translation should accompany all enquiries.

Listening Activity No. 12

Good morning and welcome to this talk on Canada. Many people think of Canada as a land of ice and snow. They think of it as a young country with few inhabitants, a country of English-speaking white people. While some of this is true, it is also an inaccurate description of the country we call Canada.

Canada lies in the northern half of the continent of North America. The most northern parts of Canada are sometimes called "the land of the midnight sun", because at certain times of the year the sun never sets and is still shining faintly at midnight. This northern part of Canada is cold and mostly snow-covered all year round.

Most of the people who live in this northern part of Canada are called Inuit or Dene—they were once called "Eskimos". They are the original people of this land and are part of what are called the "First Nation". As we move to the more southern parts of Canada the land changes and so does the people. Moving from east to west in southern Canada we travel from the Atlantic provinces of Nova Scotia, Newfoundland, New Brunswick and Prince Edward Island. These small provinces, with small populations, border on the Atlantic Ocean. The land in these provinces is not very fertile so fishing, forestry and mining are the main industries, although in some small areas agriculture is also important. If we travel west from the Atlantic Provinces we come to central Canada composed of the large provinces of Quebec and Ontario. Both provinces are rich in natural resources, have fertile land and are the centers of industry for Canada's largest cities; Toronto and Montreal are found in these provinces.

The province of Quebec is the center of French language and culture in Canada. In fact, Montreal is the second largest French-speaking city in the world after Paris. Finally, in the far west of Canada we come to the province of British Columbia. This province is separated from the prairies by the Rocky Mountains and is bounded on the west by the Pacific Ocean. British Columbia is often called simply "the West Coast". British Columbia is an attractive place for tourists because of its mild climate, spectacular mountains, seacoast and beautiful forests.

Agriculture, forestry, shipping and fishing are major industries in British Columbia.

The people of this land of Canada are as varied as its landscape. The original settlers, those we call the people of the first nations, came from Asia by crossing the Bering Strait from Siberia to Alaska. In their new environment they developed many new languages and cultures. In the 16th century the first Europeans arrived in eastern Canada. They came from Britain and France. By making treaties with the original inhabitants they gradually established colonies in eastern and central Canada. After a war with France, Britain took over the French colonies in Quebec and eastern Canada. By the end of the 18th century all of Canada was under British rule. From this time until the present century most of the immigrants to Canada were British, Scottish and Irish. In this century, however, Canada has had an influence of settlers from all over the world. There are now hundreds of thousands of people from Asia, Africa and South America who now call Canada their home.

Listening Activity No. 13

Tom: Kevin, could you tell me something about the bars? I have never been to a bar. You see, Steve, my classmate, has invited me to go to a bar tonight.

Kevin: I see. You know, the word "bar" means a room in a pub. We say the bar when we mean the part of that room where drinks are kept. Soon after you go into the pub, you'll realize that nobody comes to the tables to take orders or, money, instead, customers go to the bar to buy their drinks.

Tom: I see. People will go to the bar directly to get their drinks and don't wait for someone to come to take their orders.

Kevin: That's right. People don't queue at the bar, but they do wait till it's their turn.

Tom: Oh, how do I pay? I mean do I pay directly after I get the drink or do I have to wait till I am ready to leave like I do in a restaurant?

Kevin: It's not the custom to pay for all your drinks when you're ready to leave, instead, you pay at the bar each time you get drinks. It helps if you're ready to pay as soon as you're served, and you'll notice that many people wait with their money in their hands.

Tom: I see. Do I have to give a tip?

Kevin: No, it's not the custom to give a tip. It's very common for friends to buy their drinks together in rounds. This means that each person takes a turn to buy drinks for everybody in the group. It's faster and easier, both for you and for the person serving if drinks are bought in this way. Naturally you don't have to have a drink in each round if you don't want one.

Tom: That's interesting.

Kevin: When you're looking for somewhere to sit, remember that people have to leave their seats to get drinks, etc., so an empty seat may not in fact be available to use. If you're not sure whether a seat is free, ask someone sitting near it. When it's time

for another drink, people usually take their glasses back to the bar to be filled again. If you're leaving, the friendly thing to do is to take your glasses back to the bar, thank the person who's been serving you, and say "goodbye" or "goodnight".

Tom: Thank you, Kevin. This helps me a lot. By the way, what kind of drinks are available in pubs?

Kevin: Well, you can get both alcoholic and non-alcoholic. Beside alcoholic drinks such as beer and wine, there is cider, which is made from apples, usually sold in bottles, port—a type of thick, sweet wine from Portugal, sherry, which is a type of wine from Spain, and spirits—these are a kind of strong alcoholic drinks such as whisky and brandy.

Tom: What about non-alcoholic? I don't drink alcohol.

Kevin: Well, they offer all kinds of fruit juices, such as orange and tomato. These drinks are usually sold in small bottles. And soft drinks, we often call sweet drinks, like Coke and Fanta. They are normally sold in small bottles or cans. And lemonade, which is a clear and sweet drink made with carbonated water. They also serve cordials.

Tom: What are cordials?

Kevin: Cordials are strong and sweet drinks tasting of fruit, such as lime cordial, blackcurrant cordial. They are often added to other drinks or drunk with water.

Tom: I don't like sweet drinks. Are there any other non-alcoholic drinks?

Kevin: Yes, mineral water, but it's not available in all pubs.

Tom: Kevin, one more question. What is VAT? I saw this on most goods in Britain.

Kevin: Well, VAT stands for Value Added Tax. The price shown on most goods in Britain includes a tax of 15%. If you use the Retail Export Scheme this tax can be returned to you if you take the goods with you when you leave Britain. You may have to spend a certain sum of money before you qualify for the scheme, and you'll have to show your passport. Ask in the shop if they operate the Retail Export Scheme. If they do, the shop assistant will explain how you can get the tax back and fill in a form with you. VAT is also charged on hotel and restaurant bills, theatre and cinema tickets and car hire.

Tom: Are these refundable?

Kevin: No, it's not refundable in these cases.

Tom: Thank you very much. I really learned a lot.

Listening Activity No. 14

In English pubs, the food is usually plain but of good quality; in fact, to taste good, traditional English food, you would do well to visit a reputable pub. Many businessmen habitually have lunch in a pub near their office. In the country, the pub is often part of an inn where you can put up for the night.

The Englishman's favorite drink is beer. There are three different methods of serving beer in Britain. As you'd expect, some beer is served in bottles. Beer that comes from a tap is called draught beer, and there are two different methods of serving it: Keg beer is served with modern method, which uses a gas called carbon dioxide, and traditional draught has no gas in it and a pump is used to pull the beer up the pipe and out of the tap. Keg beer is served colder than traditional draught. It's easy to look after, and some keg beers are sold almost everywhere in Britain. This means that you can always have exactly the same drink in any pub that sells a particular keg beer.

Traditional British beer is probably quite different from the beer in your country. It has no gas in it and it's not served very cold, but this is not a mistake. Traditional beer drinkers will tell you that this allows you to taste the beer better. Traditional draught is not always looked after as well as it should be, but in a good pub — a traditional draught beer drinker will tell you — there can be no better drink.

There are a lot of different breweries (companies that make beer) in Britain, but they make the same types of beer and you can see them in the list below: Lager is the kind of beer that is common in many countries. Normally keg is served cold. Strong lager is often available in bottles. Bitter is the most popular kind of British beer. It tastes slightly bitter and can be keg or traditional draught. Most pubs have more than one kind. Guinness is a thick, almost black, bitter tasting Irish beer.

Pale ale is less strong and a bit sweeter than bitter, and often is keg. Mild is a fairly sweet beer, often dark, not as strong as bitter. It can be keg or traditional. It can not be found everywhere. Bottled beers are sometimes served cold. There are several kinds available, for example, light ale like pale ale. Brown ale is a brown, often rather sweet beer. Stout is a very dark beer.

Law regulates the pub's opening times. Local variations are possible but usually a pub is open from half past eleven to three o'clock and from half past five to half past ten or eleven o'clock. Betting is forbidden in pubs. Children are not allowed on licensed premises, which may mean that father and mother cannot have a quiet drink together, if children are with them. In the old days when people drank too much and pubs were often rowdy, the law against children entering pubs was a wise one. Today, drunkenness is much less frequent than it was, say fifty years ago. It would be quite wrong to consider the average English pub as anything other than a respectable, friendly place that provides good drink, good food and a pleasant social atmosphere. Far too often the foreigner has read accounts of sordid nineteenth century drinking places, haunted by people whose one desire was to drink as much as they could afford as quickly as possible.

Listening Activity No. 15

In July 1956 a fleet of 21 sailing ships from 11 countries raced each other from Torbay in Devon to Lisbon. The ships had been converted from cargo-carrying to sail-training ships.

However, their future seemed uncertain and the purpose of the gathering was to mark the passing of the age of the sail.

What happened instead was that the sailing ships refused to say goodbye and two years later they raced again and the fleet was even larger. It was then that the title "the Tall Ships" was given to them and the name remains today. The original organizers (the Sail-Training Ship International Race Committee, now called "the Sail-Training Association") saw that a new international movement had begun — adventure training under sail.

As race succeeded race, it became clear that the events had more to do with bringing adventure and widening the horizons of young people than of commemorating the passing of sail. Now sail-training ships began to be specially built and young people from all walks of life wanted to participate. Now, to compete, a vessel has to satisfy just three requirements. It has to have a minimum waterline length of 9.09 meters, half its crew must be between the ages of 16 and 25, and its principal means of propulsion must be a sail.

Since 1972 the race has been sponsored by Cutty Sark Scots Whisky, and it has started to attract huge crowds of spectators. In 1984 more than 250,000 people lined the River Mersey in Liverpool to watch the fleet set off and in 1986 two million spectators joined Her Majesty Queen Elizabeth at Newcastle-upon-Tyne to watch the parade.

1989 was the year that the spectacular Cutty Sark Tall Ships' Race started from London. A grand fleet of up to 100 vessels gathered on the River Thames near Tower Bridge on Tuesday, the 4th of July. The only thing that the racing yachts (ancient and modern) had in common was their young crews. Few were expert sailors, and the majorities were strangers to the sea and to each other. Between Tuesday, the 4th of July when the fleet began to assemble and Saturday, the 8th of July when the ships took part in a grand parade of sail down the River Thames, vessels were berthed on either side of Tower Bridge. Some were moored in the Pool of London, opposite the Tower of London, while others were moored to the east of Tower Bridge. Smaller vessels were accommodated in St. Katharine's Dock. Many of the larger ships were open to the public.

It was an amazing and historic spectacle as the ships sailed slowly up the River Thames.

Listening Activity No. 16

Susan: Tom, where are you going?

Tom: To the post office. I am going to send some packets to Leeds. Do you know the best way to send them?

Susan: Well, if your need is for a record of posting and delivery rather than compensation for loss, recorded delivery is particularly suitable for sending documents and papers of little or no monetary value.

Tom: Well, what can we send for recorded delivery?

Susan: All kinds of inland postal packets except parcels, airway and railway letters and parcels. The service does not apply to mail for the Irish Republic.

one of the registered letter envelopes sold by the post office.

Tom: I see. How does it deliver?

Susan: The recipient on delivery signs for your registered mail. The post office does not undertake to deliver registered or any other mail to the addressee in person, but to the address shown. You can obtain confirmation of delivery by paying an additional fee, and completing an Advice of Delivery form either at the time of posting or later. If you require the recipient's signature on the Advice of Delivery, the form must be handed in at the time of posting, otherwise a post office official will sign the certificate. The Advice of Delivery fee is lower if the form is handed in at the time of posting.

Tom: Thank you very much for all this useful information.

Listening Activity No. 17

Well, last week we talked about American education and today I'm going to discuss American values, characteristics, personal habits and courtesies. Keep in mind as you are listening to this lecture that your goal is to understand, not to emulate or judge. Just briefly, I'd like to mention that there is remarkable ethnic diversity in the United States. The population of the USA is about 260 million, 73% of the American population is White, 12% is African American, 8% Hispanic, 3% Asian or Pacific Islanders, and less than 1% American Indian or Eskimo. Many Americans resent generalizations being made about them because Americans see themselves as very unique and individualistic. On the other hand, Americans tend to lump foreigners together into one lot and condescendingly view foreigners as people who are not as intelligent or sensible as Americans. Despite Americans' dislike of generalizations and their ethnocentric point of view, it becomes evident that they are indeed "American". Americans value individualism, independence, informality, directness, punctuality, achievement and competition.

Individualism is probably the most highly esteemed value in the American culture and an important key to understanding American behavior. In the historical development of the country, individuality was crucial for survival. If you asked Americans to characterize the ideal person, they would probably use adjectives such as "autonomous", "independent" and "self-reliant". Persons tend to be viewed as individuals rather than as representatives of a family or a group. Here are some examples of how this value affects behaviors:

1. If a group of friends go to a restaurant, everyone "wants to pay their own way". In other words they want to have separate checks and not be someone's guest.
2. In friendships, which seem to initially develop more quickly in the U.S. than in other cultures, the Americans may feel uncomfortable if you give them more help than they need. This is a tendency to draw back and see dependency as weakness.

In some ways the stress on the individual rather than the family or group has led to a more informal society. Sometimes this lack of formality is viewed by members of other cultures as a sign of lack of respect, but that is not the intention in the American value system. This infor-

mality is even more predominant on the university campus than in other segments of society. Some ways in which you might see this value expressed in behaviors are:

1. You will generally be on a first name basis with other students, in spite of any age differences.
2. Dress is very informal on campus.
3. Language is informal and sometimes confusing. Phrases like "See you later" and "Drop by any time" are not meant literally. They are informal ways of saying goodbye.

Americans are direct — honesty and frankness are more important to Americans than "saving face". They may bring up impolite conversation topics which you may find embarrassing, too controversial or even offensive. Americans are quick to get to the point and do not spend much time on formal social amenities. This directness encourages Americans to talk over disagreements and to try to patch up misunderstandings themselves rather than ask a third party to mediate disputes.

It is particularly interesting to see what behaviors have culturally become associated with straightforwardness:

1. A firm handshake somehow has come to be interpreted as a sign of sincerity.
2. Looking at a person when you speak to him or her gives an indication of honesty.
3. In a question of honesty versus politeness, honesty wins. It is considered better to refuse graciously than to accept an invitation and not go.
4. You will be taken at your word. If you refuse food the first time it is offered (to be polite), it may not be offered again. An American will not know that your initial refusal is politeness.

Great value is attached to time in the U.S. Punctuality is considered an important attribute. As with all values, there are different rules of acceptability in different cultures. In the U.S. you should be present for school or business appointments at the exact time agreed upon. In social appointments you can arrive 10-15 minutes after the agreed-upon time without giving offense. If you are invited somewhere for dinner and are more than 15 minutes late, you will need to offer an apology and an explanation. A phone call explaining you have been detained and will be late will save face for you and patience for the other person.

Americans also value achievement and competition. The American style of friendly joking or banter of "getting the last word in" and the quick and witty reply are subtle forms of competition. Although such behavior is natural to Americans, you may find it overbearing or disagreeable. Americans are obsessed with records of achievement in sports, and sports awards are often displayed in their homes. Also, sometimes books and movies are judged not so much on quality but on how many copies are sold or on how many dollars of profit are realized.

Listening Activity No. 18

Many typically "American" characteristics—individualism, self-reliance, informality, punctuality and directness—are a result of those values mentioned earlier. Other "national

traits" could also be identified, however.

1. Americans cooperate—Although often competitive, Americans also have a good sense of "teamwork" and cooperate with others to achieve a goal.

2. Americans are friendly, but in their own way. In general, friendships among Americans tend to be shorter and more casual than friendships among people from other cultures. This has something to do with American mobility and the fact that Americans do not like to be dependent on other people. Americans also tend to compartmentalize friendships—having friends at work, family friends, friends on the softball team, etc.

3. Americans ask a lot of questions, some of which may to you seem pointless, uninformed or elementary. Someone you have just met may ask you very personal questions. No impertinence is intended; the questions usually grow out of a genuine interest.

4. Americans tend to be internationally naive—Many Americans are not very knowledgeable about international geography or world affairs. They may ask uninformed questions about current events and may display ignorance of world geography. Because the U.S. is not surrounded by many other nations, some Americans tend to ignore the world.

5. Silence makes Americans nervous. Americans are not comfortable with silence. They would rather talk about the weather than deal with silence in a conversation.

6. Americans are open and usually eager to explain. If you do not understand certain behavior or want to know "what makes Americans tick," do not hesitate to ask questions.

Just as values and traits differ somewhat from one culture to another, so do the personal habits associated with good manners and courtesy. While very often there does not seem to be any particular reason why a particular way of doing something is considered good manners, observing these cultural rules will make Americans more comfortable with you and therefore you with them. It is, of course, impossible to cover all the possibilities here. If you are unsure in a situation, just ask—Americans like to be helpful.

1. Queuing up or lining up is essential. Courtesy requires that you do not push from behind, stand next to the person being helped or cut into a line. If you should accidentally bump someone, you should say, "Excuse me."

2. Americans blow their noses into a tissue. Spitting, clearing phlegm or sniffing as from a cold are considered rude.

3. It is considered poor manners to slurp, chew noisily or open your mouth while chewing.

4. Questions are seen as a good way of getting acquainted, but questions about a person's age, financial affairs, cost of clothing or personal belongings, religious affiliations and sex life are considered too personal for questioning except between very close friends.

5. Men generally do not hold hands or link arms in public with other men. This is somewhat more acceptable between women and quite common between men and women.

Now, a few words about personal safety. Unfortunately, in the U.S. one must be aware of crimes. It is wise to be especially careful until you are familiar with the community in which you live. Remember that good judgment and common sense can significantly reduce chances of having an unpleasant and perhaps harmful experience. Basic safety rules include the follow-

ing:

1. Do not walk alone at night.
2. When you leave your room, apartment, or automobile, make sure that all doors are locked and all windows are secured.
3. Do not carry too much cash or wear jewelry of great value.
4. Never accept a ride from a stranger. Do not hitchhike and do not pick up hitchhikers.
5. Be careful of purses and wallets, especially in crowded metropolitan areas, where there may be purse-snatchers and pickpockets.
6. If a robber threatens you, at home or on the street, try not to resist unless you feel that your life is in danger and you must fight or run away. Give up your valuables as calmly as you can and observe as much as possible about the robber to tell the police when you report the crime.

A final note: Keep an open mind. Don't judge what you see as right or wrong, but make it a challenge to try to understand the variety of American behaviors which you may observe. You certainly do not have to participate in something you disagree with, but you can try to understand it. This will help you build an attitude of intelligent and liberated respect for cultures, both your own and others'.

Listening Activity No. 19

John F. Kennedy and Abraham Lincoln lived in different times and had very different family and educational backgrounds. Kennedy lived in the 20th century, while Lincoln lived in the 19th century. Kennedy was born in 1917, whereas Lincoln was born more than 100 years earlier, in 1809. As for their family backgrounds, Kennedy came from a rich family, but Lincoln's family was not wealthy. Because Kennedy came from a wealthy family, he was able to attend expensive private schools. He graduated from Harvard University. Lincoln, on the other hand, had only one year of formal schooling. In spite of his lack of normal schooling, he became a well-known lawyer. He taught himself law by reading law books. Lincoln was, in other words, a self-educated man.

In spite of these differences in Kennedy and Lincoln's backgrounds, some interesting similarities between the two men are evident. In fact, many books have been written about the strange coincidences in the lives of these two men. For example, take their political careers. Lincoln began his political career as a U.S. congressman. Similarly, Kennedy also began his political career as a congressman. Lincoln was elected to the U.S. House of Representatives in 1847; Kennedy was elected to the House in 1947. They went to the Congress just 100 years apart. Another interesting coincidence is that each man was elected president of the United States in a year ending with the number 60. Lincoln was elected President in 1860, and Kennedy was elected in 1960. Furthermore, both men were President during years of civil unrest in the country. Lincoln was President during the American Civil war. During Kennedy's term of office civil unrest took the form of civil rights demonstrations.

Another striking similarity between the two men was that, as you probably know, neither lived to complete his term in office. Lincoln and Kennedy were both assassinated while in office. Kennedy was assassinated in Dallas, Texas, after only 1,000 days in office. Lincoln was assassinated in 1865, a few days after the end of the American Civil War. It is rather curious to note that both presidents were shot while they were sitting next to their wives.

These are only a few examples of the uncanny and unusual similarities between the destinies of these two American men who had a tremendous impact on the social and political life of the United States and the imagination of the American people.

Listening Activity No. 20

The American Civil War was fought over 140 years ago. It began in 1861 and lasted until 1865. The American Civil War resulted in the death of 800,000 Americans. What caused this terrible civil war between the North and the South?

Well, historians believe that there were many causes of the war. One of the important causes of the war was the friction between the North and the South over the issue of slavery. The southern way of life and the southern economy were based on the use of slave labor. For almost 250 years before the Civil War, the economy of the South depended on the use of black slaves. The slaves were used to plant and pick cotton and tobacco. Cotton and tobacco were the main crops grown in the South. Most Southerners did not think it was wrong to own, buy, or sell black slaves like farm animals. Slavery was, in fact, the foundation of the entire economy and way of life in the South. This was not the situation in the North. The northeren economy did not depend on the use of slave labor. Why not?

Well, in the South, there were many large cotton plantations that used hundreds of black slaves. In the North, however, there were smaller farms. The northern farmers planted many different kinds of crops, not just cotton or tobacco. The Northerners did not need slaves since their farms were smaller than most of the southern plantations. In fact, many Northerners were so opposed to slavery that they wanted to end slavery completely. The northern attitude against slavery made the Southerners angry. So, for many years before the war there was constant friction between the North and the South over this issue. This friction eventually led to war.

There was other friction, too, as I said before, between the North and the South. There were, in other words, other causes of conflict between the North and the South. One involved the growth of industry in the North. While the South remained an agricnltrual area, the North became more and more industrialized. As industry increased in the North, it brought more people and greater wealth to the northern states. As a result, many Southerners began to fear northern political and economic domination. Because of this fear, many Southerners believed that the South should leave the Union and that they should form their own country.

In 1860, the Southerners decided it was time to leave the Union when Abraham Lincoln became President of the United States. Lincoln, as you may know, was against slavery. The people of the South were afraid that their way of life and their economic system were in danger

with Lincoln in the presidency.

Consequently, the southern states decided to secede from the Union. In other words, they wanted to break away from the North and form a separate country. In 1861, South Carolina seceded, and by June of 1861 eleven southern states had seceded and established a new country. They called the new country the Confederate States of America. The war between the North and the South began when the southern states seceded from the Union. The main reason that the North went to war against the South was to bring the southern states back into the Union. In other words, the North went to war to keep the United States one country.

After 4 years of terrible fighting, the North won the war against the South, and the United States remained one country. The North won the war mainly because of its economic and industrial strength and power.

The Civil War had two important results for the United States: (1) the Civil War preserved the United States as one country; and (2) it ended slavery in the United States. Many Americans wonder what the United States would be like today if the South had won the Civil War. The history of the United States would have been very different if the South had won the war between the States.

Unit Seven

Test 1

Instruction :

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 4 sections. Write all your answers in the listening question booklet. At the end of the real test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

Section 1

Look at questions 1-4. For each of the questions, decide which picture, A, B, C or D is the best answer and circle the letter in your book. First have another look at questions 1-4.

Now you will hear the recording. Listen carefully and circle the appropriate letter for each question.

A: Hello. I am a new student here.

B: Hello. What can I do for you?

A: Can you tell me what the Student Union does?

B: Well, we're part of the National Union of students, who represents students' interests across the country. We provide services for all students at this college.

A: What kind of services?

B: There are advisors and welfare staff, entertainments, sports clubs, union societies, meetings, campaigns, and special interest groups. We offer everything from ballroom dancing to karate, jazz, and political debates.

A: Sounds great. How can you help overseas students?

B: As I've said, we have welfare officers who are used to the sort of problems overseas students may have. They know where to get advice on a particular situation, or basically, give whatever help is asked for.

A: I am from the Philippines and I hope I can meet other Filipino students who are here. I play chess and many sports, especially badminton, basketball and wrestling. Please can you tell me how to find out about these things?

B: There is a Filipino society at the college. Regular meetings take place and lots of social ac-

tivities are organized, such as meals, plays and dances. The Society is made up of Filipino students and other students who have an interest in the Philippines.

A: And what about the sports? Does the Union offer the ones I'm interested in?

B: Yes, we do. There are basketball and wrestling teams. If you want to play in one of the college teams, you have to go along to training sessions and compete for a place. For badminton, you can either go to the badminton club or book a court to play with friends.

A: Is there also a chess club or team?

B: No, I'm afraid not. It may be best for you to put a notice on our notice board to find other players.

A: Will that cost me anything?

B: No. It's a free service available to all students, but you have to give your notice to a Union officer first, so that it's fair for everyone who wants to use the notice board.

A: I only have a room for one month at the moment. I need to find a house or a flat to live in near the college. Are you able to help me with any accommodation problems?

B: There are always rooms available in shared flats or houses on our notice board. The college has some of its own accommodation and you can also apply for these. If you have any problems at all you should talk to one of the Student Union's welfare officers, who can give specialist advice on accommodation.

A: Thank you for your help.

B: You are welcome. Now would you mind helping us? We're conducting a survey to learn more about the students who visit our Union office, so that we can improve our services. Would you mind if I asked you a few questions?

A: Not at all.

Now look at questions 5-10. As you listen to the student's conversation with the Union officer, fill in spaces 5-10 on the form. First you have some time to look at the form.

Now listen carefully and fill in gaps 5-10.

Officer: Now would you mind helping us? We're conducting a survey to learn more about the students who visit our Union office, so that we can improve our services. Would you mind if I asked you a few questions?

Caesar: Not at all.

Officer: First of all, what is your name?

Caesar: My name is Caesar Bautisto.

Officer: How do you spell your last name?

Caesar: B-A-U-T-I-S-T-O.

Officer: Thank you. And what are you studying?

Caesar: Development Economics.

Officer: I see. And how long is the course for?

Caesar: One year. It's a post-graduate diploma.

Officer: What would you like to do at the end of it? Have you made your mind up yet?

Caesar: Yes. I'd like to be a United Nations project adviser.

Officer: Oh, would you? That sounds interesting. Tell me, though, why have you chosen this university?

Caesar: It's got a good reputation in the field of economics.

Officer: And you say you come from the Philippines.

Caesar: Yes, that's right.

Officer: And which city do you come from?

Caesar: Manila.

Officer: Oh, that's the city I've always wanted to go to. What do you do in your spare time?

Caesar: I go to play games. I love sports.

Officer: Ah, yes. You mentioned that. Basketball, badminton, and wrestling, wasn't it?

Caesar: Yes, that's right.

Officer: OK, that's it. I'll add your name to our mailing list. We appreciate your help with this survey. If you have any suggestions, be sure to give us a call or drop by at any time.

Caesar: All right, I will. Thank you. Bye.

Officer: Bye.

That is the end of Section 1. Now you will have 30 seconds to check your answers.

That's the end of Section 1. Now turn to Section 2.

Section 2

The next day Caesar goes to the Welfare Office. You will hear a conversation between Caesar and a welfare officer. As you listen, answer questions 11-20. First you have some time to look at questions 11-20.

Now, listen carefully to the conversation between Caesar and a welfare officer and answer questions 11-20.

Caesar: Good afternoon. My name's Caesar Bautisto.

Wendy: Hello. I'm Wendy—one of the welfare officers. Can I help you?

Caesar: Yes. I have to move out of my accommodation in two weeks and I can't find anywhere else to live.

Wendy: Okay. I'll need to know some details about your current situation.

Caesar: I'm an overseas student, from the Philippines. The college gave me a temporary room for one month. I can't find anywhere else and I have no money.

Wendy: Have you told the college about your position or asked them to let you stay longer in your accommodation?

Caesar: No, not yet. I didn't think that would be possible.

Wendy: Well, we can contact the accommodation service on your behalf to see if they'll let you stay a little longer, until you find an alternative.

Caesar: Thank you. But I'm not sure that I can find another place, as they all ask for money before moving in and I don't have any.

Wendy: Yes, it is usual in this country for landlords to ask for up to a month's rent in advance. Don't you have any money at all?

Caesar: Hardly any. I'm waiting for my grant cheque to be sent from the Philippines at the moment. It should have been here for me to collect when I arrived in Britain, but it seems to have been lost.

Wendy: You can apply for an emergency loan from the Union if you want. The loan can be for up to £200, and we ask for a post-dated cheque for the same amount to be given to us so that we can recover the money once you receive your grant cheque.

Caesar: That would be very good. I'll apply, but I'm still worried about how to find new accommodation.

Wendy: As I said earlier, we can ask the college to extend the time you are allowed to stay in your present accommodation. They may refuse, of course.

Caesar: Then what will happen?

Wendy: If the worst comes to the worst, the Union may be able to provide some very short-term emergency accommodation. If you want me to, I'll contact one or two of the addresses on the notice-board and arrange for you to visit them.

Caesar: But what if they ask me for the rent in advance? I only have £90 left and I need that for food and books.

Wendy: It'll be all right. By the time they actually need the money, we'll have your emergency loan ready. Just fill in this application form and write me a cheque for £200 please, payable to the Student Union.

Caesar: Right. I'll do that. Thank you very much for your help. I'm feeling more optimistic now.

That is the end of Section 2. You will have 30 seconds to check your answers.

That's the end of Section 2. Now turn to Section 3.

Section 3

You will hear a Student Union officer's speech. First, you have some time to look at questions 21-30.

Now, as you listen, answer questions 21-30.

Hi, there!

May I wish you a very warm welcome to Ealing College and, more especially, to the

Student Union. The Student Union is run by four sabbatical officers, of which I am one. As the president, I am charged with the overall day-to-day running of the Union itself, according to established policies within the Constitution. We also have a brilliant staff team who help us and you'll meet them when you have five minutes to drop in and see us.

The last year has seen the Student Union grow from incorporating a bar and a few officers with a small shop into being a thriving concern, which controls, to its credit, two bars, a café-bar or restaurant, a shop, a comprehensive welfare department and numerous offices.

All this has been achieved by sheer hard work and dedication on the part of last year's sabbatical team and staff, who overcame many obstacles and teething problems, but won through in the end. This year, our aims as a team will be to consolidate on what has already been achieved and to secure the future of the Union.

With the new post of Vice-president Social and Communications, our main emphasis will be on communications within the College, which has always proved a problem in the past, but one which we hope to improve upon this year. One way will be with the regular publication of a Student Union magazine, so all you budding journalists, come on down.

We are very aware that a lot of you have never had any contact with Student Unions before and don't know what they are or what they can do for you. So basically, here's a quick run down. If you have any problems at all, either when you start college or throughout your time here, don't hesitate to drop in the SU office in the North Building and see Pat, our office assistant. She will be able to help you with most of your day-to-day general enquiries, or if she can't, she will direct you to one of our staff who can.

Myself and the other three vice presidents are here every day, and if you need to see us, just fix a time with Pat and we'll be only too happy to help you. By the way, queries or problems can range from a late grant cheque, finding a place to live and academic matters, right through to the best places to eat, directions to the bar, or somebody blocking you in the car park. We'll give any thing our best shot.

Please remember while you're at Ealing that going to college is not just about education. Make sure you enjoy yourself as well because, believe me, time will fly once you're here.

Ealing is a really good place to live as there is lots to see and do, and don't forget the Metropolis of Central London is only twenty minutes away by tube. Finally, the Student Union is an organization run by students for students, so if there is anything you don't agree with or you have any new ideas, please come along to the Union General Meetings and don't be afraid to speak up. Or you could give up a little of your time and stand for the Executive Committee, which is made up of students who help us out with lots of interesting things.

I would like to take this opportunity to thank all the sabbaticals of the last two years who have worked so hard. My very special thanks goes to Winston, Martin and Peter and all the staff who not only did a great job, but have been my good friends as well.

Lots of luck and success for your year at Ealing. Work hard, but play hard as well.

That is the end of Section 3. Now You will have 30 seconds to check your answers.

That's the end of Section 3. Now turn to Section 4.

Section 4

You will hear a speech by the Student Union vice president for finance. As you listen to the speech, fill in the gaps numbered 31-35 and answer questions 36-38 by writing a T if the information is true, an F if the information is false or a question mark if the information is insufficient. First you will have some time to look at questions 31-35 as well as questions 36-38.

Now you will hear the speech.

Hello. As VP Finance, my job is to oversee the spending of our grant to ensure that all areas of Student Union activity run efficiently and smoothly, without any financial headaches.

I have a thoroughly efficient finance team—Ursula, Ella and Henryk. We are all here to help you as best as we can. Remember that even though I administer the Union's finances, it is ultimately you who have the final say in expenditure policy either directly, through the democratic process of the General Meetings, or by voicing your opinions through the Executive Finance Committee. I would like to take this opportunity to thank last year's VP Finance, Martin Currie, for his excellent work in improving the financial running of the Union to what it is today.

Finally, remember to enjoy yourself and to use the Union facilities and services to the full. And if you're still not satisfied, come and let us know why. Extra note: In order to maximise my time as VP Finance and to give a more efficient service to students, the Finance Office will only be open to students from 11:00 am to 1:00 pm and 2:00 pm to 3:00 pm. The Cashiers Office will be open from 12:00 noon to 2:00 pm daily.

That is the end of Section 4 and you will have 30 seconds to check your answers.

That is the end of Section 4 and of the listening test.

Test 2

Instruction:

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 4 sections. Write all your answers in the listening question booklet. At the end of the real test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

Section 1

In Section 1 you will listen to an interview about the homestay programme between a coordinator and three students. As you listen, fill in the missing information in the chart. If a student's experience in the first homestay is positive and very good, make two ticks. If it's Ok, make one tick. If it's not good and there are negative feelings, make a cross. Look at the example and questions 1-8.

Now you will hear the interview for Section 1 and fill in the form as you listen because you will hear the recording once only. First, have another look at questions 1-8.

Now you will hear the interview. Listen carefully and fill in the form.

John: Hi, Fumi. Come in. How are things?

Fumi: Ok.

John: Hi, Linda and Ali. How are you?

Ali: Fine, thanks.

John: Well, as I explained on the telephone, I'm a coordinator of the Homestay Programme here, at the Student Services Section of the University and I'm doing a survey on host families to help me draw up a guide for new students. So I'd be grateful if you could tell me about your own experience on the Homestay Programme.

Fumi: Right.

Ali: Good idea.

John: Now, Fumi, let's start with you, OK? How long have you been staying with your host family?

Fumi: It's about three months now since I came from Japan.

John: What do you like about your host family?

Fumi: Oh, they are very nice to me and give me freedom to do what I want. I feel quite safe there, just like at home.

John: Do you like the food there?

Fumi: Yes, I love Canadian food. I always want to try new things.

John: It sounds good. Is your experience a positive one for the Homestay Programme?

Fumi: Yes, I think this homestay programme is very good and it really provides an opportunity for cultural exchange between Canadians and International students.

John: Thank you, Fumi. We will come back to you in a minute. Linda, I'd like to ask you some questions. You have been here for about a year and a half. Is that right?

Linda: Actually it's about two years since I left Beijing in 2003.

John: What do you think about the programme?

Linda: The Homestay Programme? The programme itself is quite good. But, it really depends on the individual host family. My first host family was quite a nice family, especially the first two weeks. They took me to the bank, shopping center and did many things for me, but I had a problem later.

John: What was the problem?

Linda: My biggest problem was the food. It was awful. They provided me with sandwiches for breakfast and lunch, and they liked to eat raw vegetables and not fully cooked meat for supper. I was not used to their food and sometimes I felt sick. I had stomach problems for quite a long time.

John: I see. I'm sorry to hear that.

Linda: So after 3 months I moved out and now I live with two other students in a student house.

John: Well, Linda, if the food was changed to what you like, would you stay in that family?

Linda: Sure, I would.

John: I see. What about you, Ali? You come from Japan?

Ali: No. I come from Korea.

John: I'm sorry. Ali, how long have you been in Canada?

Ali: About eight months.

John: Do you enjoy staying here?

Ali: Yes. It's a nice place and a very good college.

John: What do you think about the Homestay Programme?

Ali: I quite agree with Linda. The programme is good. The host family is different. And if you are lucky, you may get a good one. But the first one I stayed with was really terrible.

John: Ah, I'm sorry to hear that. Could you tell me a little more about it?

Ali: Yes. My first host parents seemed very busy. They usually came back home at about 10 in the evening so I would be hungry until they came back.

John: Did they leave some food for you when they came back late?

Ali: No, never, they didn't. They didn't allow me to cook in the kitchen, which was a house rule.

John: That's odd. What about your room? Was it comfortable?

Ali: No, it wasn't. I'd say it was awful. Their dogs often slept in my bed. I complained quite a bit about the dogs. But they were not sorry that the dogs were in my room because my room used to be their dog's room.

John: I'm very sorry to hear that. Did you tell this to anyone in the office?

Ali: Yes, I did. So I was moved out and changed to the host family where I stay now.

John: Are you happy with the new host family now?

Ali: Yes, I'm very happy now. They are nice and very considerate and often help me with my homework.

John: How about the food?

Ali: It's good and often served on time.

John: Good for you. Thank you very much.

That's the end of Section 1. You will have 30 seconds to check your answers.

Now turn to Section 2.

Section 2

In this section you will hear a conversation between two students. As you listen to the conversation, fill in the gaps numbered 9-15, and answer questions 16-20 by writing a T if the information is true, an F if the information is false, and an N if the information is not given. First look at questions 9-20.

Now listen to the conversion and do questions 9-20.

Tom: Hi, Marti. What did you think of the lecture?

Marti: It was really good. I enjoyed it very much. By the way, how are you doing with your European studies tutorial paper?

Tom: Oh, good. I have just finished it actually. I need to do something different tonight.
What are you doing tonight? would you like to go out with me?

Marti: Oh, I'm sorry I can't. I have to work late tonight.

Tom: What for?

Marti: Well, I have to finish my paper and prepare my presentation for tomorrow.

Tom: Ah, I see. What's your presentation topic?

Marti: Well, after some consideration I decided to talk about Napoleon.

Tom: Oh, that's an interesting topic. Napoleon is one of my favorite characters too. Have you got time for a cup of coffee? You can tell me about it as a sort of practice.

Marti: That would be great.

Tom: Now, tell me about Napoleon. I know he used to be a French soldier and very quickly he became emperor of France. Do you know when he was born?

Marti: Yes. He was born in 1769 on the island of Corsica. And when he was only ten years old, his father sent him to a military school in France.

Tom: Was he a brilliant student at school?

Marti: No, he wasn't, but he excelled in mathematics and military science. And then, when he was sixteen years old, he joined the French army.

Tom: Oh, I didn't know he joined the army that young.

Marti: His military career brought him fame, power and riches, but, finally, defeat. Napoleon became a general in the French army at the age of twenty-four. Several years later he became emperor of the French Empire.

Tom: Do you know when he became an emperor?

Marti: Yes. On May 18, 1804 he became emperor of France and the coronation ceremony was held at Notre Dame on the 2nd of December. He was only 35 that year. He was really many things. But he was, first of all, a brilliant military leader. His soldiers were ready to die for him.

Tom: Yes, he was really short too. Of course, Napoleon had so many military victories so his size wasn't an issue.

Marti: You are right. At one time he controlled most of Europe.

Tom: Yes, but at that time many countries, including England, Russia, and Austria, fought fiercely against Napoleon.

Marti: Right. His defeat came when he decided to attack Russia. In this military campaign into Russia, he lost most of his army. Shortly after his defeat, his abdication followed at Waterloo, and then he tried to escape to America but he failed. He finally surrendered to the British government and then they exiled him to St. Helena Island.

Tom: I know his last years were spent there with a few chosen comrades. Do you know how old he was when he died?

Marti: He lived there until he died. He died in 1821 when he was only fifty-one years old. He died alone, deserted by his family and his friends.

Tom: Well, that's a pretty sad way to end the life. Well, Marti, I'm sure your presentation will be really good. You know, you could also give the chronological order of his life and this may help your classmates to follow your presentation.

Marti: Yes, that's a good suggestion. Thank you, Tom.

Tom: You are welcome. I have to go now. I have another lecture to attend. Good luck.

Marti: Thank you. You have been really great help. I'm sorry that I can't come out with you this evening, but have a nice time. Bye.

Tom: Bye.

That's the end of Section 2. You will have 30 seconds to check your answers.

Now turn to Section 3.

Section 3

In Section 3 you will hear a talk on ocean spills. As you listen to the talk, circle the appropriate letter for questions 21-23 and complete the statements numbered 24-30 by writing no more than three words in the spaces provided. First, you'll have some time to look at questions 21-30.

Now listen to the talk and do questions 21-30.

Good morning, everyone. Today I will talk about unusual ocean spills that have occurred in the world's oceans.

In November of 1992, people at beaches in Canada and Alaska noticed something strange: blue turtles, red beavers, green frogs, and yellow ducks came bobbing toward them. They soon found out where the strange creatures were coming from.

A ship from Hong Kong was on its way to Tacoma, Washington, when it was hit by a severe storm in the middle of the Pacific Ocean. During the storm, huge waves washed 12 containers overboard. Inside the containers were 29,000 plastic bath toys. One of the containers opened, and thousands of plastic bath toys spilled out and began to float across the Pacific

Ocean. Ten months later, the first yellow ducks arrived on the North American shore. Beach-combers along the shore began to find the toys and reported them to local newspapers. But the people who were most excited by the plastic toys were the oceanographers. It gave them an opportunity to study ocean currents and winds; oceanographers drop bottles into the ocean to study these things. But it would be too expensive to drop 29,000 bottles into the ocean at once. Image the value of studying the plastic ducks and frogs. These give some interesting information for the oceanographers.

The first toys were picked up in Sitka, Alaska, ten months after they were washed off the ship. Some headed back into the North Pacific, while others drifted around the Arctic Ocean and headed for the North Atlantic. Many of the toys were swept northeast by the wind and were frozen in the ice of the Bering Sea. They are expected to cross the North Pole and float on down to the British Isles.

This reminds me of another unusual ocean spill. In 1990, a ship traveling to the West Coast of the United States from Korea was caught in a severe storm. The waves swept 21 containers of Nike shoes into the water. Scientists estimate that about 80,000 running, jogging, and hiking shoes, 40,000 pairs of shoes to you and me hit the water at once. The shoes were for men, women, and children.

About six months later, people at beaches from Oregon to British Columbia began to find running shoes washed ashore. By the end of the year, Washington newspapers reported people finding hundreds of shoes. In Seattle, thousands of shoes floated to shore. Since the shoes were not attached, they arrived one at a time. The shoes were dirty, but after they were washed they were still in good condition. People set up exchanges to find matches for their shoes.

Oceanographers studied the information to learn more about the ocean. Some Nike shoes reached Hawaii. Others went to the Philippines and Japan. According to the scientists, some of the shoes are on a trip around the world and should end up back in Washington and Oregon. Can you believe it? Many pairs of running shoes as well as plastic ducks and frogs are still on their ocean journey. So if you go to a beach anywhere in the world, don't be surprised if you see a green plastic frog or a woman's size 7 jogging shoe bobbing toward you. So keep your eyes out so you may find free bath toys and even a new pair of shoes. Thank you for attending my lecture.

That's the end of Section 3. You will have 30 seconds to check your answers.

Now turn to Section 4.

Section 4

In this section you will hear a talk about chocolate. As you listen complete the notes below by writing no more than three words in the spaces numbered 31-38 and circle the appropriate letter for questions 39-40. First, you will have 30 seconds to look at this section.

Now listen to the talk and do questions 31-40.

Good morning, everyone. Today my talk is going to be about chocolate. I'm going to talk a little bit about the history of chocolate. But first I'm going to tell you a story about Julia Procter.

She eats her favorite food; she feels guilty. She knows that chocolate has a lot of fat and sugar. But Julia says she is addicted to chocolate. And once she starts eating it, she can't stop. Julia isn't the only one who is addicted to chocolate. It is a favorite food for people all over the world. And in a survey of 16 different countries, people preferred chocolate to ice-cream, cakes, and cookies. In the United States, chocolate is a £10 billion industry. For Valentine's Day, for example, people spend over £400 million on chocolate. The idea of eating chocolate didn't begin until the 19th century. Before that, people drank chocolate. The custom began in Central America, where the Aztecs drank bowls of chocolate to stay alert. When the liquid chocolate was brought to Spain in the 1500s, people thought it was medicine because it tasted bitter, like other medicines. In fact, the people who made chocolate into drinks were either druggists or doctors. Then people discovered that mixing chocolate with sugar made a wonderful drink. King Ferdinand of Spain loved this drink so much that he put out an order: Anyone who talked about chocolate outside the court would be killed. So for about 100 years, chocolate was a secret in Spain.

But finally, people found out about chocolate, and it became a popular drink throughout Europe. In the 1800s, a British chocolate maker discovered a way to make chocolate smooth and velvety, then the Swiss added milk to the chocolate. Today, most Americans prefer milk chocolate, while most Europeans prefer dark chocolate.

Now research shows that chocolate is actually good for us because chocolate has a variety of vitamins and minerals. And it has more than 300 different chemicals. One chemical works on the part of the brain that feels pleasure. People who feel good when they eat chocolate are actually healthier, because feeling pleasure is important for health and can protect against illness. Good chocolate doesn't have much fat or sugar. You can enjoy it if you "eat a little at a time". So thinking about Julia Procter who I mentioned at the beginning, if you just eat a little at a time, that isn't a big problem. That's the end of my talk today on chocolate.

That's the end of Section 4. You will have 30 seconds to check your answers.

That's the end of the listening test.

Test 3

Instruction:

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 4 sections. Write all your answers in the listening question booklet. At the end of the real test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

Section 1

You will hear a conversation between a foreign student and the accommodation secretary of the college at which he has enrolled. Listen to the conversation between the student and the accommodation secretary, and complete the accommodation table. Write no more than three words or numbers for each answer.

Look at questions 1-9 now. You will see that there is an example which has been done for you on the accommodation table. The conversation relating to this will be played first.

Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. First, you have another chance to look at questions 1-9.

Now listen carefully and answer questions 1-9.

Student: Excuse me, is this the accommodation office?

Secretary: Yes, it is.

Student: Hi. My name is... um... Wolfgang. I... I'm a new student here. I'm wondering if you can tell me some information about the housing arrangements at this college?

Secretary: Yes, certainly. Well, I mean... basically there are two types of... um... accommodation. The most popular is... um, the college accommodation... um... but also we offer accommodation with local families.

Student: You mean a kind of homestay?

Secretary: Yes, that's right.

Student: Well, let me... can I... do you mind if I ask you a few questions about both of them? Let me start with the college accommodation. Um... what kind of rooms are they?

Secretary: Well, there are basically two types of room, either a single or a twin study bedroom. So that's...

Student: I'd have a roommate, then?

Secretary: That's right, yes. So it's two people sharing a room.

Student: Do all of the rooms have their own bathrooms?

Secretary: Erm... they don't. You... you... have to share... um, a bathroom and a toilet... and showers with a group of rooms. So it's with about six to eight other students.

Student: I see. Well, is it... can I wash my hands and so on, in the room or...?

Secretary: Er... yes, there is a washbasin in the rooms.

Student: But if I want to use the toilet or take a shower I have to go down the hall?

Secretary: That's right, yes.

Student: Oh, I see. Well, well... that sounds fine. What about bedding? Is er... is that provided by the college or...?

Secretary: Yes, yes, it is. Um... so all the bed linen is supplied...

Student: And the towels?

Secretary: No. So you have to bring your own towels with you.

Student: Oh... uhuh. Well, if I... then... to wash my towels, is there a place where I can go to do that or...?

Secretary: Yes, yes. So... um... there are two accommodation buildings in the college and both of these have launderettes.

Student: I'm sorry, they have a what?

Secretary: They have launderettes. So these are places... um... where you can take your washing and there are washing machines...

Student: Oh, is... is it free or...?

Secretary: Er, no. They're coin-operated washing machines...

Student: Oh. So I use the coins to make the machine work.

Secretary: Uhuh, yes, that's right.

Student: Oh, OK. That sounds fine.

Secretary: And the... the... rooms are actually cleaned... um... every week and the bed-linen is changed, also at the same time.

Student: Oh, that's wonderful. That sounds fine. Um... if I... if I do decide to stay in the... in the dormitory, I'm going to want to... er... have a chance to watch television. I want to use TV to practise my English. Is there a TV in the room?

Secretary: Well, no, there isn't a TV in every room... um... but there is a common room which has... um... a colour TV in it, and some kind of sitting areas so students can meet together and they can watch TV.

Student: Oh, well, that sounds fine.

Secretary: Uhuh... and, oh, but actually there's also a large hall for films and discos, and kind of parties and other social occasions.

Student: Oh, well, that sounds very good. That sounds interesting. I may want to do that, but before I decide for sure, let me ask about the other possibility. I think you said there's a kind of homestay programme, is that right?

Secretary: Yes, that's right. So we select local families who... um... want to have

students staying with them for short periods.

Student: Hmm... well, that sounds interesting. How do I... er... how does that work?
Do I eat there every day and... and sleep there as well, and so on?

Secretary: Oh, well, basically there're... there're two kinds... um... of accommodation available here... so... um... The first one is half board so this is where... um... you just eat breakfast and evening dinner with the family.

Student: Oh, and then lunch I would have on campus?

Secretary: That's right, yes. So that's... that's during the week, but at weekends you'll have all your meals...

Student: All the meals there...?

Secretary: ... With the... yeah... with the family. Um... so that's...

Student: The other one was...

Secretary: Uhuh. So that was half board. The... the other one is bed and breakfast. So this is where you just have breakfast with the family, seven days a week. So that includes weekends.

Student: And then I would have the lunch and dinner on campus. Is that how it'd work?

Secretary: That's right, yes. So it's just breakfast.

Student: Well, now that I think about it, I wonder if maybe that might not... not be the better option for me. That way I would have a chance to be practising my English with the British family. I... yes, I think I'll sign up for that. I'm pretty much sure that's what I want to do right now. Is it OK to go ahead and sign up immediately?

Secretary: OK, yes, yes, that's fine. Right, let me just see if I can find the forms.

That's the end of Section 1. You'll have 30 seconds to check your answers.

Now turn to Section 2.

Sections 2

You'll hear the second part of the conversation between the foreign student and the secretary. Fill in the form as you listen. Now look at questions 10-20.

As the talk continues, fill in the form as you listen and answer questions 10-20.

Student: I think I'll sign up for that. I'm pretty much sure that's what I want to do right now.
Is it OK to go ahead and sign up immediately?

Secretary: OK, yes, yes, that's fine. Right, let me just see if I can find the forms. OK,
right... so your name is...?

Student: My name is Wolfgang Schmidt. That's Wolfgang...

Secretary: Wolfgang? OK, how do you spell that?

Student: W-O-L-F-G-A-N-G.
Secretary: OK... G-A-N-G... uhuh.
Student: And my last name is Schmidt.
Secretary: Schmidt, ahah...
Student: S-C-H-M-I-D-T.
Secretary: S-C-H-M-I-D-T. And your address?
Student: You mean in Germany?
Secretary: Yes... yes, your home address.
Student: Ah... it's Franz Dieter Strausse.
Secretary: Oh, how do you spell that?
Student: That's F-R-A-N-Z...
Secretary: F-R-A-N-Z... we say "Zed" in Britain.
Student: Oh. I'm sorry—zed, yes, F-R-A-N-Z, and the next word is Dieter. That's D-I-E-T-E-R.
Secretary: Uhuh... and...
Student: And the last word is Strausse.
Secretary: Strausse, so that's S-T...
Student: S-T-R-A-U-S-S-E.
Secretary: ... S-S-E.
Student: Franz Dieter Strausse, number five.
Secretary: Number five... uhuh...
Student: In Bonne...
Secretary: Right, and that's Germany, obviously.
Student: Germany, uhuh.
Secretary: And your age?
Student: I'm 20... I'm sorry... no... I just turned 21 yesterday.
Secretary: Oh, really? Happy birthday.
Student: Thank you.
Secretary: Uhuh... OK... and the programme that you're in?
Student: I'm on the four-month programme, so I'll be staying here until the end of December.
Secretary: Right. And so you have any special dietary requirements?
Student: I'm sorry, I'm not sure what you mean...
Secretary: Ah, is... is there any kind of special food that you... you need or that you don't eat?
Student: Oh, no. I like to eat most anything... um...
Secretary: Oh, that's just as well with British food.
Student: I don't think so. I'm looking forward to... er... trying some British dishes.
Secretary: Really? Well... OK... um... we like to... to ask you something about yourself... your personal interests and things, so that we can match you with a... an appropriate family, so...
Student: Oh, OK...


Secretary: So, do... have you got any personal interests or hobbies?

Student: Well, I... I like to do sports... um... I specially like football. If it's possible I'd like to be with a family maybe where there's somebody I could practise football with.

Secretary: Right... football... um... and have you got any special requirements as to the family that you are going to stay with... um...

Student: Oh, well... you know, I come from a large family back in Germany, so maybe, if it's possible, you could put me with a family where there might be... er... another young person or two, perhaps—would be good...

Secretary: Right, so someone about your own age, perhaps...

Student: Mmm, maybe someone I could play football with... yeah.

Secretary: Right. Well, actually I interviewed a family yesterday who seem just right for you...

Student: Oh.

Secretary: Um... their name is Roberts... so it's the Roberts family. Um... Mr. Roberts is a bank manager.

Student: Oh really? My father is a bank manager.

Secretary: Oh, well, and...

Student: That sounds very good.

Secretary: So his... his wife is a part-time nursery school teacher, so she just works in the morning.

Student: Oh, OK...

Secretary: And they have two children... the girl is eighteen, but she's actually just gone away to college, so this is why they have a room vacant.

Student: Oh, so I would... I would stay in her room then?

Secretary: That's right, uhuh.

Student: Oh, that sounds fine.

Secretary: And their son is sixteen years old and he likes football very much.

Student: Well, that sounds very good. I think I... I'd like to meet this family. Is that possible to... to do that?

Secretary: Yes, it is. Um... what I'll do is... I'll give Mrs. Roberts a ring now. In fact, she should be... should be home at this time. So I'll give her a ring.

Student: OK, thank you.

That is the end of Section 2. You will now have half a minute to check your answers.

Now turn to Section 3.

Section 3

In this section you will hear a conversation between Wolfgang and his new friend Mary who has

already been at the college for a few months. In the first part of the conversation they are talking about a social activity programme at college. First look at questions 21-27. Note the examples that have been done for you.

Now listen to the first part of the discussion and answer questions 21-27.

Mary: Hi, Wolfgang.

Wolfgang: Ah, Mary. How are you?

Mary: Oh, fine. How's it going? Have you just had a class?

Wolfgang: Yes. I just finished my listening class. It was... er... a little bit difficult.

Mary: Yeah, yeah, it's always difficult when you first arrive somewhere. I found it quite hard when I first arrived. Mnn... but you know, what really made a difference was going on these social activities that the... the college arranges for you. It kinda... gives you a chance to practise your English and...

Wolfgang: Hmm... I've heard that the college is pretty good about organizing those kinds of things. How... how do I find out about it?

Mary: Well, I've just picked up a schedule today. Let's... let's have a look at it. Here it is...

Wolfgang: What is it? A schedule for... for this week or...?

Mary: Yeah, yeah. Let's have a look.

Wolfgang: Oh, OK... yeah... maybe we can do some things together... in fact.

Mary: Yeah, that'd be great, so...

Wolfgang: Let's see. What are they doing tonight? Monday night...

Mary: Well, they've... so... oh. They've got Singing with Guitar. So I went to this last week. It's...

Wolfgang: Oh, really?

Mary: Yes, it's quite good fun.

Wolfgang: Is it pretty good?

Mary: Yeah, yeah.

Wolfgang: What do they do? Do they have a concert or...?

Mary: It's... they teach you... um... modern and traditional songs.

Wolfgang: Mm... well... I'm not much of a singer, but... er...

Mary: Oh, come on. You should go. It's really good fun.

Wolfgang: Well, I suppose it'd be a good way to practise my English.

Mary: Yeah, 'cause you learn kinda British folk songs and things. It's... yeah... it's really interesting.

Wolfgang: Oh, but look at that. That starts at eight. But I notice at nine o'clock there's a... er... late night coach to Cambridge for a film. I think I'd want to go to try that... er... what time does this singing thing finish? Do you know?

Mary: Oh, well, usually it... it kinda lasts about two hours, but I mean, we can always leave earlier—they don't mind, do...

Wolfgang: Oh, OK. So we can do both then?

Mary: Yeah, so...

Wolfgang: Right. So that's at nine o'clock... yea... yeah...

Mary: What movie is it? Let me see...

Wolfgang: Er... Oh. It's *Rocky*. Have you seen it?

Mary: *Rocky*... *Rocky*? Oh, that's... that's... er... the one with Richard Dreyfuss, isn't it?

Wolfgang: Richard Dreyfuss? No, it's Sylvester Stallone.

Mary: Oh, yes. I remember now... American movie... yes, I haven't seen that. I wanna see that. Good, let's go to that.

Wolfgang: All right, OK. Oh, did you see on Tuesday that there's a tennis tournament?

Mary: Tennis? Mm... what time is that?

Wolfgang: Well, that's at four o'clock in the afternoon.

Mary: Where is it? Is it on campus or...?

Wolfgang: No... no. It's at Wembley, so that's in London.

Mary: Oh, oh, so that... it's pretty far away then. What time will it be coming back?

Wolfgang: Um... so it... the coach gets back at midnight.

Mary: Oh; midnight? Well, hmm... tell you what, I think maybe I'd better cancel on that because I've got a class Wednesday morning, and I'm afraid... at about eight thirty... I'm afraid if I came back that late I probably would... er... I'd be very tired in class, and actually I... I'm more into football myself, anyway.

Wolfgang: Oh, football? Well, did you see there's a football match on Wednesday?

Mary: Oh yeah? Well, who's... who's playing? Let's see...

Wolfgang: Oh. It's England and Brazil.

Mary: Oh, I really want to see that. Would you like to go together?

Wolfgang: Yeah, sure. What time is it?

Mary: Let me see... It says fifteen thirty, so that would be three thirty.

Wolfgang: Three thirty? Huh...

Mary: Now, I've got a... I have a lecture... er... right after lunch on Wednesday, at one thirty.

Wolfgang: Uhuh, what lecture is that?

Mary: Oh, well, there's a journalist coming from the BBC. He's going to talk about his experiences as a foreign correspondent.

Wolfgang: Huh, that sounds interesting.

Mary: Would you... would you like to go?

Wolfgang: Yeah. What time did you say it was?

Mary: Er... right after lunch, around one thirty.

Wolfgang: Oh, one thirty? I have a class then. What a sh... yeah...

Mary: Oh, that's too bad. Well, what time does your class finish?

Wolfgang: Well, it finishes... it's an hour long... so it finishes at two thirty.

Mary: Oh, well, I shouldn't imagine... the lecture shouldn't go much later than that ei-

ther, so after your class and after my lecture we can get together to go to the football game.

Wolfgang: OK... so we can meet...

Mary: Let's see, maybe three o'clock or... or maybe three fifteen?

Wolfgang: Yeah, I think three fifteen would be all right.

Mary: OK. Where should we meet?

Wolfgang: Well, usually these... on these kind of trips, the coach leaves from in front of the dining hall, so maybe we could meet there.

Mary: OK, so in front of the dining hall at three fifteen. That sounds fine.

Wolfgang: Yeah, right. On Thursday there's International Evening in the school hall.

Mary: Yeah, all songs and dances, performance by students from all over the world.

That's very interesting. Would you like to go and see?

Wolfgang: Yes. When is that?

Mary: It will start at eight. Shall we meet at seven fifty in front of the school hall?

Wolfgang: Fine, seven fifty in front of the school hall.

Now listen to the second part of the conversation and answer questions 28-32.

Mary: Oh. And another thing I definitely want to do this weekend... er... is to go to see... er... they're going to have a trip to Stratford-on-Avon. I think it's on... let me see, what day is that? Friday, I think my roommate told me.

Wolfgang: Oh, Friday?

Mary: Would you like to go to that?

Wolfgang: Yeah, but are you sure it's Friday?

Mary: I thought that's what she said, but I might've been mistaken.

Wolfgang: Well, usually these things are on weekends.

Mary: Right.

Wolfgang: Let's see here. Oh, you're right, yeah... Saturday morning, eight thirty.

Mary: Ahah. Right, Friday's the disco.

Wolfgang: Oh, disco.

Mary: Yeah. So, actually I've arranged to go with some of my friends. So if you'd like to come along with us...

Wolfgang: Oh, that would be very nice, yeah.

Mary: Yeah, you can meet some more students.

Wolfgang: Oh, well, what time... what time shall we go to that then?

Mary: Well, it starts at... what time...? Eight thirty, but we don't want to go too early, so let's say nine or nine thirty. Let's say nine thirty.

Wolfgang: OK, yeah... we can meet there. Um... but we'd better not stay too late, because the Stratford thing is... er... pretty early in the morning. The bus will be leaving at eight thirty.

Mary: Oh, yeah, right. So we want to make sure we get up for that.

Wolfgang: Yeah. Say, by the way, this trip... um... since... it's... er... quite a way away, do we have to pay anything extra for that or is it free?

Mary: Mmm... well, usually most of the trips are free, but, yeah... for these ones which are quite a distance away; then we usually have to pay a... a little bit extra.

Wolfgang: Is it a lot or...?

Mary: No, it's usually about twenty-five pounds, something like that.

Wolfgang: Oh, well, do we have to tell them ahead of time that we're going to go?

Mary: Yeah, usually you have to sign up a couple of days in advance, so...

Wolfgang: Oh, where... where do we do that?

Mary: Um... well, you do that at the Student Services Office. So you have to go and see one of the Social Activities Officers.

Wolfgang: Oh, so I just tell them that I want to go and I pay my money and then sign my name. Well, I think I'll go ahead and do that today. Actually, I've got some free time right now. Do you know where I go to do that?

Mary: Um... yeah, yeah. It's... the... the Student Services Office. It's just across the road from here.

Wolfgang: Oh, OK.

Mary: Um... well, across the kind of...

Wolfgang: You mean the green building over there?

Mary: Yeah, yeah. So it's on the second floor.

Wolfgang: Oh, OK. Well, tell you what... um... Are you going to the Shakespeare thing?

Mary: Er... yeah, yeah, sure.

Wolfgang: Would you like me to go ahead and sign you up as well?

Mary: Oh, yes, yeah. That'd be great, but... well, I haven't got any money on me at the moment.

Wolfgang: Ah, don't worry about the money. That's fine. You can pay me back this evening. I'll go and sign us now, and then when I meet you tonight at the singing, you can... er... give me the money then.

Mary: Oh, well, if... if you are sure, that'd be great.

Wolfgang: No, it's no problem.

Mary: OK. Oh, is that the time? I'd better go. I've got a class. I'll be late.

Wolfgang: OK, sorry. I'll see you later then.

Mary: All right. See you tonight.

Wolfgang: Bye.

Mary: Bye.

That is the end of Section 3. You will now have half a minute to check your answers.

Now turn to Section 4.

Section 4

In Section 4 you will hear a conversation and answer questions 33-40. First you have some time to look at questions 33-40.

Now listen carefully and answer questions 33-40.

(Charles and Belinda are meeting in the hotel. They came for the anniversary conference.)

Belinda: Ah, that's much better.

Charles: Ah, that's yours, Belinda. How are you?

Belinda: Fine, thank you very much, Charles.

Charles: Right. You have a good journey then, Belinda?

Belinda: Yes, I did, I did. I must say the plane was marvellous.

Charles: Do you want a drink?

Belinda: Yes, please. You know, the plane journey was terrifically quick... it got in at... er... 10:30 and we left Gatwick at 9:15.

Charles: What time did you have to start though in the morning?

Belinda: Well, that was... er... that was a different story, because I had to go to Victoria... um... at... you know, to get to Gatwick and it's... from Victoria to Gatwick's three quarters of an hour. Then I had to leave home at 7:30 am and get up at 6:20.

Charles: Oh, gracious me.

Belinda: So I'm not sure if you save much really.

Charles: Jet travel, my goodness me. It was worth the experience, though?

Belinda: Oh, I mean, you know, I've never flown across the South of England and it really looked absolutely fantastic, especially as we proach... approached Plymouth, you know, with this sunshine and it looked really marvellous... marvellous.

Charles: Well, when you come up next time, would you be coming the same way?

Belinda: Oh, I don't think so. I don't... to be honest...

Charles: Well, why not?

Belinda: Well, to be honest it was a bit of a luxury because it was a really expensive flight and of course there are only three planes a day. Did you have a good journey?

Charles: Yes, I had a lovely time. I came by train.

Belinda: What time did you start then?

Charles: Oh, about half past ten, I think. Got here about half past one. So it's only... what... three hours. Very quick.

Belinda: Very good.

Charles: Well, this was... er... this was a nice train, you know, very modern and comfortable. And of course lots of trains... about every hour, I think.

Belinda: Oh, great. Did you get something to eat on the train?

Charles: Yes. Had a nice lunch. Oh, it's wonderful. You can sit there drinking your soup and watching the view go by. I like it . . .

Belinda: I bet it's a hell of a lot cheaper than the plane.

Charles: Well, actually, I thought it was quite expensive . . . um . . . unless you've got a student card or something.

Belinda: Oh, those days are long gone.

Charles: But it was quite crowded. I was . . . I was glad I'd booked a seat, you know.

Belinda: Yes. How did you come for the conference last time?

Charles: On the coach.

Belinda: Good lord.

Charles: And it was really cheap. I thought I'd try it because I hadn't got much money at that time.

Belinda: You didn't have to start the night before, did you?

Charles: No, no. I set off at about twenty past eight and I got here at round about two o'clock.

Belinda: Good.

Charles: And it was really comfortable as well.

Belinda: A lot of motorway travel, then?

Charles: Well, there was a lot of motorway travel. Because there was a lot of motorway travel I was able to read . . . to sit and read my book. And it was a really smooth journey, I remember.

Belinda: Didn't you get travel sick?

Charles: No, I didn't feel sick at all.

Belinda: I think they were really hot, those coaches.

Charles: Well, it was air-conditioned, actually, and it was really nice.

Belinda: Well, you had nearly six hours in the coach. Wasn't that very tiring?

Charles: Yes, I suppose, about five and a half hours, but I mean once I started looking at my book, you know, I didn't notice the time at all. It just flew by. It's incredible.

Belinda: What was the service like, then? I mean, were there a lot of coaches?

Charles: I think it is pretty good . . . er . . . there are about five coaches in the day and there's one overnight coach as well, I believe. So it's really nice.

Belinda: Splendid. Well . . . I think I'll try next time.

Charles: Another drink?

Belinda: Oh, no, thanks. I really think . . .

That is the end of Section 4. Now you have half a minute to check your answers.

That is the end of the listening test.

Test 4

Instruction:

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 4 sections. Write all your answers in the listening question booklet. At the end of the real test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

Section 1

Tom and Barbara are talking about markets in London. Barbara has a market list and she wants to find out more details about them. Listen to the conversation and complete the market list. Write no more than three words for each answer. Look at questions 1-6 on the market list now.

Now listen and complete the market list.

- Tom: Hi, Barbara. What will you do this weekend?
- Barbara: Well, I'd like to do some shopping, but I have no idea where to go. I've only been here a few days. I was told London is an expensive place to live.
- Tom: Yes, but that's not completely true. London can be an expensive place to live, but if you shop in the right places, you can live relatively cheaply.
- Barbara: Is that true? Could you tell me something about the shops?
- Tom: All right. You know, food tends to be cheapest in the big supermarkets like Sainsburys and Tescos. Most of them have quite a good variety of food and household items. You can buy your fruit and vegetables on the street. You will find these street markets in almost every part of London. You can also buy clothes, shoes and household items in these markets for a real bargain. Have you got a market list provided by the Student Union?
- Barbara: Yes. Here you are.
- Tom: This might give you some ideas. Let me see. East Street SE17. This market sells cheap food, clothes and hardware. It's open from 8 am to 5 pm.
- Barbara: Yes, but how can I get there?
- Tom: You can take the underground. We call it the tube. You see, there is a tube station on the list.
- Barbara: Let me see. Yes, it's Castle Station.
- Tom: Right. You can get off at the Castle.

Barbara: Good. Look at Leather Lane WC1.

Tom: Yes, that's a good central London market for clothes, food and hardware. It opens at lunch times from Monday to Friday. It's near Chancery Lane Station.

Barbara: Well. What about the one in Petticoat Lane?

Tom: Oh, Petticoat Lane E1. It sells clothes, shoes and household goods. It opens only on Sunday mornings from 9 am to 12 noon.

Barbara: Yes, we can get off at Aldgate Station. OK. What about the one in Walthamstow E17?

Tom: Oh, that's a big market for clothes and food. It's open between 9 am and 4 pm on Mondays to Saturdays, except Wednesdays and Sundays.

Barbara: Let me see... yes, we can get there on the Central Line. What about Brixton?

Tom: That's Brixton SW9. It's an indoor and outdoor market with a lively atmosphere. It sells vegetables from all over the world. It opens 9 am to 6 pm Mondays to Sundays and half day on Wednesdays.

Barbara: Oh, it's close to Brixton Station, very near my place. Great. It's very convenient. Tell me more detail about Camden Lock.

Tom: Yes, there are several markets on Camden High Street and plenty of shops. They sell fashion clothes, jewellery, recorders and pottery. It's good for buying presents, very close to Chalk Farm and Camden Town Station.

Barbara: I see. It says that it opens on Sundays only from 8 am to 5 pm. Well, I think these markets might help to keep my costs down.

Tom: Well, if you need to buy new electrical goods or large household items, you can wait until the January sales when almost all the shops sell goods at discount prices.

Barbara: Thank you very much for your help. Tom, shall we go to Brixton together this weekend?

Tom: I'd love to.

Barbara: Oh, I'm afraid I've got to go to a lecture. I will ring you tonight. Bye.

Tom: OK. Bye.

Barbara is phoning Tom about shopping. Look at Questions 7-9.

Now listen to their telephone conversation and answer questions 7-9. Write no more than three words for each answer.

(Telephone rings.)

Tom: 4010625?

Barbara: Hello. Is that you, Tom?

Tom: Hi, Barbara. Have you decided where to go tomorrow?

Barbara: Yes, that's right. I want to go to Camden Town to shop. Would you like to go there with me?

Tom: Yes, I'd love to. That's a good market. Mary is here with me now. She wants to go

there too. Shall we meet at Camden Town Station?

Barbara: OK. How are you going there?

Tom: We will go there by bus. It's only three stops from my place. Well, we might walk there if the weather is fine. How will you get there?

Barbara: I think I will have to take the underground. I'm at Bond Street and I'll take the Central Line first and get off at Tottenham Court Road.

Tom: That's it. Take the Central Line and get off at Tottenham Court Road. Then You want the Northern Line to Camden Town. It's only about four stops. Make sure you get a northbound train though. You want northbound Camden Town. OK?

Barbara: OK. I think I can find the way. I have an underground map with me now. What time shall we meet there tomorrow?

Tom: How about ten thirty?

Barbara: Well, I think that's a bit too late. It might be crowded by that time.

Tom: How about one hour earlier, say nine thirty?

Barbara: Fine. That will be all right. See you tomorrow.

Tom: Bye.

That's the end of Section 1. You now have half a minute to check your answers.

Now turn to Section 2.

Section 2

You are going to hear a talk about the Women's Conference. First look at questions 10-14.

As you listen to part of the talk, answer questions 10-14.

There will be two meetings held in Beijing, and they will overlap. One—the NGO (Non-governmental Organization) Forum on Women will be held in Beijing from August 30 to September 8, 1995. The other one—the Fourth World Conference on Women (FWCW) of the United Nations will be held in Beijing from September 4 to 15, 1995.

Why is the UN (United Nations) holding these meetings? The UN has noticed that discrimination against women has been increasing. The UN definition of discriminations—any distinction, exclusion or restriction made on the basis of sex, which has the purpose of deciding or not allowing the full recognition of a woman on a basis of equality between male and female, human rights, freedom in political, economic, social, cultural or other fields.

Women are discriminated against in every country of the world. The UN has issued policies to deal with the discrimination. The UN has also placed the improvement of women's status position high on the global agenda.

The world is getting smaller. We are becoming a global family that shares problems and difficulties. We can learn from one another, help one another and share ideas and information.

There have been three previous world conferences on women. First in Mexico City in 1975, second in Copenhagen in 1980 and third was in Nairobi in 1985. During the first conference held in Mexico City in 1975, which was during the "International Women's Year", one outcome was the declaration by the UN General Assembly for "Decade for Women" (1976-1985).

In Copenhagen in 1980 the participants adopted a "Program of Action" for the second half of the UN Decade for Women. The 1985 Nairobi Conference was held at the end of the UN Decade for Women and the results were published in a book called the *Forward Looking Strategies*, which provided a framework for action at the international, national and regional levels of government and groups to promote greater equality and opportunities for women.

The slogan for the UN Decade for Women was equality, development and peace. This year from the end of August until the middle of September, Beijing will hold two conferences. They are separate conferences but related. The NGO Forum '95 from August 30 to September 8 about 30000 participants, both women and men, are expected to attend. It will be about women, their lives and their perspectives. This will provide women around the world with an opportunity to discuss and develop ideas, perspectives, plans and strategies and share information, to celebrate women's achievement and contributions in society, and to draw attention to and develop solutions to the discrimination facing women worldwide.

Who can participate in the NGO Forum '95? Any individuals or groups who fill in an application form and send 50 USD to NGO Forum, New York, by April 30, 1995.

Who will attend the Fourth World Conference? Each member state of the UN will send an official delegation. There are 184 member states in the UN. Also any person that represents an organization which has received accreditation. This had to be done by January 13, 1995. Six thousand people are expected to attend this Conference.

There has been over three years of preparations for this Conference in Beijing, at the international, national and regional levels in all the participating countries.

The Preparation Committee has organized all the issues into ten categories. The Conference in Beijing will discuss all these issues. At the end of the Conference the UN will issue a "Platform for Action". The Platform for Action will address the following critical areas of concern...

Now look at questions 15-20.

Listen to the following directions and answer questions 15-20.

Ladies and gentlemen,

You are all welcome to this afternoon's tour of the campus. I'll be your guide for the duration. Before we start, could I please ask you to look at your campus map? That's the one you just got when you came in. Because the university buildings are not quite spread out, the tour will be on foot. Now, let's start where we are, the Main Building. As you come out of the Main Building, you will see two other big buildings opposite you. One is the campus branch of

the Midland Bank on your left, the other one is the Post Office. Then we will follow Mary's Road until we come to the School Lane. Here, on the opposite side of the road, you will see a huge white building directly on your left hand corner. That would be the Students' Library. The Student Union is next to it, opposite the bank. Then we turn right and get into Candle Lane. There is a big shopping centre directly on the corner and the Science Building is on the left hand side.

As we go down Candle Lane, past the shopping centre, we come to the school bookstore which has a good reputation. All necessary course books can be bought there, not the one next to the shopping centre, but the one after that, on the High Street. Opposite the bookstore, there is the Sports Centre which takes up the whole block between Mary's Road and Candle Lane on the High Street. Finally we circle back to the Main Building. The tour will last about an hour and a half. I hope you will enjoy this afternoon's tour.

Oh, one more important note from Mr. Smith, your director. Please be back to this Main Building after the tour. There will be a reception at five thirty in Room 204, on the first floor, in the lecture hall. You will meet your teachers and staff there. All of you are welcome.

That is the end of Section 2. You will now have half a minute to check your answers.

Now turn to Section 3.

Section 3

In this section you will hear a discussion between two students, Maria and Jack. In the first part of the discussion they're talking about their opinions about some of the things in their universities. First look at questions 21-24. Note the examples that have been done for you. Complete the table showing the weather, the rooms, their roommates and food.

Now listen to their talk and answer questions 21-24.

Jack : 2414331.

Maria: Good afternoon. May I speak to Jack Robert, please ?

Jack: Speaking, please.

Maria: Hi, Jack, this is Maria.

Jack: Hello, Maria. How are you getting on there?

Maria: Fine. I arrived in Nottingham yesterday. I've just settled down and I live on the campus of Nottingham University.

Jack: Oh, that's good. Do you like the campus?

Maria: Yes, it's beautiful. What do you think of yours?

Jack: Edinburgh University? It's marvellous. It's on a hill and very close to the sea. I like it



very much.

Maria: It sounds beautiful. Jack, what's the weather like there?

Jack: Oh, it's fine and sunny. It's said that the weather here is very nice in summer, but awful in winter. What's the weather like in Nottingham?

Maria: Well, it's a bit depressing. It's been raining since yesterday. I can't go out so I have to stay in my room.

Jack: What about your room? Is it a nice one?

Maria: Yes, it's small and elegant. How about yours?

Jack: Mine is an ordinary one. It's a twin study room. I share it with one of my classmates.

He's intelligent and very friendly. We are getting on quite well. How's your roommate?

Maria: She's very nice but a little bit quiet. She likes reading and seldom speaks. By the way, do you like the Scottish food there?

Jack: Oh, I like it. It's very delicious.

Maria: Oh, really? I don't like the food here. It's disgusting. It has no taste. I have to cook for myself in my room.

Jack: Well, Maria, as the saying goes "When in Rome do as the Romans do." Come on. Don't be too choosy. Oh, someone's at the door. I have to answer it. Maria, I'll call you this evening. Bye.

Maria: Bye.

Ellan, a Student Union officer, is conducting a survey about the university facilities. She is asking two students about their opinions. Look at questions 25-32.

As you listen to the discussion, complete the table showing the number of points, 1, 2, 3 or 4, awarded to the university facilities by two students. One has been done as an example. Now answer questions 25-32.

Officer: I'm Ellan and I work for the Student Union. Now I'd like to hear your opinions about a few things in the university. We've asked for some volunteers to help us conduct this survey into how satisfied students are with the university facilities. First of all let's take the lecture rooms. We could score them. For instance, 1 is excellent, 2 satisfactory, 3 rather poor and 4 really bad. Robert, you first please. What do you think about the lecture rooms here?

Robert: Not so good, I'm afraid. I would score 3. They are too small for one thing. Sometimes we can hardly find a seat.

Maria: Yes, but that doesn't happen very often. Personally I think they are all right. They're comfortable and the acoustics are quite reasonable. It doesn't matter where you sit you can always hear the lecture. I would give 2 for them.

Officer: How do you feel about the car parking facilities? Are they adequate?

Robert: You must be joking. I can never find a car parking space when I need one, and when I finally do, it's a very long walk to the university's teaching building. I'd give it a 4.

Maria: I'm afraid I also agree. We need more car parks urgently. This is perhaps one of the major shortcomings of this campus. It gets a 4 from me as well. I come to the university 20 minutes early just so I can drive around looking for a parking space.

Officer: What about the Computer Centre then?

Robert: I think it's first class. The software base contains a large selection of learning programmes, language games and word-processing facilities. I would give a score of 1.

Maria: I quite agree with you. It's very modern and also under the supervision of qualified staff who can offer help to us while we work, should we need them.

Officer: Oh, good. Well, what do you think of the library facilities? Let's say the periodical room first?

Robert: Well, I've scored that 3. I'm sorry to have to say, but... er... I think the room has poor lighting and I'm disappointed about that.

Maria: I've given it a score of 1. As far as I'm concerned, it's excellent and well-stocked.

Officer: Thank you, Robert and Mary. Now let's turn to the photocopying facilities.

Robert: Mmm, I would give it a score of 2. Personally I think it's all right and it's very helpful.

Maria: Uh, I would score 3. I think it's too expensive for photocopying and there are not enough machines. Sometimes we have to stand in a line.

Officer: OK. Now let's talk about the...

That is the end of Section 3. You will now have half a minute to check your answers.

Now turn to Section 4.

Section 4

In Section 4 you will hear a talk and answer questions 33-40. First you have some time to look at questions 33-40.

Now listen carefully and answer questions 33-40.

Ladies and gentlemen:

At Safeway we are committed to working for a better environment. We have been actively looking for environmentally responsible solutions over the last 20 years, and it has never been more important than it is today to continue with that initiative. We believe our actions are helping to solve some of the problems, but just as importantly, we are looking ahead too, with new ideas to help protect our environment for the future.

Action for the environment goes beyond the Safeway store and into your home. What can you do? Here are some practical things you can do when you get back home to help the environment.

Sort out your waste at home so that you can take the different types to be recycled. Recy-

cle all you can, such as glass bottles and jars, plastic bottles, textiles, newspapers and plastic bags—these are among the many things that can be recycled today.

Your recyclable material can be taken to your local Safeway store's recycling centre or to your local Council recycling centre. Use recycled paper at home and at the office if possible. Recycle for the garden too. Food scraps, such as decayed vegetables and fruit, but not meat, and some garden waste such as leaves, dried grass, these can be used to make compost. It's useful in the garden and helps conserve the countryside. Compost is a good alternative to peat; peat digging damages wild peatlands.

Reuse as well as recycle. The back of once-used paper can be used again for rough work, old plastic bottles can be cut in half to be used as cloches for seedlings, and yoghurt pots and plastic film canisters are ideal for storing small things like screws and seeds. Don't forget plastic carrier bags can often be used again. We can all take action for a better environment if we start now. We can make a difference and enjoy a cleaner and brighter future.

The environmental problem is one of the crucial problems we face now. Energy efficiency cuts down the increase of carbon dioxide in the atmosphere, which is the main cause of global warming. People say we live in a throwaway society, in other words, waste is building up. We really need to find a way to solve this. Recycling and reuse can stop the build-up of waste, and can help save energy. Using CFC-free alternatives or pump-action aerosols is one way everyone can help. Every grower, from a farmer to a gardener, can help to save wildlife and habitats by avoiding the use of artificial chemicals which can poison plants and animals and pollute the land, air and water.

There are plenty of environmental problems facing the world. Small but consistent environmental actions by everyone can help to make sure they do not become overwhelming. It's remarkable how the different environmental actions work together to prevent a variety of problems.

You can buy 100% recycled paper goods for the kitchen and bathroom as well as recycled bin bags. Buy environmentally responsible products—try to use products that do not contain chemicals that can do harm to the environment, such as phosphates, chlorine and solvents. Regular purchases will begin to make a difference. *

To save energy—when it is convenient, walk or cycle. It is good for the environment, your health and for your pocket too. In the home, cleaning jobs can be carried out with a thought for the future—use the washing machine on low temperature cycles. Use public transport when you can. Get a timetable—you may find a convenient alternative to the car and you will avoid the problem of where to park. Share a car—a sociable way to go to work or the shops. Two sharing a car only uses half as much fuel as if they had driven alone. Use unleaded petrol if you can.

We are all responsible to make the world a healthier, safer place for all of us in the future.

That is the end of Section 4. Now you have half a minute to check your answers.

That is the end of the listening test.

Answer Key

Unit One

Listening Activity No. 1

1. 4013745; Miss Jones
2. 2016453; Helen Parker
3. 7849253; Dr. Robinson
4. 5066423; Mr. Egge
5. 5094287; Jane Casting

Listening Activity No. 2

1. 71 8402146
2. 27 Greenford; 602 5795942
3. 25 St. Mary's; 71 5795076
4. 3 Gresik Road; Birmingham; 21 9920221
5. 64 Manor Drive; Edinburgh; 31 3246738
6. 30 King's Road; Leeds; 532 8375029
7. 17 Green Street; Liverpool; 51 3627884
8. 48 Church Street; Brighton; 273 843065

Listening Activity No. 3

1. EF Language School	2. EF International School of English
EF House	✓
1 Farman Street	✓
Hove, Brighton	✓
Sussex BN3 1AW	1AL
Tel: 723651	✓
Telex: 77843	877743
3. EF International School of English	4. EF International School of English
1-2 Sussex Road	✓
Brighton	✓
Sussex BN2 1FJ	✓
Tel: 571802	571780
Telex: 957005	94012032
64/80 Warrior Square	74/80
Hastings	✓
East Sussex TN7 6BP	TN3
Tel: 432898	423998
Telex: 957005	✓

Listening Activity No. 4

- | | |
|---|-------------------------|
| Alison wants to make a phone call. | ✓ |
| It's cheaper to make a call before 6 pm | <u>after 6 pm</u> |
| Telephone directory provides gardening information. | ✓ |
| Arrange an alarm call before 10:30 pm | ✓ |
| Tuesday evening. | <u>previous evening</u> |
| You would pay until you talk to the right person. | <u>not pay</u> |
| Alison will make a personal call. | ✓ |

Listening Activity No. 5

- | | | | |
|-------------------|----------------|--------------|-----------------|
| 1. Barbara Cooper | 2. John Murphy | 3. Stephen | 4. Adelaide |
| 5. Martha Hunt | 6. James Black | 7. Greenwich | 8. Terry Fisher |

Listening Activity No. 6

- | | | |
|--|-----------------|------------|
| 1. make a person-to-person call to Leeds | 2. David Barker | 3. 5027745 |
|--|-----------------|------------|

Listening Activity No. 7

- | | | | |
|---------------|--------------|-----------------------|------------|
| 1. Manchester | 2. John Abel | 3. 2418 Grestone Road | 4. 3659783 |
|---------------|--------------|-----------------------|------------|

Listening Activity No. 8

- | | | | |
|--------------|-----------------|-------------------|------------|
| 1. Edinburgh | 2. Diana Paxton | 3. 932 Beach Road | 4. 4023685 |
|--------------|-----------------|-------------------|------------|

Listening Activity No. 9

- | | | |
|-------------|----------------------|------------|
| 1. WILLIAMS | 2. Peter | 3. Canada |
| 4. 25 | 5. 9 Crew Street RC4 | 6. 2342965 |

Listening Activity No. 10

- | | | |
|-------------|---------------------|--------------|
| 1. TURNBALL | 2. Gill | 3. Australia |
| 4. 23 | 5. 32 Broadway SE23 | 6. 2073346 |

Listening Activity No. 11

- | | | |
|------------|--------------------------|----------------------|
| 1. POTTERS | 2. Mike | 3. The United States |
| 4. 27 | 5. 45 Hardcourt Lane E24 | 6. 3653241 |

Listening Activity No. 12A

- | | | | | |
|----------|----------|----------|----------|-----------|
| 1. 2:45 | 2. 5:20 | 3. 7:30 | 4. 6:20 | 5. 8:00 |
| 6. 12:30 | 7. 11:05 | 8. 17:40 | 9. 22:50 | 10. 15:30 |

Listening Activity No. 12B

1. 9:30; 11:30 2. 50 3. 10:30 4. 15 5. an hour

Listening Activity No. 13

Trains

	Platform No.	Time	Destination
1.	4	13:30	Cambridge
2.	2	14:20	Birmingham
3.	3	16:40	Liverpool
4.	1	7:30	London
5.	5	9:10	Leeds
6.	2	10:30	Oxford
7.	5	11:05	Leeds
8.	3	11:30	Manchester

Planes

	Flight No.	Time	Destination
9.	BA207	8:30	Paris
10.	OA535	12:05	Athens
11.	BA965	12:00	Belfast
12.	SK506	17:15	Stockholm
13.	BA205	9:30	Dublin
14.	BA305	11:30	Paris
15.	OA593	14:40	Athens
16.	BA707	15:05	Edinburgh

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Listening Activity No. 14

Table 1

Area	People /sq km
UK	234
European Community	143
England	364
Greater London	4263
Scotland	56
Wales	138
Northern Ireland	112

Table 2

City	Area (sq kms)	Population (thousand)
Greater London	1580	6735. 4
Birmingham	264	993. 7
Leeds	562	709. 6
Glasgow	198	703. 2
Edinburgh	261	433. 5
Manchester	116	445. 9
Bristol	110	377. 7
Coventry	97	306. 2

Listening Activity No. 15

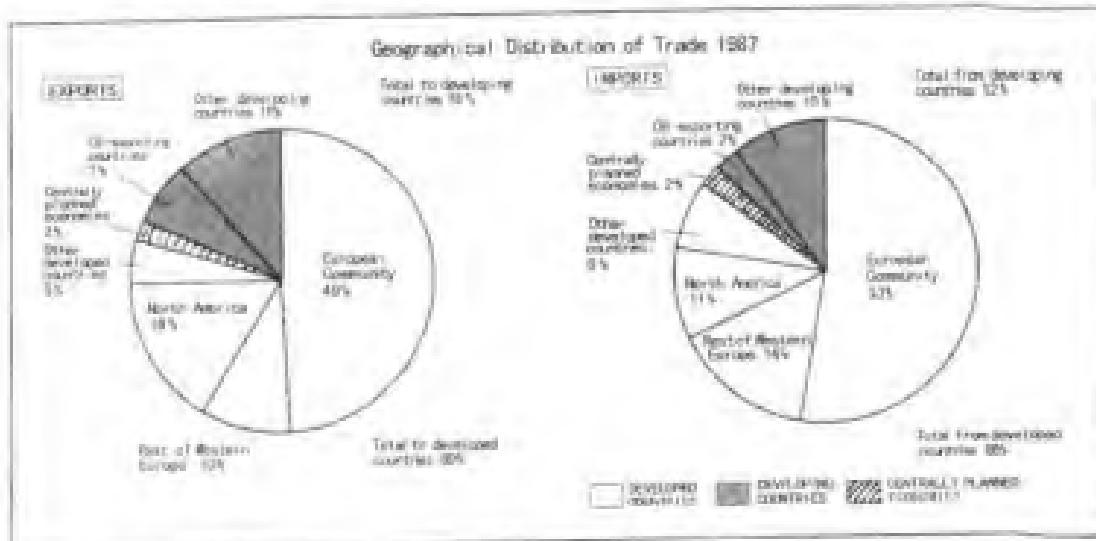
Undergraduate Students at the University

	Men	Women
Total	3472	2742
Science	1137	616
Social Science	484	401
Engineering	509	56
Arts	593	943
Medicine	306	336
Dentistry	139	107
Law	182	171
Veterinary Science	110	104

Listening Activity No. 16

1. 46.4% 2. 45.2% 3. 30% 4. 60% 5. 51.9%
 6. 80.5% 7. 2.5% 8. 12.6% 9. 30%

Listening Activity No. 17



Listening Activity No. 18

1. 93% 2. 85% 3. 80% 4. 13% 5. 7% 6. 52%
 7. 89% 8. 89% 9. 65% 10. 90% 11. 75% 12. 39%
 13. 75% 14. 80% 15. 85% 16. 87% 17. 65% 18. 62%

Unit Two

Listening Activity No. 1

- | | | | |
|----------|---------------------------------|-------------|----------|
| 1. Riley | 2. Peter | 3. 6 years | 4. IELTS |
| 5. 6 | 6. listening, writing, speaking | 7. speaking | |

Listening Activity No. 2

- | | |
|--|-----------------------------------|
| 1. Computer Science | |
| 2. It's very popular, easier to find a job, well-paid, has a big effect on our lives | |
| 3. Medicine | 4. Dentistry |
| 5. Engineering | |
| 6. Arts | 7. Don't have talent in that area |

Listening Activity No. 3

Conversation 1

- | | | |
|------------------------|---------|-----------------------------------|
| 1. 4217845 | 2. Mary | 3. To have a night out/invitation |
| 4. See a film, eat out | | 5. Friday |

Conversation 2

- | | | |
|---|---------|-------------------------------------|
| 1. 2045789 | 2. Mary | 3. Peter |
| 4. David and Mary are going to a party. | | 5. Freda's parents are coming over. |

Listening Activity No. 4

Places	Weather	Temperature
S. England and Midlands	cloudy, showers, cold, westerly wind	3-5
Wales and Northern Ireland	sunny spells, strong winds, rain	2-4
East Coast of England	warmer, sunshine, no winds	
Scotland and Northern Ireland	very cold, windy with gales, heavy rain and snow	-3- -10

Listening Activity No. 5

- | | | |
|------------------|------------------|------------|
| 1. Perry Pratley | 2. 14 Twyford | 3. 5638995 |
| 4. a bank clerk | 5. Barclays Bank | |

Listening Activity No. 6

- | | | |
|---------|-------------------------------|---------------------------------|
| 1. Yes | 2. one | 3. kitchen, toilet and bathroom |
| 4. four | 5. Yes | 6. No |
| 7. £200 | 8. the first day of the month | |
| 9. £350 | 10. 4093378 | |

Listening Activity No. 7

- | | | | |
|---|--------------|---------------------|-------------------|
| 1. Butcher | 2. Anthony | 3. male | 4. 14 April, 1966 |
| 5. Italian | 6. a student | 7. to study English | |
| 8. 35 Halefield Road, Tottenham, London | | | |

Listening Activity No. 8

- | | | |
|--|---------------------------|-----------------|
| 1. handbag | 2. £250 | |
| 3. oval shaped, leather, black and white checked | | |
| 4. 2:30 pm | 5. coffee shop, 6th floor | 6. Janet Thomas |
| 7. 25 King Street | 8. 4237689 | |

Listening Activity No. 9

- | | | |
|---|-------------------------------|----------------|
| 1. Shirley Sutton | 2. Leeds University | 3. English |
| 4. 1990 | 5. a secondary school teacher | |
| 6. 1992-1993 | 7. £500 a month | 8. sales woman |
| 9. 1990-1992 | 10. £600 a month | |
| 11. four hours per week at full pay to attend college courses | | |

Listening Activity No. 10

Message 1

- | | |
|--|-----------|
| 1. Mary Roberts | 2. Bill |
| 3. phone tonight before 10 pm or before 8:30 am tomorrow | 4. 235669 |

Message 2

- | | | |
|---|---------------|--------|
| 1. 237561 | 2. Henry Grey | 3. Tom |
| 4. meeting time changed to 10:30 tomorrow, not 9:30; phone back before 5:30 this afternoon. | | |
| 5. 488992 | | |

Message 3

1. 345714 2. Anne Bridge 3. Linda
4. Film starts at 8, not 8:30; meeting her at 7:30 in front of the school gate. Please call (her) at lunch time.
5. 4440456

Message 4

1. 409267 2. Debbie Harris 3. Linda
4. Because of rain tomorrow, have to use the school hall (instead of the playing-ground); come to the school hall at 8:30.

Listening Activity No. 11

- | | | |
|---------------|---------------------|-----------------------------------|
| 1. By car | 2. By bike | 3. 5 miles |
| 4. 20 miles | 5. A few blocks | 6. 15-20 minutes |
| 7. 15 minutes | 8. Yes | 9. No |
| 10. No | 11. Need more buses | 12. (Need a) better subway system |

Listening Activity No. 12

- | | |
|---|------------------------------|
| 1. job application | 2. Mr. Bradshaw |
| 3. Penny Jacobs | 4. University of East Anglia |
| 5. Sociology and foreign languages | |
| 6. K Mart (3 months), Jade Travel Agency (6 months) | |
| 7. French, Italian | |
| 8. 6th floor, ABB Building in Oxford Street | |
| 9. 9:30 am, Friday | |
| 10. degree and birth certificates | |

Listening Activity No. 13

- | | | |
|-----------------|-----------------------|----------------------------------|
| 1. Wood | 2. Caroline | 3. England |
| 4. Single | 5. B. Sc. Mathematics | 6. air stewardess |
| 7. over 4 years | 8. 4 (incl. English) | 9. travel, reading and languages |
| 10. none | | |

Listening Activity No. 14

- | | | |
|-----------------------------------|--------------------------|------------------|
| 1. New York | 2. Great Western Bank | 3. Ellen Robbins |
| 4. 3021 Sagebrush Drive | 5. V0233779 | 6. £ 300 |
| 7. \$ 450 | 8. Elton John | |
| 9. 8 Grange Park, Ealing Broadway | | |
| 10. Telegraphic transfer | 11. Telegraphic transfer | |

Listening Activity No. 15

- | | | | |
|----------------------------|-------|---------------------------|-------|
| 1. ✓ | 2. ✓ | 3. a connect card | 4. ✓ |
| 5. a cheque guarantee card | 6. 4% | 7. £250 | 8. ✓ |
| 9. passport | 10. ✓ | 11. duration of your stay | 12. ✓ |

Listening Activity No. 16

- | | | | |
|---------------|--------------------|------|-------------------------|
| 1. ✓ | 2. a music teacher | 3. ✓ | 4. a freelance designer |
| 5. London | 6. cousin | 7. ✓ | 8. ✓ |
| 9. girlfriend | | | |

Listening Activity No. 17

- | | |
|--|--------------------------|
| 1. Julia Smith | 2. 46 West Avenue, Acton |
| 3. 6593427 | 4. £50 per week |
| 5. single | 6. B, C |
| 7. one month's rent in advance | |
| 8. deposit for front door key; Guests must leave by 11 pm. | |
| 9. yes | 10. 4.30 pm tomorrow |

Listening Activity No. 18

ACCIDENT REPORT FORM

Name of casualty: Susan Thomas Age: ____ Sex: F

Address: 37 Merton Road, Harrow

Occupation: housewife

Details of accident: Date 2nd March Time 8:50

Category of accident: Road ✓ Domestic Sporting Other

Injuries sustained: cuts, bruises, shock

Witness's name: Julia Smith

Address: 32 Westminster Road, Watford

Action: Police notified ✓ Ward: Windsor

Family notified ✓

Employer notified Casualty officer: _____

Listening Activity No. 19

Name of the Place	Location	Date of Eruption	Number of People Who Died
Vesuvius	Italy	79 A. D.	2,000
Cotopaxi	Ecuador	1877	1,000
Krakatoa	Indonesia	1883	36,000
Mount Pelee	Martinique	1902	38,000
Mount St. Helens	Washington State	1980	60
Mount Tambora	Indonesia	1815	12,000

Listening Activity No. 20

- | | | |
|------------------|-----------------------------------|--------------------|
| 1. 6438186 | 2. 34 Church Road, Highgate | 3. single |
| 4. £40 a week | 5. bathroom, kitchen | 6. Monday |
| 7. £160 | 8. Guests should be out by 11 pm. | 9. the tube, buses |
| 10. 2nd of April | 11. Highgate | 12. 8 pm |

Unit Three

Listening Activity No. 1

Task 1

- | | | |
|-------------------------|----------------------|-------------------------|
| 1. some | 2. Boil | 3. Warm |
| 4. some tea; the teapot | 5. the boiling water | 6. stand; a few minutes |
| 7. milk into | 8. the tea; the | 9. sugar |

Task 2

1. I 2. D 3. C 4. G 5. B 6. E 7. H 8. F 9. A

Listening Activity No. 2

Task 1

- | | | | | |
|---|--------|---------|-----------|---------------------------|
| A. electricity/hot water tank/the mains | B. red | C. five | D. supply | E. half an hour; some hot |
|---|--------|---------|-----------|---------------------------|

Task 2

1. B 2. D 3. C 4. A 5. E

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Listening Activity No. 3

Task 1 C

Task 2

- | | | |
|----------------|--------------------------|--------------------------------------|
| 1. questioning | 2. £ 5000 | 3. a video recorder; a colour TV set |
| 4. a woman | 5. long angular; pointed | 6. glasses |
| 7. faint scar | 8. police station | |

Listening Activity No. 4

Task 1 A

Task 2

- | | | |
|-----------------------|--|-------------------------------|
| 1. In Leeds area. | 2. £ 6000. | 3. In an old blue Escort car. |
| 4. He could be armed. | 5. Contact the nearest police station. | |

Listening Activity No. 5

Task 1 B

Task 2

- | | |
|---------------------------------------|--|
| 1. At the front of the main building. | 2. At 9 am tomorrow. |
| 3. She has a doctor's appointment. | 4. No. |
| 5. 21. | 6. A jumper, trousers with flat shoes. |

Listening Activity No. 6

Task 1 B

Task 2

- | | | | |
|--------------------------------------|------|-----------------|----------|
| 1. ✓ | 2. ✓ | 3. in his teens | 4. blond |
| 5. jeans, T-shirt and boots, glasses | | 6. red | 7. ✓ |

Listening Activity No. 7

Task 1 A

Task 2

- | | | | |
|------|------------------|-------------------|----------------|
| 1. ✓ | 2. 34 Bath Road | 3. lost / missing | 4. 6 |
| 5. ✓ | 6. short-sleeved | 7. ✓ | 8. black shoes |

Listening Activity No. 8

A

Listening Activity No. 9

- | | |
|------------------------|---|
| the university library | 5 |
| the supermarket | 4 |
| the hotel | 6 |
| the best bookshop | 8 |
| the Lloyds Bank | 1 |

Listening Activity No. 10

1. K Mart 2. Post Office 3. Church

Listening Activity No. 11

1. D 2. I 3. C 4. E 5. F

Listening Activity No. 12

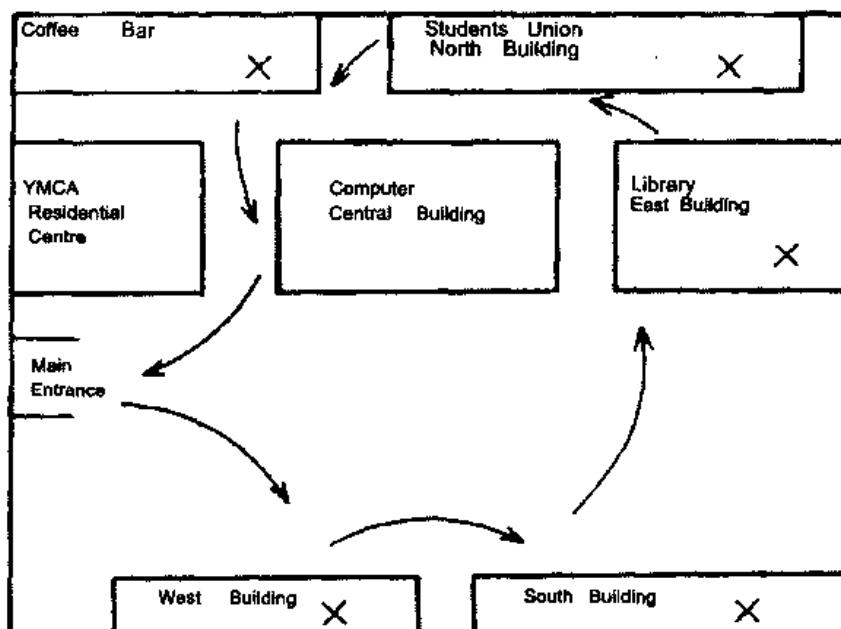
1. J 2. L 3. H 4. A 5. G 6. E

Listening Activity No. 13

Sat	Arrived at hotel at 5 pm.
Sun	Hired a small car. Went to Safari Park and saw monkeys and lions.
Mon	Went to Oxford and Stonehenge. Took photographs.
Tues	Joined a sightseeing tour. Visited Trafalgar Square, Westminster Abby, the Houses of Parliament and saw the changing of the guard. Also went to Tower Bridge and the Tower of London.
Wed	Went to Greenwich by boat.
Thurs	Went shopping for presents and souvenirs. Went to see a film called <i>Star Wars</i> in the evening.
Fri	Rained all day. Stayed in hotel. Played table tennis.
Sat	Left hotel at 10 am.

Listening Activity No. 14

Task 1



Task 2

Place	Reason
1. South Building	to see the tutor
2. the library	to apply for the library card
3. the Student Union's Office	to book a ticket for the Oxford trip
4. the bar	for lunch

Listening Activity No. 15

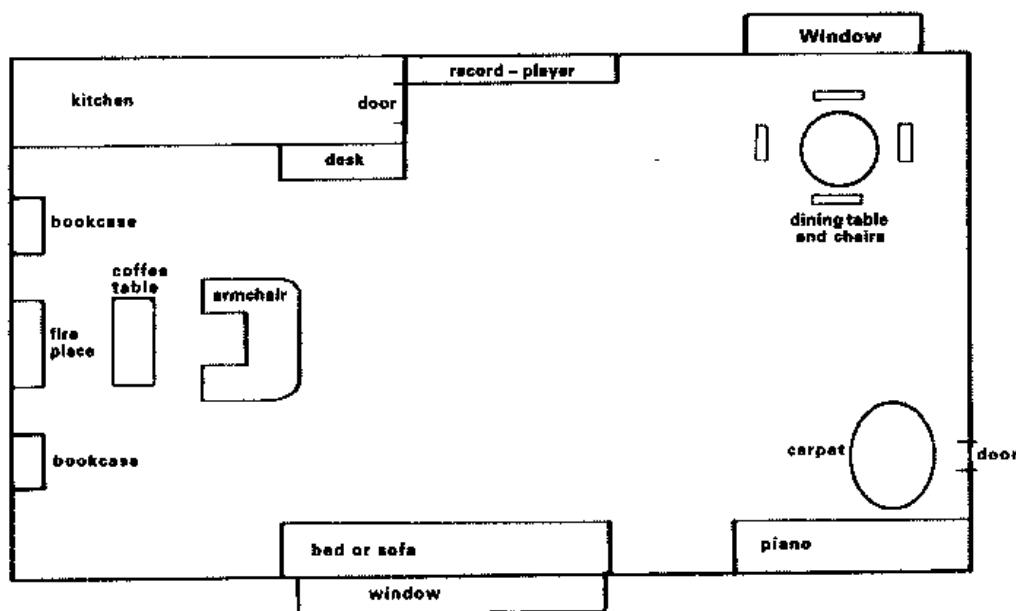
Keeping Children Safe in the Home

	What children can see	What children can't see	What children can find	What children can do
At home	pan handles, lead on the kettle, hot drink, iron	panes of glass in doors or screens, things left on the floor like toys or spills, drawers or cupboard doors left open	medicines, household cleaners, matches, lighters, knives, other sharp tools, plastic bags, things they could choke on like peanuts	climb the stairs and don't know how to get down, climb on a chair to reach a window, climb inside things, reach switches and knobs and turn them on and off
The dangers	burn or scald them	trip and fall over things, fall through panes of glass or bump into things which stick out	can't tell the difference between lemonade and turps.	They can do anything which are dangerous and can be anywhere.

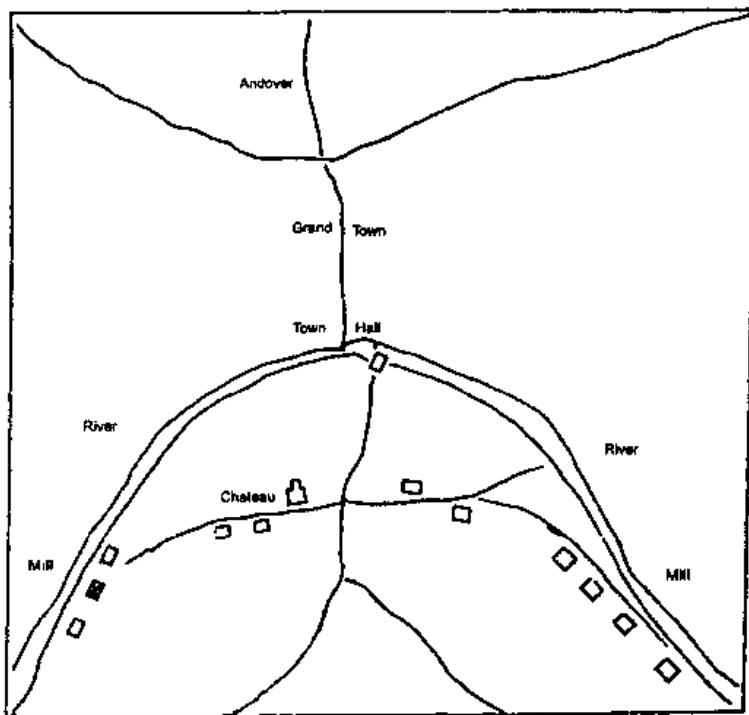
What can you do:

- | | |
|--------------------------|-----------------|
| 1. ahead; arrangements | 2. store; touch |
| 3. pan handles | 4. guard |
| 5. barriers; up and down | |

Listening Activity No. 16



Listening Activity No. 17

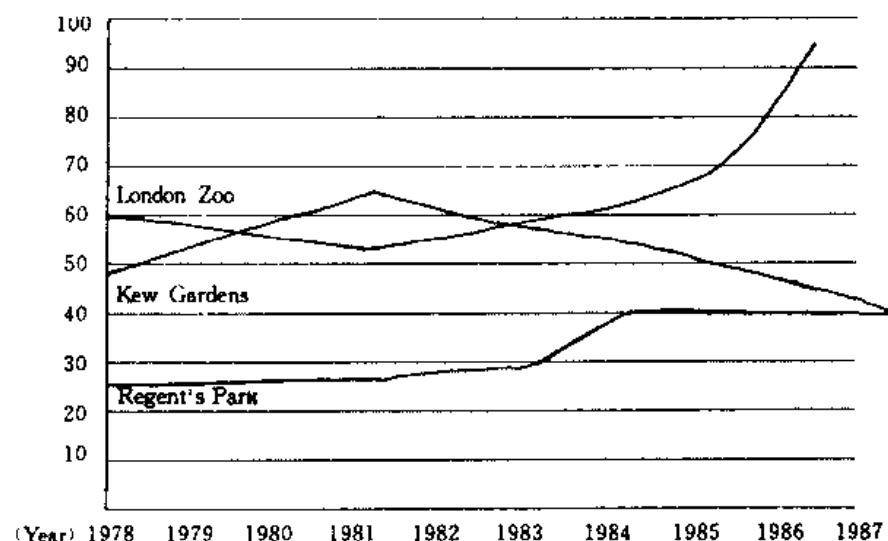


Listening Activity No. 18

1 T 2 F 3 T 4 F 5 T

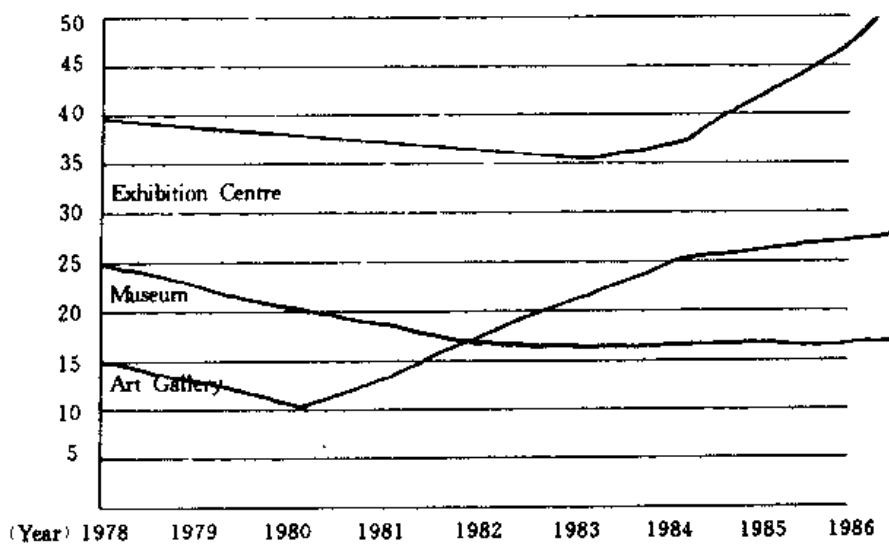
Listening Activity No. 19

(Numbers shown in thousand)



Listening Activity No. 20

(Numbers shown in thousand)



Unit Four

Listening Activity No. 1

1. F 2. T 3. F 4. F 5. F 6. F 7. T 8. T 9. N

Listening Activity No. 2

1. The final (session). 2. Room 302. 3. The reception desk.
4. C 5. D 6. C 7. D 8. A 9. N 10. I

Listening Activity No. 3

1. Jane's mother. 2. Phone bill. 3. C 4. D
5. A 6. I 7. N 8. A

Listening Activity No. 4

1. all underground stations 2. distance 3. 5 4. B, C
5. C, D 6. A 7. N 8. I

Listening Activity No. 5

1. textile company 2. a junior sales manager
3. A car. 4. A sales commission.
5. C 6. N 7. A 8. A

Listening Activity No. 6

1. Landlady. 2. Noise. 3. A 4. C 5. B
6. A 7. D 8. Tuesday 9. 29th 10. 30th

Listening Activity No. 7

1. Last week. 2. The catalogues. 3. B, C, D 4. C, D
5. B 6. I 7. A 8. A

Listening Activity No. 8

1. Italy. 2. About six months. 3. English. 4. B
5. D 6. Yes. 7. Two years. 8. Next year.

Listening Activity No. 9

1. The North Building. 2. Yes. 3. An enrolment receipt.
4. The Student Union. 5. B, D 6. A, C, D
7. C 8. A 9. I 10. A

Listening Activity No. 10

1. A counsellor. 2. A counsellor's role/Counselling services.
3. 2 4. Yes. 5. A, D 6. C 7. N 8. A 9. I 10. I

Listening Activity No. 11

1. college 2. access 3. Instant 4. B, C 5. C
6. B 7. A 8. I 9. N 10. A

Listening Activity No. 12

1. the personnel manager 2. the present job 3. *Evening News.*
4. B 5. C 6. A 7. A 8. A 9. I 10. N

Listening Activity No. 13

1. 6 months or more 2. free 3. Register with a doctor. 4. B
5. A. From the doctor.
B. From the receptionist.
6. I 7. A 8. A 9. I 10. I

Listening Activity No. 14

1. student-centred 2. motivation; formal qualifications
3. A, B 4. C 5. A 6. No 7. A 8. I 9. I 10. N

Listening Activity No. 15

1. non-profit-making 2. 18 3. 160 4. 70-80 5. B, C
6. B 7. I 8. N 9. A 10. I

Listening Activity No. 16

1. favor 2. London 3. a week
4. C 5. A, C 6. D 7. B 8. I 9. A 10. N

Listening Activity No. 17

1. our eating habits and lifestyles 2. information 3. B, C
4. C 5. Nibble sweet things between meals.
6. I 7. A 8. I 9. A 10. N

Listening Activity No. 18

1. part 2. 5 3. A, C 4. B 5. D
6. B, C 7. I 8. I 9. A
10. A. By post to Lunar House.
 B. In person at one of the Public Enquiry Offices.

Listening Activity No. 19

1. July 2. No 3. D 4. C 5. C
6. D 7. A 8. I 9. A 10. I

Listening Activity No. 20

1. Everything Stops for Tea. 2. In the 17th century. 3. C
4. D 5. A 6. B, C, D
7. D 8. By introducing a 4 o'clock meal. 9. In 1839.
10. China; available 11. three 12. 216 Strand
13. 280 14. Richard Twining. 15. William Pitt.

Unit Five

Listening Activity No. 1

1. full-time 2. 16 or over 3. £3.90 4. 33% 5. discount
6. 10% 7. 12 8. be bought 9. Offices 10. post

Listening Activity No. 2

1. morning 2. 10:30 pm 3. those 4. agree
5. made 6. abroad 7. the name 8. speak to
9. can not be 10. left 11. available 12. 999
13. service 14. authority 15. free

Listening Activity No. 3

1. animal 2. upside down 3. popular 4. 600
5. (to come) back 6. F 7. F 8. T 9. T 10. F

Listening Activity No. 4

1. two weeks 2. it / the VCR 3. record 4. the guarantee certificate
5. T 6. F 7. F 8. T 9. T 10. ?

Listening Activity No. 5

- | | | | |
|----------|-------------|---------|---------------|
| 1. visit | 2. a couple | 3. 2000 | 4. 500 pounds |
| 5. 9% | 6. 11.5% | 7. F | 8. ? |
| 9. T | 10. F | | |

Listening Activity No. 6

- | | | |
|-----------------------|---------------|-------------------------|
| 1. the proper balance | 2. working | 3. confront and reflect |
| 4. the craft | 5. practising | 6. T |
| 7. F | 8. ? | 9. F |

Listening Activity No. 7

- | | | | |
|--------------|---------------|----------|-----------|
| 1. valuables | 2. the number | 3. group | 4. easily |
| 5. taken | 6. F | 7. ? | 8. F |

Listening Activity No. 8

- | | | | |
|------------|------------------|----------|-------------|
| 1. Britain | 2. early evening | 3. Wales | 4. Scotland |
| 5. closed | 6. seawalls | 7. T | 8. ? |
| 9. T | 10. F | | |

Listening Activity No. 9

- | | | | |
|--------------|---------------|----------|-------------|
| 1. three | 2. accident | 3. avoid | 4. changing |
| 5. slow down | 6. police car | 7. F | 8. T |
| 9. F | 10. T | 11. ? | |

Listening Activity No. 10

- | | | | |
|----------------|------------|----------------|---------------|
| 1. officer | 2. helpful | 3. information | 4. in advance |
| 5. instruction | 6. diary | 7. F | 8. T |
| 9. ? | 10. F | 11. T | 12. F |

Listening Activity No. 11

- | | | | |
|----------------|------------------|-------------|-------------|
| 1. stamp | 2. immigration | 3. register | 4. European |
| 5. not have to | 6. within 7 days | 7. F | 8. T |
| 9. T | 10. F | 11. ? | 12. F |

Listening Activity No. 12

- | | | | |
|---------------|------------------|-------------|---------------|
| 1. full-time | 2. voting | 3. access | 4. affiliated |
| 5. nationwide | 6. reduced price | 7. consumer | 8. Discount |
| 9. T | 10. T | 11. ? | |

Listening Activity No. 13

- | | | | |
|---------------|------------|----------------|----------|
| 1. expensive | 2. freedom | 3. own bedroom | 4. share |
| 5. bedsitters | 6. F | 7. F | 8. T |

Listening Activity No. 14

- | | | | |
|----------|-----------|---------------|---------------|
| 1. north | 2. 700 | 3. atmosphere | 4. privileges |
| 5. life | 6. wander | 7. hand | 8. T |
| 9. T | 10. ? | 11. F | |

Listening Activity No. 15

- | | | | |
|------------|------------|-----------|------------------|
| 1. respect | 2. rethink | 3. useful | 4. rats and mice |
| 5. pest | 6. T | 7. F | 8. F |
| 9. F | 10. T | 11. ? | 12. F |

Listening Activity No. 16

- | | | | |
|--------------|--------------|-------------------|---------------|
| 1. enjoyed | 2. last week | 3. the program me | 4. the course |
| 5. long time | 6. T | 7. F | 8. ? |

Listening Activity No. 17

- | | | | |
|----------|-------------|--------------|----------------|
| 1. fatty | 2. a number | 3. stimulate | 4. circulation |
| 5. heart | 6. ? | 7. T | 8. F |
| 9. F | 10. T | 11. F | 12. T |

Listening Activity No. 18

- | | | | |
|-----------------|----------------|----------------|----------------|
| 1. their summer | 2. the volcano | 3. frightening | 4. at the foot |
| 5. to flee | 6. not enough | 7. 2,000 | 8. T |
| 9. F | 10. T | 11. ? | 12. T |

Listening Activity No. 19

- | | | | |
|------------|---------------|----------------|--------------|
| 1. advance | 2. one week's | 3. monthly | 4. furnished |
| 5. legally | 6. paying | 7. arrangement | 8. tenancy |
| 9. F | 10. T | 11. T | 12. ? |
| 13. T | 14. F | | |

Listening Activity No. 20

- | | | | |
|-------------|-------------|---------------|---------|
| 1. lodgings | 2. punctual | 3. convenient | 4. bath |
| 5. late | 6. save | 7. key | 8. T |
| 9. F | 10. F | 11. ? | 12. T |

Unit Six

Listening Activity No. 1

- | | | |
|-----------------------|-----------------------------|-----------------------|
| 1. more | 2. the hotel safe | 3. the serial numbers |
| 4. pocket / a handbag | 5. special care of | 6. luggage office |
| 7. the receipt | 8. the airport; the station | |

Listening Activity No. 2

- | | | |
|-----------------------|-----------------------|----------------------|
| 1. ports | 2. historic landmarks | 3. payphones |
| 4. post offices | 5. shops | 6. 9:30 to 15:30 |
| 7. main airports | 8. 8:00 to 20:00 | 9. overseas visitors |
| 10. department stores | | |

Listening Activity No. 3

- | | | | |
|-----------------|----------------|------------|-------------|
| 1. late night | 2. until | 3. 240 | 4. adapters |
| 5. post offices | 6. 10-12% | 7. 10-15 | 8. 30p-50p |
| 9. 10-15 | 10. 2 pounds | 11. washed | 12. left |
| 13. right | 14. seat belts | | |

Listening Activity No. 4

- | | | | |
|-------------------|--------------|-----------------|------------------|
| 1. the Government | 2. a bill | 3. an act | 4. First Reading |
| 5. Debate | 6. Committee | 7. more changes | 8. Third Reading |
| 9. other House | 10. Queen | | |

Listening Activity No. 5

- | | | |
|--------------------------|--------------------|-------------|
| 1. the English policeman | 2. take or capture | 3. first |
| 4. the police force | 5. early | 6. died out |
| 7. friendly and helpful | 8. directing | 9. a pistol |
| 10. his helmet | 11. servants | 12. masters |

Listening Activity No. 6

- | | | |
|-------------------------|-------------|--------------------|
| 1. a bank | 2. current | 3. interest charge |
| 4. a deposit | 5. not pay | 6. £50; Europe |
| 7. check guarantee card | 8. machines | 9. in the wall |
| 10. £100 | | |

Listening Activity No. 7

- | | | |
|---------------|-----------------|------------|
| 1. his castle | 2. British home | 3. customs |
|---------------|-----------------|------------|

Lesson

4. punctual 5. clean and tidy 6. a small present
7. everyone 8. their family name 9. won't normally

Listening Activity No. 8

1. golden era 2. Irish culture 3. poetic styles 4. writing
5. influence 6. collapsed 7. 19th century 8. writers
9. different 10. Anglo-Irish 11. famous 12. Nobel Prize
13. dying out 14. attractive 15. looking for 16. 10,000

Listening Activity No. 9

1. poor 2. serious problem 3. potato 4. 2 million
5. 1851 6. go down 7. America 8. emigration
9. last two 10. relatives

Listening Activity No. 10

1. hardship 2. jobs 3. discrimination 4. look after
5. politics 6. Irish politicians 7. John F. Kennedy 8. Ireland
9. self-confidence 10. 70,000,000 11. outside 12. 10,000,000
13. very difficult 14. an interest

Listening Activity No. 11

1. 45 2. 30 3. 251,200 4. overseas
5. 3 6. October to June 7. 12 8. the UCCA
9. October 10. GCE 11. equivalent 12. original

Listening Activity No. 12

1. North America 2. the midnight sun 3. never sets
4. covered 5. Eskimos 6. small
7. fishing 8. far west 9. tourists
10. beautiful forests 11. Asia 12. eastern
13. Britain and France 14. 18th century 15. over the world

Listening Activity No. 13

1. drinks 2. their orders 3. buy / get
4. are served 5. a tip 6. glass
7. both 8. apples 9. sweet
10. Spain 11. strong alcoholic 12. tomato
13. carbonated water 14. fruit 15. Value Added
16. returned

Listening Activity No. 14

- | | | |
|-----------------------|-------------------|--------------------|
| 1. three | 2. bottled | 3. a tap |
| 4. gas/carbon dioxide | 5. a pump | 6. everywhere |
| 7. the same drinks | 8. cold | 9. the beer better |
| 10. bottles | 11. Irish | 12. sweeter |
| 13. law | 14. 11:30 to 3:00 | 15. Betting |
| 16. not allowed | | |

Listening Activity No. 15

- | | | |
|---------------------|----------------------|------------------|
| 1. 11 | 2. Lisbon | 3. age of sail |
| 4. two years later | 5. new sail-training | 6. walks of life |
| 7. three | 8. waterline length | 9. 16 and 25 |
| 10. attracted | 11. 250,000 | 12. Liverpool |
| 13. Queen Elizabeth | 14. 1989 | 15. Tower Bridge |
| 16. young | 17. either | 18. the public |

Listening Activity No. 16

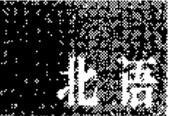
- | | | |
|-----------------------|-------------------|--------------------|
| 1. inland | 2. Posting form | 3. will be |
| 4. Advice of Delivery | 5. recipient | 6. may be |
| 7. money | 8. speedy | 9. important |
| 10. registered letter | 11. first-class | 12. minimum |
| 13. the recipient | 14. address shown | 15. additional fee |
| 16. at the time | | |

Listening Activity No. 17

- | | | |
|--------------------|------------------|-------------------|
| 1. 73% | 2. 8% | 3. 3% |
| 4. informality | 5. punctuality | 6. competition |
| 7. esteemed | 8. key | 9. their own way |
| 10. uncomfortable | 11. to the point | 12. formal social |
| 13. honesty | 14. accept | 15. attribute |
| 16. present | 17. exact time | 18. 10 to 15 |
| 19. invited dinner | 20. apology | |

Listening Activity No. 18

- | | | |
|----------------|-------------------|----------------|
| 1. competitive | 2. teamwork | 3. own way |
| 4. shorter | 5. other cultures | 6. silence |
| 7. explain | 8. Excuse me | 9. in public |
| 10. common | 11. at night | 12. jewelry |
| 13. hitchhike | 14. valuables | 15. the robber |



16. right or wrong 17. understand 18. participate



Listening Activity No. 19

- | | | |
|---------------------|--------------------|-----------------|
| 1. 1917 | 2. 100 years | 3. Harvard |
| 4. normal schooling | 5. a self-educated | 6. similarities |
| 7. congressman | 8. 100 years | 9. 60 |
| 10. unrest | 11. assassination | 12. their wives |



Listening Activity No. 20

- | | | |
|-----------------|---------------|---------------|
| 1. fought | 2. four | 3. 800,000 |
| 4. friction | 5. issue | 6. were based |
| 7. end | 8. domination | 9. the Union |
| 10. eleven | 11. keep | 12. The North |
| 13. one country | 14. slavery | |

Unit Seven

Test 1

Section 1

- | | | | |
|--------------------------|------|------------------------------------|------|
| 1. A | 2. D | 3. D | 4. B |
| 5. Bautisto | | 6. Manila | |
| 7. Development Economics | | 8. one year | |
| 9. UN project adviser | | 10. a good reputation in economics | |

Section 2

- | | | | |
|-----------------|-----------------|----------|----------|
| 11. In 2 weeks. | 12. One month. | 13. B, C | 14. B |
| 15. D | 16. A | 17. No. | 18. £90. |
| 19. Yes. | 20. Optimistic. | | |

Section 3

- | | | | | | | |
|-------------------------|-----------------------------|--------------------|-------|-------|--------|-------|
| 21. sabbatical officers | 22. within the Constitution | 23. communications | | | | |
| 24. B | 25. A | 26. I | 27. A | 28. A | 29. I, | 30. N |

Section 4

- | | | | | |
|----------------------------|-------------------------|----------|-------|-------|
| 31. is to oversee/oversees | 32. financial headaches | 33. four | | |
| 34. as best | 35. final say | 36. T | 37. F | 38. ? |



Test 2

Section 1

- | | | |
|------------|-------------|---------|
| 1. China | 2. awful | 3. ✓ |
| 4. 2 years | 5. Korea | 6. late |
| 7. × | 8. 8 months | |

Section 2

- | | | |
|----------------|--------------|-----------------|
| -9. 1769 | 10. military | 11. mathematics |
| 12. career | 13. general | 14. emperor |
| 15. December 2 | 16. F | 17. F |
| 18. F | 19. T | 20. N |

Section 3

- | | | |
|--------------------------------|---------------|---------------|
| 21. B | 22. C | 23. D |
| 24. currents | 25. back into | 26. swept |
| 27. the USA | 28. 40,000 | 29. exchanges |
| 30. trip/journey/ocean journey | | |

Section 4

- | | | |
|-----------------------------|-----------------|--------------|
| 31. fat and sugar | 32. addicted to | 33. favorite |
| 34. 400 million/400,000,000 | | 35. eating |
| 36. stay alert | 37. medicine | 38. mixing |
| 39. C | 40. D | |

Test 3

Section 1

- | | | |
|-------------------------|-------------------|----------------------------|
| 1. a twin study bedroom | 2. a toilet | 3. shower facilities |
| 4. towels | 5. Coin-operated. | 6. Once a week. |
| 7. A common room. | 8. Half board. | 9. With a family/Homestay. |

Section 2

- | | | |
|----------------------|--------------------------|-----------------------------|
| 10. Wolfgang Schmidt | 11. German | 12. 5 Franz Dieter Strausse |
| 13. 21 | 14. four-month programme | 15. D |
| 16. A | 17. B | 18. part-time |
| 19. ✓ | 20. girl's | |

Section 3

- | | | |
|----------|---------------|-----------|
| 21. Film | 22. Cambridge | 23. 16:00 |
|----------|---------------|-----------|

24. Wembley in London 25. Wednesday 26. 15:00
27. Football 28. Saturday morning 29. about £25
30. Student Services Office 31. today/right now 32. 8:30

Section 4

33. By plane 34. By train
35. Very quick, comfortable, regular service, nice view, nice lunch
36. To save money. It was cheap/cheaper. 37. 8:20 am.
38. Five and half hours. 39. Five a day.
40. By coach.

Test 4

Section 1

1. Mon. -Fri. 2. Petticoat 3. Aldgate 4. 9 am-4 pm
5. Brixton 6. Sundays 7. Tom and Mary. 8. By tube.
9. 9:30

Section 2

10. A 11. B 12. D 13. C
14. D 15. A 16. B 17. F
18. 5:30 19. ✓ 20. 204

Section 3

21. an ordinary one, a twin study room 22. small and elegant
23. nice but quiet, likes reading 24. very delicious
25. 4 26. 4 27. 1 28. 1 29. 3 30. 1 31. 2 32. 3

Section 4

33. environmental 34. throwaway 35. build-up 36. artificial chemicals
37. recycled paper 38. products 39. Walking or cycling 40. parking

Appendix

A Brief Introduction to the IELTS Test (雅思考试简介)

为了检验要去英国学习的非英语国家学生的英语能力，以英国文化委员会为主的若干英国机构近三十年来先后设计过数个考试。这些考试由于受新的语言学理论、语言教学理论和语言测试理论的影响，大多在使用一段时间后就显得过时，继而被新的考试所取代。目前在使用的最重要的此类考试是 International English Language Testing System (IELTS)，被称做“雅思”考试。

IELTS 是以要在英语环境中学习或培训的母语为其他语言的人为测试对象的英语考试，它的前身是 ELTS 考试 (English Language Testing Service)。ELTS 由英国剑桥大学考试委员会设计，由英国文化委员会在海外组织，对象是要去英国高等学校学习或参加技术培训的非英语国家公民。因此，考试侧重于检验考生以英语为工具从事专业学习的能力。后来澳大利亚高校国际开发署参与考试工作，因而易名为 IELTS。首份 IELTS 试卷于 1990 年 4 月开始在中国使用。在使用五年之后，IELTS 对听力、阅读和写作的题型进行了改革。新形式的 IELTS 听力、阅读和写作试卷于 1995 年 4 月开始在中国使用。2001 年 7 月 IELTS 对口语题型也做了改革。

IELTS 考试又分为 Academic IELTS (A 类，学术类) 考试和 General Training IELTS (G 类，培训类) 考试，前者针对留学人员和访问学者，后者针对移民申请者。两种考试的听力和口语试卷相同，阅读和写作另卷。IELTS 考试有听力、阅读、写作、口语四个部分，每部分的满分为 9 分，总分是四部分成绩的平均。听力、阅读和总分可以有 0.5 分，如 5.5、6.5 等，写作和口试只有整数分。计算总分的方法是四个部分的成绩相加除以 4，如遇小数 (0.5 除外) 则或舍或入。小数为 0.25、0.375、0.75 和 0.875 时向上进一个分数段。例如： $(6+6+6+7) \div 4 = 6.25$ ，总成绩为 6.5 分；(5.5

$(+6+6+7) \div 4 = 6.125$, 总成绩为 6 分。

目前我国到英国、澳大利亚等国学习的访问学者和攻读硕士、博士学位的研究生均需参加 Academic IELTS 考试。如要申请移民澳大利亚、新西兰、加拿大等国，则要参加 General Training IELTS 考试。一般来说，访问学者要 6 分、研究生要 6.5 分方可赴英，个别学校和专业则要求 7 分。澳大利亚的学校在录取海外学生时要求申请人必须参加 IELTS 考试并获得 5 分以上的成绩，移民类考生也需达到 5 分以上的成绩。许多加拿大和美国大学录取海外学生时也承认其 IELTS 考试成绩。因此 IELTS 考试在我国已成为一个重要的出国考试。

IELTS 考试的听力、阅读和写作部分在上午（通常是星期六）举行，口语在下午或第二天。上午的顺序是：听力（约 30 分钟），阅读（60 分钟），写作（60 分钟）。

IELTS 考试的最大特点是对考生的英语交际能力进行测试，重点放在以英语为工具解决专业学习中的听、读、写、说实际问题方面，从而较好地避免了考生“高分低能”的现象。很多英语考试的听力、阅读，甚至写作试题均采用多项选择形式，这无疑增加了考生猜测的机会。并且由于词汇、语法题占一定比例，考生可通过在短期内大量地背单词和做语法题在考试中获得较高的“知识分”。由于有“知识”和猜测因素的作用，考生的成绩不能客观地反映其使用英语的实际能力。IELTS 考试在这方面有很大不同。

与许多主要英语考试相比，IELTS 考试的听力部分的特点亦是多项选择题数量很少，且以在数个图（而不是在数行文字）中选择为主。比如在一段听力对话中，A 告诉 B 要在某个银行门口约会，并描述赴约的路线。四个选项分别是四个街区的平面图，在每个图中银行所处的位置不同，要求考生根据录音内容指出哪一幅图是对话中所描述的图。大部分题不是多项选择题，要由考生根据录音内容填空。比如，考生要答出录音中描述的某个事件发生的时间、地点。再比如，考生要根据录音内容简要回答 which、what、why、who 等问题。很多考生的一个共同困难是，不仅要边听边读，同时还要写。如果没有做过大量的针对性很强的练习，又不熟悉这种听力考试的形式，要想获得理想的分数是比较困难的。这一部分共有 40 道题左右。

Academic IELTS 考试的阅读部分由 3~4 篇文章构成，有 40 个左右的问题。它的最大特点是大部分题不是传统的多项选择题。比如，试题中的一篇

文章有 8 段，问题中列出 12 个小标题，要求考生根据每段的内容从 12 个小标题中挑出本段的小标题。再比如，文章描述某一过程（如打捞沉船），要求考生把问题中列出的若干个步骤按其在过程中的先后顺序排序。试题还可能要求考生从列出的十几个单词、词组中选择正确答案填入一篇短文，其中一部分词或词组为干扰性选项。由于干扰因素很多，猜对的可能性几乎为零。IELTS 考试阅读部分与其他阅读考试的另一重大区别是，IELTS 考试不仅不含语法和词汇题，反而可能会列出若干关键词和定义，以帮助考生更好地理解文章的内容。

General Training IELTS 的阅读考试主要考查考生是否具有在英语环境生存的能力，比针对留学的 Academic 考试难度小得多。一般由 6~8 篇较短的文章组成，文章虽然也选自国外报刊，但比 Academic 考试中出现的文章要短，难度也较小。General Training IELTS 阅读考试一般由三部分组成，每部分 13~15 题，共 40 题左右。考试时间为一小时，其中包括抄写答题卡的时间。第一部分的内容主要是说明性的文章，如药品说明书、操作步骤、菜单等，要求考生回答问题、排序、将示意图与文章的相应部分进行匹配及判断正误等。第二部分的常见内容有大学情况介绍（如学费、奖学金、学生会等）、旅行指南、时刻表等。第三部分则多为一些常识性文章，如环境保护、人物介绍、奥运会的起源等等，文章一般比前两部分的长。其实在真正的 IELTS 考试当中，这些类型的文章可以出现在任何一部分中。

IELTS 的写作分为 General Training 写作和 Academic 写作两种。每种分为两部分：Task 1 和 Task 2。

General Training 写作的 Task 1 一般要求考生写一封不少于 150 个词的信件，叙述对一个问题的看法或所处的一种境遇。比如：“你所居住的宿舍中的热水锅炉坏了，你已打电话通知了房主，要求对方来修理，但一周已过，对方还没有来修理。给房主写封信，说明你所处的境遇，并对此提出自己的意见。”再如：“你考试后没有与同屋打招呼就匆忙回家了。给同屋写封信，告诉对方你为什么不辞而别以及你在路上的情况，并邀请同屋有空到你家做客。”试卷建议考生在 20 分钟内完成本部分。Task 2 一般要求考生就某种观点或现象发表自己的意见或看法，同意还是不同意，原因是什么。比如：“有些机构规定在任何办公地点都禁止吸烟。一些政府也颁布了公共场所禁烟令。这是一个好的做法，但同时也剥夺了人们的一些权利。你同意还是不

同意这个观点？为什么？”再如：“我们越来越多地依赖计算机。计算机广泛地应用于商务、医院、案例侦察，甚至飞机驾驶中。将来还有哪些地方要用计算机？依赖计算机是好事吗？我们是否应对此产生怀疑？”试卷建议考生在 40 分钟内完成本部分。

Academic 写作的 Task 1 一般要求考生写一篇不少于 150 个词的短文描述所给的一个图（流程图、剖面图、曲线图等）或表。比如，描述一个欧洲城市分别在 1995、2000 和 2004 年中各种交通车辆的运营情况。再比如，描述某一国家若干年内人口的增减情况。试卷建议考生在 20 分钟内完成本部分。Task 2 一般要求考生就某个问题提出解决的方法，为某一观点辩护，比较或对比一些根据和意见，评价或反驳一些论点，或提供一般真实的报告。比如“科学技术的发展将使传统文化丧失，这是不可避免的。科学技术与传统文化是不能共存的。在多大程度上你同意或不同意这个观点？为你的回答提供论据。”再比如，你向英国一所大学申请留学生奖学金。申请书的最后部分要求你报告自己所从事的专业情况和将来的一些打算。试卷建议考生在 40 分钟内完成本部分。

IELTS 考试的口语部分约 11 ~ 14 分钟。口语分为三个部分。
1. 一般性对话：考官提问，考生回答。内容主要是个人情况，如家庭、工作、教育等。
2. 使用提示卡 (topic card)：考生从桌上抽取一张卡片，根据上面所给的题目回答问题和叙述，如描述一位对你影响最大的老师，然后再回答考官提出的一两个相关的概括性的问题。
3. 讨论：考官根据第二部分的谈话，向考生提出与谈话内容有关的一两个抽象性问题或就有关的内容进行讨论。考生应就此问题连续不断地发表看法。总之，口语非常注重考生的语言交际能力。

IELTS 考试的写作和口语部分的评分要参考很详细的评分标准，但在一定程度上受考官主观看法的影响。阅读和听力部分是客观题，有标准答案，一般来说有 65% 的正确率可得 6 分。

与其他几种英语考试相比，IELTS 考试的另一特点是试卷重复使用。该考试的听、读、写部分不断有新的试题出来，同时也有旧的试题被淘汰。目前有四五套试题 (version) 在使用，每次考试用不同的组合方式以尽量避免大规模重复。即使如此，仍有考生因第一次考试未达到所要求的分数段而再次参加考试时遇到做过的 version。考试部门要求考生两次考试的间隔不少

于三个月。

目前 IELTS 考试的费用为 1450 元人民币。自 2005 年 1 月起，中国大陆地区的考生报名需登陆教育部考试中心 IELTS 报名网站 (<http://ielts.etest.edu.cn>)，可在遍布全国的 IELTS 考点参加考试。北京语言大学国外考试中心不再受理考试报名事宜，北京考点仍设在北京语言大学。如果您有任何关于 IELTS 和 IELTS 网上报名的疑问，请致电教育部考试中心的 IELTS 全国服务热线：

电话：010-62798811

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或与英国驻华使馆或北京语言大学国外考试中心联系，地址分别是：

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