Questions 1-10

Hello, Picturerep. Can I help you?
Oh, hi. I saw your (1) about copying pictures to disk and I'd like a bit more information about what you do.
Sure. What would you like to know?
Well, I've got a box full of old family photos that's been up in the (2) for years, some of them must be 50 or 60 years old, and I'd like to get them (3) to digital format.
Sure, we can do that for you.
Right. And what about size? The photos are all sorts of sizes - are there any (4)?
Well the (5) size of photo we can do with our normal service is 30 centimetres. And each picture must be at least 4 centimetres, that's the minimum we can (6)
That should be fine. And some of them are (7) should I take them out before I send them?
Yes please, we can't copy them otherwise. And also the photos must all be (8), they mustn't (9) an album.
OK, that's not a problem. So can you give me an idea of how much this will cost? I've got about (10) I think.
We charge £195 for 300 to 400 photos for the (11)
OK. And does that include the disk?
Yes, one disk - but you can get extra ones (12)
That's good. So do I need to pay when I send you the photos?
No, we won't need anything until we've actually copied the pictures. Then we'll let you know how much it is, and once we've received the payment, we'll send (13) to you.
Right.
Is there anything else you'd like to ask about our services?

Yes. I've (14) sorted out the photos into groups, according to what they're about - so can you keep them in those groups when you copy them?
Sure. We'll save each group in (15) on the disk and if you like, you can suggest a name for each folder.
So I could have one called (16) for instance?
Exactly.
And do you do anything besides scan the photos? Like, can you make any (17)?
Yes, in the standard service each photo is checked, and we can sometimes (18) the color a bit, or improve the contrast - that can (19)
OK. And some of the photos are actually quite (20) they won't get damaged in the process, will they?
No, if any look particularly fragile, we'd do them by hand. We do realise how (21) these old photos can be.
Sure.
And another thing is we can make changes to a photo if you want - so if you want to remove an object from a photo, or maybe (22), we can do that.
Really? I might be interested in that. I'll have a look through the photos and see.
Oh, and talking of fixing photos - I've got a few that aren't properly in (23) Can you do anything to make that better?
NO, I'm afraid that's one thing we can't do
OK
Any other information I can give you?
Er oh, how long will it all take?
We aim to get the copying done in (24)
Fine. Right, well I'll get the photos (25) in a box and (26) to you.
Right. If you've got (27), that's best. We've found that plastic ones sometimes break in the post.
OK. Right, thanks for your help. Bye.
Bye

Questions 11-20

Good morning and thank you for coming here today. I'd like to bring you (1) with changes in the school that will affect your children.
As you know, the school buildings date from (2): some from the 1970s, some from the last five years, and of course Dartfield House is over a century old. It was (3) by a businessman, Neville Richards, and intended as his family home, but he died before it was completed. His (4) chose to sell it to the (5), who (6) offices. A later plan to convert it into a tourist information centre didn't (7), through lack of money, and instead it formed the (8) of
this school when it opened 40 years ago. The school has grown as the local population has increased, and I can now give you some news about the (9), which is separated from the main site by a road. Planning (10) has been granted for development of both sites. The lower school will move to new buildings that will be constructed on the main site. Developers will construct houses (11) lower school site. Work on the new school buildings should start within the next few months.
A more (12) change concerns the catering facilities and the canteen. The canteen is always very busy throughout the lunch period - in fact it's often (13), because a lot of our pupils like the food that's on offer there. But there's only (14), so most pupils have to wait (15) to be served. This is obviously (16), as they may have hardly finished their lunch before afternoon lessons start.
So we've had a new Food Hall built, and this will come into use next week. It'll have several serving areas, and I'll give you more details about those (17), but one thing we ask you to do, to help (18) of the Food Hall, is to discuss with your children each morning which type of food they want to eat that day, so they can go straight to the relevant serving point. There won't be any (19) everything on offer will be healthy - and there's no change to the current system of paying for lunches by (20) your child's electronic payment card online.
You may be wondering what will happen to the old canteen. We'll still have tables and chairs in there, and pupils can eat food from the Food Hall or lunch they've brought from home. Eventually we may use part of the canteen for (21), but first we'll see how many pupils go in there at lunchtime

OK, back to the serving p	oints in the Food Hall, which v	will all have (22)	, desserts
and drinks on sale, as we	ll as (23)		
One serving point we call	World Adventures. This will s	serve a different	
country's (24)	each day, maybe Chinese	one day and Lebanese the	next. The
menus will be planned for	r a week at a time, so pupils wi	ill know what's going to	
(25) the w	hole of that week.		
Street Life is also internate	tional, with food from (26)	We'll ask pup	oils to make
suggestions, so perhaps so	ometimes there'll be food from	Thailand, Ethiopia and M	Iexico, and
then one of them will be	replaced by Jamaican food for	a week or two.	
The Speedy Italian servin	g point will cater particularly f	for the many pupils who	
(27) or fisl	n: they can be sure that all the f	food served there is suitable	le for them.
There'll be plenty of various	ety, so they shouldn't (28)	the food.	
OK, that's all on the new	Food Hall. Now after-school le	essons. These are very por	oular with
pupils, particularly swimi	ming - in fact there's a (29)	for lessons. C	ycling is
another favorite, and I'm	delighted that dozens of pupils	s (30) the cl	nance to learn
to ride in (31)	It means that more and mo	ore cycle to and from scho	ol every day.
As you know, we have a	well-(32), and v	ve're going to start drama	classes in
there, too. Pupils will be	able to join in just for fun or we	ork up to taking part in a p	olay - we hope
to put on at least one a ye	ar. We already teach a number	of pupils to use the (33)_	
in the center. And a forme	er pupil has given a (34)	grand piano to th	e school, so a
few pupils will be able to	learn at the school instead of g	going to the local (35)	, as
many of them do at the m	oment.		

Questions 21-30

So Luke, for our next (1) assignment we have to do something on sleep and dreams.
Right. I've just read an article suggesting why we tend to forget most of our dreams soon after we wake up. I mean, most of my dreams aren't that interesting anyway, but what it said was that if we remembered everything, we might (2) about what actually happened and what we dreamed. So it's a sort of protection. I hadn't heard that idea before. I'd always (3) that it was just that we didn't have room in our memories for all that stuff.
Me too. What do you think about the idea that our dreams may predict the future?
It's a (4) that you get all over the world.
Yeah, lots of people have a story of it happening to them, but the explanation I've read is that for each dream that comes true, we have thousands that don't, but we (5) those, we don't even remember them. We just remember the ones where something in the real world, like a view or an action, happens to (6)
Right. So it's just a (7) really. Something else I read about is what they call (8) That's a theory that hundreds of years ago, people used to get up in the middle of the night and have a chat or something to eat, then go back to bed. So I tried it myself.
Why?
Well, it's meant to make you more creative. I don't know why. But I gave it up after a week. It just didn't fit in with my lifestyle.
But most (9) have a short sleep in the day, don't they? There was an experiment some students did here last term to see at what age kids should stop (10) But they didn't really find an answer. They spent a lot of time working out the most (11), but the results didn't seem to show any obvious patterns.
Right. Anyway. Let's think about our assignment. Last time I had problems with the final stage, where we had to describe and (12) how successful we thought we'd been. I struggled a bit with the action plan too.
I was OK with the planning, but I (13), for the self-assessment as well. And I had big problems with the (14), that's where I really lost marks.
Right.

OK.
First, we have to decide on our (15) So how about 'Is there a relationship between hours of sleep and number of dreams?'
OK. Then we need to think about who we'll do the study on. About 12 people?
Right. And shall we use other (16)?
Let's use people from a different department. What about (17)?
Yes, they might have interesting dreams! Or (18) students?
I don't really know any.
OK, forget that idea. Then we have to think about our (19) So we could use observation, but that doesn't seem appropriate.
NO. It needs to be (20) I think. And we could ask them to answer questions online.
But in this case, paper might be better as they'll be doing it straight after they wake up in fact while they're still (21)
Right. And we'll have to check the (22)for this sort of research.
Mm, because our experiment (23) humans, so there are special regulations.
Yes, I had a look at those for another assignment I did. There's a whole section on (24), and another section on making sure they aren't put under any unnecessary stress.
Let's hope they don't have any bad dreams!
Yeah.
Then when we've collected all our data we have to analyze it and calculate the (25) between our two variables , that's time sleeping and number of dreams and then present our results (26) in a graph.
Right. And the final thing is to think about our research and evaluate it. So that seems quite (27)
Yeah. So now let's

So shall we plan what we have to do for this assignment?

Questions 31-40

Dancing is something that humans do when they want to have a good time. It's (1)
to music, found in all cultures. But what's only been discovered recently is that dancing not only
makes us feel good, it's also extremely good for our health.
Dancing, like other forms of exercise, releases hormones, such as dopamine, which makes us feel (2) and happy. And it also reduces feelings of stress or (3)
Dancing is also a sociable activity, which is another reason it makes us feel good.
One study compared people's enjoyment of dancing at home in front of a video with dancing in a group in a studio.
The people dancing in a group reported feeling happier, whereas those dancing alone did not.
In another (4), university researchers at York and Sheffield took a group of students and sent each of them into a lab where music was played for five minutes. Each had to choose from three options: to sit and listen quietly to the music, to cycle on an exercise bike while they listened, or to get up and dance. All were given (5) to perform before and after. The result showed that those who chose to dance showed much more creativity when doing problem-solving tasks.
Doctor Lovatt at the University of Hertfordshire believes dance could be a very useful way to help
people suffering from (6) He thinks dance should be (7) to help people overcome issues such as (8)
It's well established that dance is a good way of encouraging (9) to take exercise but what about older people? Studies have shown that there are (10) for people in their sixties and beyond. One of the great things about dance is that there are no (11) to participation. Anyone can have a go, even those whose standard of fitness is quite low.
Dance can be especially beneficial for older adults who can't run or do more (12), or for those who don't want to. One 2015 study found that even a gentle dance workout helps to promote a healthy heart. And there's plenty of evidence which suggests that dancing lowers the risk of falls, which could result in (13), for example, by helping people to improve their balance

There are some less obvious benefits of dance for older people too. One thing I hadn't realized
before researching this topic was that dance isn't just (14) It also requires a lot of
concentration because you need to remember different steps and routines. For older people, this
kind of activity is especially important because it forces their brain to (15) more
quickly and to (16)
Current research also shows that dance promotes a general sense of (17) in older
participants, which can last up to a week after a class. Participants report feeling less tired and
having greater motivation to be more active and do daily activities such as (18) or walking to the shops or a park.
Ballroom or country dancing, both popular with older people, have to be done in groups. They require (19) and often involve touching a dance partner, all of which encourage interaction on the dance floor. This helps to develop new relationships and can reduce older people's sense of (20), which is a huge problem in many countries.
I also looked at the benefits of Zumba. Fifteen million people in 180 countries now regularly take a Zumba class, an aerobic workout based on Latin American dance moves. John Porcari, a professor of exercise and sport science at the University of Wisconsin, (21)
A study in the American Journal of Health Behavior showed that when women with (23) did Zumba three times a week for 16 weeks, they lost an average of 1.2 kilos and lowered their percentage of body fat by 1%. More importantly, the women enjoyed the class so much that they made it a habit and continued to attend classes at least once a week - very unusual for an (24)
Dance is never going to compete with high-intensity workouts when it comes to (25), but its (26) is likely to keep on rising because it's such a fun way to (27)