

Listening

Section 1

Questions 1–6 page 74

Example A

Lisa, in response to Dan's enquiry on 'what to bring with me', says 'most important of all are your documents', so these are essential.

- 1 **A**
The prompt comes when Lisa says 'let's start with cash'. She says 'make sure when you get here you have some cash on you,' specifying 'Pounds' and 'fifty, as an absolute minimum'.
- 2 **A**
Although Lisa says 'you will need warm clothing,' she then says 'you really don't need to bring much' as it can be bought cheaply nearby. However, she adds, 'Do make sure ... that you have ... a thick sweater and a jacket'.
- 3 **C**
Dan wonders 'whether to bring my computer,' and Lisa warns of incompatibility with the electricity supply and the risk of breakage. Dan asks about carrying it 'as hand luggage,' but Lisa says this may not be possible, adding 'my advice is to leave yours at home.'
- 4 **C**
Dan asks: 'Is there anything else you'd advise against bringing?' Lisa first mentions items not included in the table ('household or cooking things'), but says later 'And importing food, of course, isn't allowed by Customs.'
- 5 **B**
Lisa introduces the answer by saying 'there one or two things I'd suggest you find room for in your suitcase,' and then suggests 'perhaps a few of your favourite cassettes or compact discs?' However, she does say 'you might be able to find them in the shops here,' reinforcing *recommended* rather than *essential*.

6 B

Lisa says 'some photographs of people and places that are special to you could be nice ... It's just a thought,' which is a recommendation.

Questions 1–6: script

LISA Homestay Language Learning; Lisa McDowell here. How can I help you?

DAN Hello. My name's Dan...

LISA Hello Dan.

DAN and I'm going to be living with a family in Edinburgh for three months, so I'd like some advice on what to bring with me. I'm flying in via Singapore on the fifteenth.

LISA Right. Well perhaps most important of all are your documents: vaccination certificate, sponsor's letter and the certifying letter from us for Immigration.

DAN Yes, I've got all those in order, I think. What I'm really wondering about are money and clothes, and things for my room. Personal effects, in other words.

LISA OK, let's start with cash. You'll already have money in your bank account here, of course, but make sure when you get here you have some cash on you. Pounds that is, not euros or dollars.

DAN How much do you suggest?

LISA I'd say fifty, as an absolute minimum.

DAN OK. Now the next thing is which clothes to bring. What do think?

LISA Well, as I'm sure you know it can get pretty cold here, so you will need some warm clothing. There are shops near here that sell winter clothes quite cheaply, so you really don't need to bring much. Do make sure, though, that you have at least one thick sweater and a jacket with you when you arrive here: the temperature's likely to be a lot lower than in Singapore!

DAN Thanks for the warning! Now something else I'm not sure about is whether to bring my computer. It's a laptop, so it won't take up much room.

Lisa Two problems: firstly, it might not be compatible with the electricity supply in this country, and, secondly, there's a risk of it getting broken in transit. Someone travelling here had hers smashed only last month.

DAN But surely I can carry it as hand luggage?

LISA Usually, yes. But because of all the tight security right now you may have to check it in. So my advice is to leave yours at home.

DAN OK, I think I will. Is there anything else you'd advise against bringing?

LISA Well you won't need household or cooking things: they'll all be provided. And importing food, of course, isn't allowed by Customs. Though I imagine you already knew that.

DAN Well, er, yes.

LISA But there are one or two things I'd suggest you find room for in your suitcase...

DAN Yes?

LISA Perhaps a few of your favourite cassettes or compact disks? Of course, you might be able to find them in the shops here, but then again you might not.

DAN That's a good idea. Anything else?

LISA Yes - some photographs of people and places that are special to you could be nice. They can really make your room feel like home. It's just a thought.

DAN Hmm. I'll see if I've got a few good ones.

LISA It's 'Wark', Lewis and Amy Wark.

DAN So that's W-A-L-K?

LISA It's actually **W-A-R-K**, but we'll be posting full details to you later this week.

DAN Right, fine. And I'd better put some essentials in **my hand luggage**. Enough for a night or two in case, as you say, anything happens to my main, er, cases.

LISA Yes - I'd recommend a change of T-shirt and socks and so on, plus any medication you may need. And a toothbrush, of course.

DAN And my **tights**.

LISA Your **tights**?

DAN Yes, for the flight. Wearing them helps prevent deep-vein thrombosis when you're flying long distances, not getting any exercise.

LISA Oh yes ... I've heard about that. Now talking about exercise, there's one last thing. When you've packed your baggage, check you can carry it - all of it - at least **500 metres**, without any help. You may have to do that!

DAN OK. Well, thanks for all your help. You've cleared up a lot of points.

LISA You're welcome. Have a safe journey, and we'll look forward to seeing you next month. Bye.

DAN Bye.

Questions 7-10 page 74

7 Wark

Lisa says 'make sure all your cases are clearly labelled, in English, with your host family's name and address'. Dan asks 'What name do I write' and Lisa replies 'Wark, Lewis and Amy Wark'. Dan says 'W-A-L-K' but Lisa corrects him: 'It's actually W-A-R-K'.

8 his hand luggage

Dan says 'I'd better put some essentials in my hand luggage', to which Lisa replies 'I'd recommend a change of T-shirt and socks and so on.'

9 wear tights

They both mention 'tights' before Dan gives the prompt 'for the flight'. He then refers to 'wearing them', and explains the health reasons: 'Wearing them helps prevent deep-vein thrombosis when you're flying long distances.'

10 500 metres

The prompt comes when Lisa says 'when you've packed your baggage.' She then says, 'check you can carry it - all of it - at least 500 metres.'

Questions 7-10: script

LISA Just a few points about packing: make sure all your cases are clearly labelled, in English, with your host family's name and address. Just in case they go missing on the way. It has been known to happen.

DAN What name do I write, by the way?

Section 2

Questions 11–13 page 75

11–13 A, C, F (any order)

- A** Sally begins by saying 'although one in four people has some kind of disability, the proportion among students is much lower.' Option A is similar to this.
- C** She says 'some (universities) have quite sticky problems' for wheelchair access caused by 'ancient buildings, cobbled streets built centuries ago, and so on.'
- F** Referring to the disability advisor, she says 'often this person is a token ... an extra responsibility given to a secretary. They don't know what the situation is in practice, and they don't have any real authority to change anything.'

Options not used

- B** Although she mentions the age 25, and the fact that 'universities don't do much to encourage access,' she is referring to the disabled, not students over 25.
- D** This may be a legal requirement in some countries, but it is not stated by Sally. She is talking about a document that explains university policy, not actual facilities.
- E** This contradicts what she says: 'Most universities and some students' unions have a disability advisor.'

Questions 11–13: script

PRESENTER Welcome to Student Times, the programme with all the latest on what's happening at universities around the country. Today we'll be discussing disabled applicants, and the kind of support they can expect to find – or not find – at the university of their choice. With me to tell us more is Student Disability Advisor Sally Taylor. Good morning, Sally.

SALLY Good morning, Hugh. I'd like to start by pointing out that although one in four people has some kind of disability, the proportion among students is much lower. This is partly because most students are under 25 and many people only develop their disabilities as they get older – but it's also because some universities don't do much to encourage access. It is true, though, that some have quite sticky problems when it comes to, for instance, wheelchair access – ancient buildings, cobbled streets built centuries ago, and so on. When faced with such

a situation, some universities make an extra special effort to provide for students with particular disabilities, while others have specialist accommodation. In fact, all universities should have a written policy statement on students with disabilities, setting out what facilities they have, what their attitude is, and what they're prepared to do. But, having said that, only you can properly understand the challenges of any disability you have, and so, before accepting a place at a university (or even, while you're considering applying, if only to raise the universities' awareness), it's good to talk to them and find out how much they can (and will) do for you. The problem is who to talk to. Most universities and some students' unions have a disability advisor who is supposed to know what facilities they already have and will help with further arrangements if necessary or possible. However, all too often this person is a token. Sometimes it's just an extra responsibility given to a secretary. They don't know what the situation is in practice, and they don't have any real authority to change anything. So, given that for any prospective student it's best to visit a university before applying, it's an especially good idea for students with disabilities or special needs to check whether the place really does come up to scratch. In general, the university should provide personal care and assistance, and there are certain key features to look out for if you have a particular disability, including the following.

Questions 14–19 page 75

14 lifts that work

The prompt for the section is 'if your mobility is impaired,' and then 'fire and emergency procedures,' which precede the gap. The word 'lifts' alone is not sufficient: the speaker goes on to exclude 'the usual ones that seem to be out of order half the time.'

15 hearing impairment

Studying the preceding and following disabilities in the table should provide clues to the type of answer needed, and the first sentence of this section includes the words '*hearing impairment*'.

16 visual doorbells

The flashing sirens above the gap provides a clue, and an explanation of what '*visual doorbells*' actually do follows the use of the expression: they 'light up when somebody calls round to see you.'

17 clear markings

Following the reference to 'Braille translators,' the parts of the buildings (stairs, floors, etc.) come before the mention of *clear markings*.

18 extra time

Answering this correctly requires you to understand reference words: in 'you should be allowed *extra time* to do so,' 'so' refers to completing exams, and in 'This applies to work in general too,' 'This' refers back to having *extra time* in the previous sentence.

19 emergency

After the mention of 'medication and/or therapy,' Sally gives the answer: 'make sure that in the event of an *emergency*, it is clear what you – and other people who may be involved – have to do,' meaning the procedures you must follow.

universities at the beginning, including criticism of the lack of effective disability officers, it is balanced with some explanation and praise. There is no real criticism of facilities, so this cannot be the main purpose.

Questions 14–20: script

SALLY Firstly, if your mobility is impaired, check there are ramps and easy access to all buildings, not just accommodation or teaching rooms. Then, when you're inside, look for clear instructions on fire and emergency procedures for the disabled. Also make sure there are **lifts that work** – not the usual ones that seem to be out of order half the time – and check for suitable lavatory facilities. There is a different set of things to look for if you suffer from any kind of **hearing impairment**. There should be induction loops in lecture theatres, flashing sirens in all rooms, and, in accommodation, **visual doorbells** that light up when somebody calls round to see you. If it is your sight that is impaired, there obviously need to be Braille translators of books and documents. In all buildings, the stairs, floors, doorways and windows must have **clear markings**, and there also have to be special fire and emergency procedures for you. If you suffer from dyslexia, you will need a computer for general use and in exams. And, as exams may take you longer to complete, you should be allowed **extra time** in which to do so. This applies to work in general, too. There are of course many other possible health difficulties that you may suffer from, such as diabetes, epilepsy, or heart conditions. If this is the case, check the availability of access to appropriate treatment including medication and/or therapy. Finally, make sure that in the event of an **emergency**, it is clear what you – and other people who may be involved – have to do.

Question 20 page 76

20 D

B is correct because it reflects the advisory content and tone of the text, which addresses the reader as 'you'. A relates only to the beginning of the text. C is wrong because there is no mention of a specific university (one aim of the text is to enable disabled students to make an informed choice of university). D is incorrect because, although there is general criticism of

Section 3

Questions 21–26 page 76

21 C

Liz says 'one of the most useful things was chatting to people who'd already been there for a year, so-called senior students.'

22 B

Liz describes 'the great atmosphere at the formal dinner', saying 'it was one of the high points of the whole week.'

23 F

The prompt comes when Liz says 'they took us round the city centre. After Mark's comment, she says 'it was very worthwhile.'

24 E

Mark says 'maybe they could have taken us to a better night club. The music at the place we went to was lousy.'

25 A

Liz says 'they showed us round everything on the campus', prompting Mark to complain 'it was everything ... I could have done with less information on every building', suggesting there should have been 'more on places everyone's likely to use ...'

26 D

Liz talks of 'an afternoon session on how to drive in this country'. Mark says 'I was a bit disappointed', and 'it might have been more helpful if it had included stuff for pedestrians.'

Questions 21–26: script

JULIA So you were both on last year's Orientation Course, then. How did it go?

LIZ I loved it. The activities were well organized, and I met people from all over the world.

MARK Yes, it was useful.

JULIA And you think I should sign up for this year's course?

LIZ Yes, definitely. Apart from being fun, it really does prepare you for all the things you have to do in your first couple of weeks. In fact, one of the most useful things was chatting to people who'd already been there for a year, so-called senior students. They'd been on the Orientation Course the year before last, and recommended it to us. Oh, and there was a great

atmosphere at the formal dinner, too. It was so colourful, with people in their traditional dress from Asia, Africa, South America. It was one of the high points of the whole week.

MARK That was right at the end, of course. The first thing they did, on the Monday, was take us on a guided tour of the Students Union.

LIZ And after that they took us round the city centre, showing us things like the bus station, the main shops ...

MARK And the best pubs ...

LIZ Right. So it was very worthwhile.

MARK Yes, though maybe they could have taken us to a better night club. The music at the place we went to was lousy.

LIZ That's a matter of taste, surely! Well anyway the next day they showed us round everything on the campus.

MARK And believe me it was everything. We must have walked miles. I could have done with less information on every building in sight, given that I'll probably never need to go into half of them, and a bit more on places everyone's likely to use at some time or other. Like the sports block, the health centre, the bicycle and car parks ...

LIZ Which reminds me, there was an afternoon session on how to drive in this country, which seemed to me a bit weird – you know, for a university course.

MARK I suppose it's because there've been accidents involving students who aren't used to people driving on the left. I was there actually.

LIZ How was it?

MARK Well, I must say I was a bit disappointed. There were some useful driving tips, but it might have been more helpful if it had included stuff for pedestrians.

How to avoid getting run over, for example.

LIZ You didn't go to the session on 'safety', then?

MARK No.

LIZ Well apparently that dealt with road safety for pedestrians, along with lots of other aspects of course. I wasn't there myself, but that might be something worth going to, Julia.

27 D

The prompt is from Julia: 'what's the accommodation like?' Mark says 'The room will have chairs, table, wardrobe, bed, mattress, blankets, sheets,' so D is right. A is wrong because Julia asks 'Do you have a room to yourself or do you have to share?', to which Liz replies 'You'll have an individual room.' B isn't possible because Liz says the room 'will be in a different hall from the one you're booked into for the year.' C isn't possible because Liz says the rooms 'are both on the campus so you won't have far to go.'

28 B

Liz says 'it's unlikely to reach even twenty degrees,' so it cannot be either C or D. Mark's point 'it shouldn't drop below about ten, at least during the day', means that A is not possible, so taking Liz and Mark's comments together gives the answer B.

29 B

The prompt comes when Liz says 'they gave us free email access.' Mark says 'I think it was twenty,' which Liz confirms by saying 'Yes, you're right.' A is wrong because Liz's first statement 'thirty minutes, if I remember correctly' is incorrect. C and D are also wrong: Liz mentions 'ten' and 'fifteen' minutes in relation to the extra time she paid for, not free email time.

30 C

Julia asks 'When does the course actually start and finish?' Mark says Monday is 'when things get going.' Julia asks 'And that's it, is it?' and Liz confirms, 'Yes, there's nothing after that.' Although Mark says 'a lot of people get there on the Sunday,' this is not when the activities begin. A and B are therefore wrong. Mark does say 'most people stay over till Saturday,' but not for activities, so D is wrong.

Questions 27–30: script

JULIA I like the sound of the whole thing. Tell me, what's the accommodation like? Do you have a room to yourself or do you have to share? What do you have to take with you?

LIZ For the orientation course, you'll have an individual room in one of the halls of residence. That'll be a different hall from the one you're booked into for the year, but they're both on the campus so you won't have far to go.

MARK And you won't have to take too much with you. The room will have chairs, table, wardrobe, bed, mattress, blankets, sheets and so on.

LIZ Take a warm coat or jacket, though. It may well rain and it's unlikely to reach even twenty degrees in late September.

MARK But it shouldn't drop below about ten, at least during the day. Which is something, I suppose!

JULIA Right. Now I know they can't do much about the weather, but did you have the feeling that they were looking after you on the course?

LIZ Yes, we did. There were some little touches that showed they'd thought about what it was like to be starting a course of study abroad.

JULIA Such as?

LIZ Well it's just a small example, but they gave us free email access to contact people at home. Thirty minutes, if I remember correctly.

MARK Actually I think it was twenty.

LIZ Yes, you're right. I was on for over half an hour and paid for an extra ten or fifteen minutes. Not that it was much!

JULIA Emails don't take long to write anyway.

LIZ No, they don't.

JULIA So, just one more thing: the timetable. When does the course actually start and finish?

MARK Well a lot of people get there on the Sunday, though you'd have to find a room for an extra night as the course accommodation is only booked from the Monday, when things get going.

LIZ Then they'll keep you busy all week, until the dinner on the Friday.

JULIA And that's it, is it?

LIZ Yes, there's nothing after that.

MARK Though most people stay over till Saturday, partly to recover from the party but also because they can then move straight into their permanent rooms.

JULIA I think I'll do that. Well, thanks a lot for all your advice. I'm sure I'll enjoy the course.

LIZ I wish I could go on this year's, too!

Section 4

Questions 31–33 page 78

31 sixth/6th

The lecturer speaks of 'disagreement as to exactly when, or even in which century', before stating 'the consensus nowadays, though, is that it was in the *sixth*'.

32 Chinese Arrows

The speaker says 'fireworks were in use by the seventh century in Arabia, where they were called "*Chinese Arrows*"; with the 'military' reference helping to confirm 'arrows'.

33 Europe

The speaker says 'It took a long time for them to spread to *Europe*: in fact it wasn't until the twelve hundreds that fireworks made their appearance there.'

Questions 31–33: script

LECTURER Good afternoon everyone, and welcome to this short talk on the subject of fireworks. Now, fireworks, as I'm sure many of you know, were invented in China, though there has long been disagreement as to exactly when, or even in which century. The consensus nowadays, though, is that it was in the *sixth*, as there is considerable evidence of war rockets being made then. We also know that fireworks were in use by the seventh century in Arabia, where they were called '**Chinese Arrows**', reflecting their military potential. It then took a long time for them to spread to **Europe**: in fact it wasn't until the twelve hundreds that fireworks made their appearance there.

Questions 34–37 page 78

34 shell

The speaker says a *shell* is 'often a sphere about the size of a peach', which describes 34 in the diagram.

35 75/seventy-five mm/millimetres

The reference to the 'mortar' comes after the answer. The speaker says 'a shell of this kind is launched from a *75 millimetre* diameter mortar.' Here diameter means width.

36 500/five hundred mm/millimetres

The speaker refers to the mortar as a 'steel or ... shatterproof plastic pipe'. The next sentence refers back to the pipe: 'this is likely to be *500 millimetres* long.'

37 lifting

There is a description which matches the diagram: 'at the bottom of the pipe, below the shell, is placed a cylinder containing black powder. This has a long fuse which projects out of the tube.' Then comes the answer: 'when this is lit, it quickly burns down to the *lifting charge*'.

Questions 38–40 page 79

38 B

B is correct: the text says 'some shells contain explosives designed to crackle in the sky, or whistles that explode outwards'. A is wrong because there is no mention of danger, despite the use of words such as 'explode' and 'bursting'. C contradicts the speaker: 'the sections of a multibreak shell are ignited by different fuses.'

39 C

C is correct because the speaker says 'to create a specific figure in the sky, for instance a heart shape, you create an outline of the figure in stars'. A is incorrect because the speaker says 'if the stars are equally spaced in a circle ... you will see ... explosions equally spaced in a circle,' not a heart. B is also incorrect: there is no suggestion that the stars themselves are 'heart-shaped'.

40 B

B matches the description of 'The Serpentine (which) sends small tubes of incendiaries scattering outwards in random paths, which may culminate in exploding stars'. A matches 'the Ring Shell (which) is produced by stars exploding outwards to produce a symmetrical ring'. C matches the Palm which 'contains large comets, or charges ... these travel outwards, explode and then curve downwards like the limbs of a palm tree.'