Leo: I've done part one, on economic and technological factors. I found some good data on technological changes, how in Australia fewer people are buying instant coffee because of cheap coffee percolators that they can use to make real coffee at home.

Anna: But there's also a movement away from drinking coffee ...

Leo: ... switching to things like herbal teas instead because they think it's healthier? But that's not really to do with technology, it's more cultural. Anyway, for part two I'm comparing two instant coffee companies, CoffeeNow and Shaffers, and I've made this table of products.

Anna: Right. Let's see ... so you've got the brand names, and prices and selling size, and descriptions. OK, the table looks good, you'll get marks for research there. Where will it go?

Leo: In the section on the marketing mix, under 'Product'.

Anna: Not in the appendix?

Leo: No.

Anna: OK, but it's too factual on its own, you need to add some comment in that section about the implications of the figures.

Leo: Right, I'll do that. Now I want to say that I think that Shaffers is more of a follower than a leader in the coffee industry. Now, I'm putting that in the section on market share. Does that seem OK?

Anna: Let's see ... so you've begun by explaining what market share is, that's important, but you've got to be careful how you give that opinion.

Leo: Do you think it should go in another section?

Anna: Well, it's fine where it is but you've got to back it up with some data or they'll say your report lacks weight.

Leo: OK. One thing I'm worried about is finding anything original to say.

Anna: Well, since this is your first marketing report, you're not expected to go out and do interviews and things to collect your own data, you're just using published data. So the analysis you do might not throw up anything that people didn't know before. But the focus is more on how you *handle* the data – I mean, you might take something like a graph of sales directly from a website, but what makes your work original is the perspective you provide by your interpretation of it.

Leo: Oh. You know, it's all so different from business studies assignments at school. It's really surprised me.

Anna: What, how much research you have to do?

Leo: I expected that. It's more ... I knew exactly what I had to do to get a good grade at school – and I knew I'd be expected to go more deeply into things here, but I haven't got information on how the lecturer is going to grade my work – what he's looking for.

[pause]

Anna: Well, one thing you have to remember is that in a marketing report you've got to have what they call an executive summary at the beginning. I forgot that and I got marked down.

Leo: Yeah, I've drafted it. I've got an overview.

Anna: Have you got something about the background there?

Leo: Yeah.

Anna: Good.

Leo: So I've just made a summary of the main points. I wasn't sure whether or not I should have my aims there.

Anna: No, that's too personal. The executive summary is just, like, what a manager would read to get a general idea of your report if he was in a hurry.

Leo: Right. Then I'm OK for the first main part, all of the macroenvironment stuff, but it's when I get onto the problems section ... I've listed all the problems that CoffeeNow and Shaffers are facing, but then what?

Anna: Well you have to prioritise, so indicate the main problems, and then you analyse each one by connecting it with a theory ... that's where your reading comes in.

Leo: OK.

Anna: Have you done your implementation section yet?

Leo: I've thought about it – so that's where I write about what could be done about the problems.

Anna: Yes, and it's got to be practical so don't forget to specify things like who would be involved, and the cost, and the order that things would be done in.

Leo: Right. Well that shouldn't take long.

Anna: You'd be surprised. Actually that's the bit that tends to get badly done because people run out of time. That and the conclusion ...

Leo: Any hints for that?

Anna: Well, it's got to draw out the main points from your report, so it's got to be quite general. You need to avoid introducing new stuff here, it's got to sum up what you've said earlier.

Leo: OK. Thanks Anna. That's been a big help.

Listening Section 4

66

An interesting aspect of fireworks is that their history tells us a lot about the changing roles of scientists and technicians in Europe. Fireworks were introduced from China in the 13th century. Up to the 16th century they were generally used for military purposes, with rockets and fire tubes being thrown at the enemy, but they were also sometimes a feature of plays and festivals where their chief purpose was related to religion.

By the 17th century, the rulers of Europe had started using fireworks as a way of marking royal occasions. Technicians were employed to stage spectacular shows which displayed aspects of nature, with representations of the sun, snow and rain. These shows were designed for the enjoyment of the nobility and to impress ordinary people. But fireworks also aroused the interest of scientists, who started to think of new uses for them. After seeing one firework display where a model of a dragon was propelled along a rope by rockets, scientists thought that in a similar way, humans might be able to achieve flight – a dream of many scientists at the time. Other scientists, such as the chemist Robert Boyle, noticed how in displays one firework might actually light another, and it occurred to him that fireworks might provide an effective way of demonstrating how stars were formed.

Scientists at the time often depended on the royal courts for patronage, but there was considerable variation in the relationships between the courts and scientists in different countries. This was reflected in attitudes towards fireworks and the purposes for which they were used. In London in the middle of the 17th century there was general distrust of fireworks among scientists. However, later in the century scientists and technicians started to look at the practical purposes for which fireworks might be employed, such as using rockets to help sailors establish their position at sea.

It was a different story in Russia, where the St Petersburg Academy of Science played a key role in creating fireworks displays for the court. Here, those in power regarded fireworks as being an important element in the education of the masses, and the displays often included a scientific message. Members of the Academy hoped that this might encourage the Royal Family to keep the Academy open at a time when many in the government were considering closing it.

In Paris, the situation was different again. The Paris Academy of Sciences played no role in staging fireworks displays. Instead the task fell to members of the Royal Academy of Painting and Sculpture. As in Russia, the work of the technicians who created the fireworks was given little attention. Instead, the fireworks and the spectacle they created were all designed to encourage the public to believe in the supreme authority of the king. However, science was also enormously popular among the French nobility, and fashionable society flocked to demonstrations such as Nicolas Lemery's display representing an erupting volcano. The purpose of scientists was basically to offer entertainment to fashionable society, and academicians delighted in amazing audiences with demonstrations of the universal laws of nature.

[pause]

In the course of the 18th century, the circulation of skills and technical exchange led to further developments. Fireworks specialists from Italy began to travel around Europe staging displays for many of the European courts. The architect and stage designer Giovanni Servandoni composed grand displays in Paris, featuring colourfully painted temples and triumphal arches. A fireworks display staged by Servandoni would be structured in the same way as an opera, and was even divided into separate acts. Italian fireworks specialists were also invited to perform in London, St Petersburg and Moscow.

As these specialists circulated around Europe, they sought to exploit the appeal of fireworks for a wider audience, including the growing middle classes. As in the previous century, fireworks provided resources for demonstrating scientific laws and theories, as well as new discoveries, and displays now showed a fascinated public the curious phenomenon of electricity. By the mid-18th century, fireworks were being sold for private consumption.

So the history of fireworks shows us the diverse relationships which existed between scientists, technicians and the rest of society ...

Practice Test 8

Listening Section 1

▶ 67

Cathy: Hello, Hilary Lodge retirement home, Cathy speaking.
John: Hello, my name's John Shepherd. Could I ask if you're the manager of the home?
Cathy: That's right.
John: Oh, good. Hello, Cathy. A friend of mine is a volunteer at Hilary Lodge, and I'd like to help out, too, if you need more people. I work part-time, so I have quite a lot of free time.
Cathy: We're always glad of more help, John. Shall I tell you about some of the activities that volunteers get involved in?
John: Please.
Cathy: Well, on Monday evenings we organise computer training. We've got six laptops, and five or six residents come to the sessions regularly. They're all now fine at writing and sending emails, but our trainer has just moved away, and we need two or three volunteers who can help the residents create documents. Just simple things, really.
John: I'd certainly be interested in doing that.
Cathy: Great. Then on Tuesday afternoons we have an informal singing class, which most of the residents attend. We've got a keyboard, and someone who plays, but if you'd like to join in the singing, you'd be very welcome.
John: I work on Tuesdays at the moment, though that might change. I'll have to give it a miss for now, I'm afraid.
Cathy: OK. Then on Thursday mornings we generally have a session in our garden. Several of our residents enjoy learning about flowers, where they grow best, how to look after them, and so on. Is that something you're keen on?
John: I'm no expert, but I enjoy gardening, so yes, I'd like to get involved. Do you have your own tools at the home?
Cathy: We've got a few, but not very many.
John: I could bring some in with me when I come.
Cathy: Thank you very much. One very important thing for volunteers is that we hold a monthly meeting where they all get together with the staff. It's a chance to make sure we're working well together, and that everyone knows how the residents are, and what's going on in the home.
John: Uhuh.
[pause]
Cathy: Now obviously we'd need to get to know you before you become one of our volunteers.
John: Of course.
Cathy: Could you come in for an informal interview – later this week, maybe?
John: I'm busy the next couple of days, but would Saturday be possible?
Cathy: Certainly. Just drop in any time during the day. I won't be working then, so you'll see my assistant, Mairead.
John: Sorry, how do you spell that?
Cathy: It's M–A–I–R–E–A–D. Mairead.
John: OK, got that. It's not a name I'm familiar with.
Cathy: It's an Irish name. She comes from Dublin.

John: Right. And the road that Hilary Lodge is in is called Bridge Road, isn't it?
Cathy: That's right. Number 73.
John: Fine.
Cathy: Oh, one other thing you might be interested in – we're holding a couple of 'open house' days, and still need a few volunteers, if you're available.
John: What are the dates?
Cathy: There's one on April 9th, and another on 14th May. They're both Saturdays, and all-day events.
John: I can certainly manage May 14th. I've got another commitment on April 9th, though.
Cathy: That would be a great help. We're having several guest entertainers – singers, a brass band, and so on – and we're expecting a lot of visitors. So one possibility is to help look after the entertainers, or you could spend an hour or so organising people as they arrive, and then just be part of the team making sure everything's going smoothly.
John: Well, shall I show people where they can park?
Cathy: Lovely. Thank you. One reason for holding the open house days is to get publicity for Hilary Lodge locally. So you may find you have someone from a newspaper wanting to interview you. They'll want to find out from two or three people why they volunteer to help at the home. We're trying to get a TV station to come, too, but they don't seem very interested.
John: I don't mind being interviewed.
Cathy: Good. Well, if you come in for a chat, as we arranged, we'll take it from there. Thank you very much for calling.
John: My pleasure. Goodbye.
Cathy: Bye.

Listening Section 2

▶68

Hello. As some of you know, I'm Elaine Marriott, the head of the college's Learning Resource Centre. We've invited all of you taking evening classes and leisure activities to come and see the changes we've made to the Centre in the last month.

One major change we've made here on the ground floor is to the layout – as you can see from looking around you. I'm sure you'll recognise the desk – that's still in the same place, as it has to be just inside the door. But you'll see that there are now periodicals on the shelves in the corner behind the desk. We've brought them nearer the entrance because so many people like to come in just to read magazines. We now stock a far wider range of periodicals than we used to, so we've decided to separate them from newspapers. This means the newspapers are now just the other side of the stairs, near the study area.

Now, another thing is that we've brought the computers downstairs – people used to complain about having to go upstairs to use them. So they're now at the far side of the building on the right, in the corner overlooking the car park.

We've now got an extra photocopier, so as well as the one upstairs, there's one down here. You can see it right opposite the entrance, by the wall on the far side.

The biggest change, though, and one I'm sure many of you will welcome, is that we now have a café at last – we've been asking for one for years. If you turn right as soon as you get past the desk, you'll see the door ahead of you. It became possible to have a café because the building has been extended, and we've now got a new office and storeroom area.

What else should I tell you about before we walk round? Oh yes, we've had so many requests for books on sport that we've bought a lot more, and they're all together immediately to the right of the entrance.

[pause]

OK, that's enough on the new layout. We'll walk round in a moment, but before we do, something about the people who are here to help you. Of course all the staff will do their best to answer your questions, but now we're each going to specialise in certain areas. So if you ask a staff member about something, and they don't think they can help you enough, they'll direct you to our specialist.

Jenny Reed is the person to see if there are any films you'd like us to stock, as she's taken over responsibility for purchasing those. I'd better warn you that our budget is limited, so I'm afraid we can't promise to buy everything you ask for!

Phil Penshurst can help you to improve your writing if you need to produce reports for your course. You can book a half-hour session with Phil to start with, then if you want more help, he'll arrange follow-up sessions with you.

I must mention Tom Salisbury. Many people are interested in doing research or just reading about this region – the people, occupations, changes over the years, and so on. Tom is a specialist in this particular field, so if you want any help, he can point you in the right direction – we've got a large collection of relevant documents, from old maps to studies of the wildlife.

We have a new member of staff, Saeed Aktar. I'm sure you'll meet him soon, and will find him very helpful. If you're unemployed and want some advice on the practical aspects of looking for a job, Saeed is the person to talk to. He's also written a very useful book on the subject, which of course we've got on our shelves!

Many of you will know Shilpa Desai, who's been working here for about five years. Shilpa now has the additional responsibility of giving information and advice on anything to do with housing, such as finding out what's available, or whether you're eligible for financial help.

Right, well that's quite enough from me, so let's walk round the library.

Listening Section 3

▶69

Tutor: Right Stewart, well I've read your draft report on your work placement at the Central Museum Association. Sounds as if you had an interesting time. So you ended up making a film for them?
Stewart: Yeah. It was a film to train the employees in different museums in the techniques they should use for labelling ancient objects without damaging them. Some of them are really fragile.

Tutor: OK. So in your report you go through the main stages in making the film. Let's discuss that in a little more detail. You had to find a location – somewhere to shoot the film.

Stewart: That took quite a few days, because I had to look at different museums all over the country, but I'd allowed time for it. And even though it was the middle of winter, there wasn't any snow, so I didn't have any transport problems.

Tutor: Right. Did you have to decide what equipment you'd need for the filming?

Stewart: Yes. I think they were quite surprised at how well I managed that. It was just the luck of the draw actually, I'd done that project with you last year ...

Tutor: Oh, on recording technology? So you knew a bit about it from that, right.

Stewart: Yeah. What I found really hard was actually writing the script. I had a deadline for that but the Association had to extend it. I couldn't have done it otherwise.

Tutor: Would it have helped if you'd had some training there?

Stewart: I think you're right, I probably needed that, yeah.

Tutor: Right. Now from your draft report it sounds as if you had one or two problems deciding who was going to actually appear in the video.

Stewart: The casting? Yeah. I'd expected that the people who worked for the Association would be really keen on taking part ...

Tutor: But they weren't?

Stewart: The thing was, they were all so busy. And it did mean some of them had to travel. But Janice King, who I was reporting to for the project, she was great. She arranged for people to have time off and for their work to be covered. So that was a big help for me.

Tutor: Right. And it sounds like the filming itself went well. I gather you found a company who provided an online introduction to the techniques.

Stewart: Yeah. It was really informative, and very user-friendly. I learned a lot from it.

Tutor: And then the editing?

Stewart: For that, the Association put me in touch with someone who works for one of the big movie companies and I went down to the studio and sat with him in front of his computer for a day, learning how to cut and paste, and deal with the soundtrack and so on.

Tutor: So was that all?

Stewart: No, I didn't include this in my draft report but I had to design the cover for the DVD as well ... the lettering and everything.

Tutor: Have you done any of that sort of design work before?

Stewart: No, but I did a rough draft and then talked it through with a couple of my mates and they gave me some more ideas, and when I'd finished it, I showed it to the people who worked at the Association and they really liked it.

Tutor: Excellent.

[pause]

Tutor: Now as well as your own draft report, I've also received some written evaluation from the Association on the work you did during your placement, and how it was of benefit to them. I noticed that you haven't included anything on that in your report yet.

Stewart: How my project benefited the Association, you mean? So do I have to include that?

Tutor: Yes.

Stewart: Well, let's think ... I suppose if I hadn't made the film for them, they'd have had to get an outside company to do it. But because I was actually working for the Association, I'd got much more of a feeling for what their aims are. Things like their responsibility for the conservation of the exhibits. I don't think an outside company would have had that understanding, they'd have been more detached.

Tutor: Right. And the Association also said that because of your background, you had a good idea of where to go to get the best deal for the equipment you needed. They said the saving in expense made it worthwhile even though sourcing it took quite a bit of time.

Stewart: Yes, that's true.

Tutor: The Association also said making the film had a very positive effect in getting staff to work together more closely.

Stewart: Oh. I hadn't heard that. That's good. And certainly, people weren't afraid to tell me what they thought about it as I was making it, so I was able to get lots of feedback at every stage. That was useful for me but it also meant the final product worked better for them.

Tutor: Can you think of any other benefits?

Stewart: Well, I don't think they'd really thought out what they'd do with the film once it was made. I made quite a few suggestions for the distribution – other people we could send it to as well as museum staff.

Tutor: Yes, they mentioned that. OK, good, well it sounds like they certainly ...

Listening Section 4

▶70

I'm going to talk today about research into a particular species of bird, the New Caledonian crow, whose natural habitat is small islands in the Pacific Ocean. And it seems that these crows are exceptionally resourceful.

Using sticks or other tools to find food isn't unknown among birds and animals. Some chimpanzees, for example, are known to bang nuts on stones, in order to break the shell and get at the edible kernel inside. One New Caledonian crow, called Betty, bent some straight wire into a hook and used it to lift a small bucket of her favourite food from a vertical pipe. This experiment was the first time she'd been presented with wire, which makes it very impressive. Another crow, called Barney, has demonstrated his skill at using sticks to forage for food.

In one research project, scientists from New Zealand and Oxford set captive New Caledonian crows a three-stage problem: if they wanted to extract food from a hole, the crows first had to pull up a string to get a short stick, then use that short stick to remove a long stick from a toolbox, and finally use the long stick to reach the food. Amazingly, they worked out how to do this successfully.

Further experiments carried out at Oxford suggest that crows can also use sticks as tools to inspect all sorts of objects, possibly to assess whether or not they present a danger. The

idea for the experiment came from observing the birds using tools to pick at random objects, such as a picture of a spider that was printed on some cloth. In this research, five pairs of crows – including Barney – underwent tests to see how they would react to a variety of objects, which were carefully chosen so the birds wouldn't be tempted to view them as a possible source of food. As a further precaution, all the crows had been fed beforehand.

On eight occasions, a bird's first contact was by using a tool. In all three trials, Barney began by using a stick for inspection. One involved a rubber snake. First he approached it, but didn't touch it, then retreated to pick up a stick. He then prodded it with the stick. After some more investigation, he discarded the stick and carried on pecking at the snake more confidently – apparently convinced that it wouldn't move.

In other experiments, two different birds, called Pierre and Corbeau, also made a first approach with tools on three separate occasions. Pierre used a short piece of woodchip to touch a light which was flashing, and Corbeau was seen prodding a metal toad with a stick.

Significantly, the crows tended to use the sticks only to make their first contact with the object. Subsequently, they either ignored the object or dropped the tool and pecked at the object – which is very different from using the tool to get access to food.

[pause]

So what conclusions can be drawn from the research? Evidence is building up from experiments such as these that the birds are able to plan their actions in advance, which is very interesting for understanding their cognition. They don't seem to be responding in a pre-programmed sort of way: it may even be possible that they're able to view a problem and work out what the answer is. However, a major difficulty is assessing whether this tool-using behaviour is a sign of intelligence. To some extent, this is related to the ecological circumstances in which the animal is found.

So scientists want to find out much more about how the crows behave in their native habitat, and a team from Exeter and Oxford universities is carrying out research in New Caledonia. They're looking into whether the birds' way of searching for food gives them any possible evolutionary advantage. The birds are hard to observe, as they live in a region of mountainous forest, so the researchers have attached tiny cameras to the tails of some birds, as one method of investigating their behaviour.

The birds are masters at using sticks to find their food, in particular beetle larvae from the trees. It's possible that the birds can derive so much energy from these grubs that they only need to eat a few each day. This would mean that they wouldn't have to spend most of their waking time searching for food, as most animals do.

The beetle larvae have a distinct chemical make-up, which can be traced through the feathers and blood of birds that eat them. Scientists have collected samples from crows in order to estimate the proportion of larvae in their diet. They should then be able to gauge the extent to which individual birds depend on using sticks to feed themselves.

We've learnt a great deal about the ability of New Caledonian crows to use tools, and some very interesting research is being carried out into them.

Answer key

Listening skills

1 Getting ready to listen

1 Understanding the context

1.1

1 C 2 E 3 B 4 D

(Contexts A and F are not needed.)

1.2

1 two speakers (a man and his daughter)
2 one speaker (a woman)
3 three speakers (two students and their lecturer)
4 one speaker (a student)

2 Using the correct spelling

2.1

1 F
2 LL
3 M
4 T, C
5 CH, SH

2.2

1 Browne
2 Beeton
3 kickers
4 Rose
5 HLP 528

2.3

Conversation 1

a Is that spelt the same as the colour?
b Yes, but with an E at the end.

Conversation 2

c Sorry, was that last letter N or M?

Conversation 3

d That's right, all one word and all lower case.

Conversation 4

e Oh, it's the Rose Hotel, like the flower.

Conversation 5

f It's just three letters and three numbers.
It's HLP 528.

3 Writing numbers

3.1

a 3rd
b $10.50
c 6th
d 70
e 19
f 15
g 62
h £110
i 31st
j 27th

3.3

1 £95
2 $15
3 width: 3.5 / three and a half / 3½
height: 2½ / two and a half / 2.5
4 B $55
5 29th July / 29 July / 29.7 / 7.29

3.4

Suggested answers

	other numbers	reason incorrect
1	£80 £105	this is the amount she paid last time this is the full price
2	$10 $5	this is what regular students pay this is the extra fee charged for equipment
3	1.5 (metres) 1 (metre) 3 (metres)	this is the width of his car this is how much space you need between cars this is the height he would prefer
4	$25 $45	this is a child's fare this is an adult's fare
5	14th July 1st August	this is the first available date this is her father's birthday

3.5

1 B 2 C 3 B 4 A

2 Following a conversation

1 Identifying the speakers

1.1

	people	description	information wanted
1	travel agent	older female	The customer would like information about (good offers on) skiing trips.
	customer	younger male	
2	hotel receptionist	younger female	The receptionist needs to find out the guest's personal details.
	guest	older male	
3	interviewer	older male	The applicant would like to know about travel and working hours.
	job applicant	younger male	

1.2

Conversation 1
1 coach
2 insurance

Conversation 2
1 C
2 B

Conversation 3
1 America
2 marketing

1.3

Conversation 1
1 travel agent
2 customer

Conversation 2
1 both people give the answer
2 hotel receptionist

Conversation 3
1 interviewer
2 job applicant

2 Identifying function

2.1

1 **What about** getting her a new bike?
2 **That's right**. We arrive on 22nd July.
3 That sounds great. **Let's do that**.
4 **I don't think** I'd enjoy that one.
5 You said you'd prefer to have the party outside, **is that right**?
6 **Actually**, it's just gone up to $250.
7 **Now, what about** accommodation? Where would you like to stay?

2.2

1 D **2** E **3** A **4** C **5** G **6** B **7** F

2.3

1 A **2** C **3** B **4** C

2.4

a 1	**e** 1	**i** 2	**m** 1
b 2	**f** 2	**j** 2	**n** 1
c 1	**g** 1	**k** 2	**o** 2
d 2	**h** 2	**l** 2	**p** 1

3 Understanding categories

3.1

accommodation	tent cabin flat
transport	tram ferry coach
entertainment	theatre cinema concert
food	picnic barbecue buffet
drink	juice lemonade coffee

3.2

250 computer/two hundred and fifty computer

3.3

- two hundred and fivety computer ✗ (the number is spelt incorrectly)
- 250 computer ✓
- two hundred and fifty computers ✗ (there should be no 's' on *computer* – it's an adjective here)
- over 250 computer ✗ (this is two words not one; *over* is not necessary because *more than* is already in the sentence.)
- 250 computer experts ✗ (this is two words not one; *experts* is not necessary because it is already in the sentence)
- over 250 experts ✗ (this is two words not one; the words *over* and *experts* are not necessary)
- two hundred and fifty computer ✓
- 250 ✓

3 Recognising paraphrase

1 Identifying distractors

1.1

1 18th July
2 Wednesday
3 recycling
4 funds

1.2

The distractors are:
1 19th, 20th, 21st
2 Tuesday, Thursday, Friday
3 environment, pollution
4 equipment, volunteers

2 Recognising paraphrase

2.1

1 d **2** e **3** a **4** f **5** h **6** b **7** c **8** g

2.2

1 A **2** A **3** C **4** B

2.3

1 A	a place to stay	accommodation /hotel	✓
B	their airfares	flights	They'll do it in the morning.
C	car hire	transport	They'll borrow a car.
2 A	improve the shade	plant trees	✓
B	remove plants	take out	They don't want to do this.
C	add a water feature	pond	They already have one.
3 A	do more research	(find) information	They have plenty.
B	make some cuts	reduce any of it	They don't want to do this at all.
C	add some visual effects	include graphics	✓

4 A	how snow forms in different conditions	process; is created	They already know this.
B	the effect that snow has on our climate	influences weather patterns	✓
C	the effect different clouds have on snow	impact	They want to do the opposite – see if snow affects clouds.

3 Selecting from a list

3.1

(The key information is underlined.)

What TWO disadvantages of the new mobile phone does the speaker mention?

A it isn't very user-friendly
B it is very expensive
C it can't take photographs
D it has a short battery life
E it is quite big

3.2

A it isn't very user-friendly	4
B it is very expensive	5
C it can't take photographs	2
D it has a short battery life	3
E it is quite big	1

3.3

A it isn't very user-friendly
✗ (it is easy to use)
B it is very expensive
✓
C it can't take photographs
✗ (it can take very good photos)
D it has a short battery life
✓
E it is quite big
✗ (it has a big screen but this is not a disadvantage – it still fits in your pocket)

(B and D are the two correct options.)

4 Places and directions

1 Describing a place

1.1

A an escalator
B a fountain
C a hill
D a pond
E traffic lights
F a roundabout

1.3

1 a market
2 a tree, a fountain, a play area (swings)
3 at the bottom on the left
4 a tree

1.4

1 A 2 B 3 C 4 A

1.5

1 lifts, entrance, toilets	• The entrance is over there on your left • Then go straight ahead • The shop you want is opposite the toilets • Next to the lifts
2 circular courtyard, entrance, tree	• In the middle of the resort, you'll see a • To the right of the courtyard, you'll find a • It's just behind the tree
3 river, motorway	• I was thinking of putting it right in the middle • I think it would be better if it's at the eastern end of the motorway
4 bushes, pond, tree	• … it is unable to live in the area of a pond • … it does need to live in fairly close proximity to water • … in a tiny burrow surrounded by bushes

2 Following directions

2.1

B

2.2

Some useful phrases are underlined in the script below.

A: Can you tell me how to get to the supermarket?
B: Sure, let me have a think. We're in Bridge Street now and it's in Queens Road.
A: Oh, the only street I know is Riverside Street, I know my hotel's on the corner there.
B: That's right. You need to go up Bridge Street as far as the traffic lights, then turn right. That's Riverside Street.
A: I see.
B: Then you walk along there to the next set of traffic lights and you'll be at Queens Road. You turn left there and it's the second shop on your left.
A: Thanks very much!

3 Labelling a map

3.1

Useful landmarks: information, the entrance, the toilets, the barbecue, the tree and the playground.

3.2

1 F 2 B 3 D 4 A

The following are incorrect:

C ticket booth (it is complimentary now so there is no need to pay; complimentary = free)
E second-hand book stall (there are no books or second-hand goods for sale)

5 Listening for actions and processes

1 Understanding mechanical parts

1.1

1 a pipe
2 a wheel
3 a pump (handle)
4 a spring/coil
5 (storage) tank/s
6 a grill / grille / filter

1.2

A 5 **B** 4 **C** 1 **D** 3 **E** 6 **F** 2

1.3

1 two

1.4

1 D 2 E 3 B 4 C

1.5

The incorrect answers are:

F (he wanted to put one on but he couldn't find a way to attach it);

A (a cooling fan is not necessary because it is elevated and so doesn't overheat).

1.6

turn, pop, hold, wind, generate, wrap, pull, explode, push, rotate, activate

2 Describing an action or process

2.1

2 through

3 upside down

4 along

5 beneath

6 around

7 upwards

8 diagonally

2.2

A thermometer (it is used to measure temperature)
B calculator (it is used to calculate / work out figures)
C scales (they are used to weigh things)
D speedometer (it is used to measure / calculate speed)

3 Describing a process

3.2

Here's how to wrap a present. First, gather together all of the things you need: wrapping paper, sticky tape, scissors, some ribbon and, of course, a present. Then, **1 place** your present on the opened wrapping paper and **2 cut** a suitable amount using the scissors. Next, **3 wrap** the paper around the present and **4 stick** it down with sticky tape. Then, neatly **5 fold** up each of the ends of the paper and **6 stick** them down. Finally, **7 tie** the ribbon around your present. It's now ready to present!

6 Attitude and opinion

1 Identifying attitudes and opinions

1.1

1 b 2 a 3 b 4 a 5 b 6 c 7 b 8 c

1.2

1 agree up to a point
2 really valid point
3 not so sure
4 absolutely right
5 hard to believe
6 highly unlikely
7 doubtful
8 sound of that at all

1.3

1 d 2 g 3 e 4 f 5 c 6 b 7 a

1.4

C

1.5

surprising: astonishing; amazing; alarming
unsurprising: to be expected; typical

2 Persuading and suggesting

2.1

3 The presentation sections will be in order. The decisions in the box will not be in order.

2.2

1 D 2 A 3 B 4 F

2.3

reduce the length = cut (something); leave (something) out
method = way
write some more = include something else
interesting = grab (someone's) attention; enjoyable; exciting
check = verify
current data = the very latest information
advantages = benefits
disadvantages = negatives

2.4

(Suggested answers)

make a suggestion: *let's ... shall we?; Why don't we ...; maybe we should ...; perhaps we could ...; I'd like to propose ...; I think we should ...; Should we ...?*

agree with an idea: *Of course; Great idea; I agree; Agreed; that would be better; let's give it a try; Absolutely*

disagree: *I don't think we should ...*

3 Reaching a decision

3.1

(Suggested answers)

Section 1: distance, cost, convenience, availability

Section 3: to get help, to find out more, to make it presentable

3.2

Section 1: C
Section 3: C

3.3

(Suggested answers)
Section 1:
... but the fare is so expensive.
That's true.
It might be cheaper but ...
That would be great.
Yes. I'm sure she ...

Section 3:
I don't think we need to ...
You're right.
But I'd rather do that after ...
I don't want to show him that.
OK. Let's ...

7 Following a lecture or talk

1 Identifying information

1.1

- The very first field trip I went on (5)
- It's an ancestor of the modern Australian wombat (3)
- I found a funny-looking piece of rock (6)
- an old professor studying dried-up dinosaur bones (1)
- I immediately changed courses (4)
- I had to do a compulsory unit on extinction (2)

1.2

b

1.3

These points are directly related to the main purpose of the talk:
- I had to do a compulsory unit on extinction (this was how he first became interested in palaeontology)
- I immediately changed courses (this is when he first began to study palaeontology)
- I found a funny-looking piece of rock (this was what encouraged him to continue his palaeontology studies)

These points give additional information that is not directly connected to the main purpose of the talk:
- an old professor studying dried-up dinosaur bones (this is how many people picture palaeontologists)
- It's an ancestor of the modern Australian wombat (an explanation of what a Diprotodon is)
- the very first field trip I went on (nothing happened on this trip)

1.4

(Suggested answers)
1 Why did Paul take an ecology course? / What was Paul interested in?
2 What did the course include?
3 What are the conditions usually like when working in palaeontology?
4 What did Paul find/discover? / How did Paul know he had made the right choice?

1.5

1 environment
2 extinction
3 extreme
4 tooth

1.6

1 Yes, the information will always be in the same order in the questions and the recording.
2 2 As a part of my degree course, I had to do a compulsory unit on 3 an interesting lecture
4 I immediately changed courses 5 the discovery of a
6 a tooth from a giant kangaroo

2 Understanding how ideas are connected

2.1

1 C 2 A 3 E 4 D

2.2

1 a date
2 a grant//funds
3 climate change
4 humans, nature

3 Understanding an argument

3.1

1 mice
2 cells, diet, exercise
3 pigeons
4 new
5 Earth's magnetic field
6 beak(s), ears

3.2

1 A 2 C

3.3

1 B is incorrect because in both types of mice, cells showed some change – their cells either deteriorated or showed less change.
C is incorrect because there is no information about diet.
2 A is incorrect because this has been known for decades, so is not new.
B is incorrect because this has been proven to be false.