

Section 1

You will hear a conversation between a saleswoman and a customer. First, you have some time to look at questions 1 to 10.

Now listen carefully and answer questions 1 to 10.

Saleswoman: Good afternoon. Can I help you?

Customer: Yes, I'd like to sign up for the intermediate course in Arabic, please.

Saleswoman: Of course. There are three courses. One runs during the day. That's an intensive course that runs for four weeks. Then, there is the weekend course which runs for eight weeks. Finally, the evening course runs for 12 weeks.

Customer: I'd like to join the Intensive course, please. My company is posting me to Syria in six weeks, and I need to improve on my basic conversational Arabic before then.

Saleswoman: I see. Have you taken a course here, before?

Customer: Yes, I have. I took the Arabic refresher course during the summer. I really enjoyed it.

Saleswoman: Do you have your registration card for that course? If so, it will speed up registration and we can give you a 5% discount too.

Customer: I think I'd have it in my handbag. Yes, here it is, a little dog-eared. I'm afraid.

Saleswoman: Thank you. Your name is David read. I'm sorry. The rest of your name is not clear.

Customer: Rivers R I V E R S.

Saleswoman: Ah, yes. Okay. I have your details on the computer.

Customer: Actually, my address has changed since I took the previous course. My new address is 38, Temple way.

Saleswoman: Thank you. I'll just change that. Can I have your new post code too, please?

Customer: Certainly, it's BM 9 2 EV. My new home telephone number is 698 4537. My mobile number is the same as before.

Saleswoman: That's o nine eight seven three seven five six three three.

Customer: That's right.

Saleswoman: It says here, that the teacher was very impressed with you.

Customer: Really! Amit was a great teacher. Is he still here?

Saleswoman: I'm afraid not. He went back to Syria. Since you're going there, I'd love to give you his email address. but I'm afraid it's against company policy.

Customer: That's okay. I think I have his email address written on the back of the registration card. I have it on my laptop as well, somewhere.

Saleswoman: I'm sure he'd be glad to hear from an ex-student.

Customer: I'm banking on it. I wouldn't mind having a friend in Syria, when I go there.

Saleswoman: I'm sure he'll be glad to show you around. The course runs monday to friday from ten to twelve and one to three. Nine students have signed up so far. Is that okay?

Customer: No problem. And the cost?

Saleswoman: 380 pounds after your discount.

Customer: Thank you. Here's my credit card. Will the course be held in this building, like last time?

Saleswoman: Yes, it will. In classroom four. The teacher, this time is Mrs. Aziz.

Customer: Oh, I've met her. She seems well-spoken and friendly. I'm looking forward to her class already.

Saleswoman: Oh, we've had very positive feedback from students about her classes. May I ask, if you have a few minutes to answer a few questions. We're conducting a survey of our clients. It won't take long. I promise.

Customer: Oh, I'm not in a hurry. Go ahead.

Saleswoman: The first question is about why you chose to study Arabic. I've got your answer to that one. How did you first hear about our school?

Customer: Well, I saw a newspaper advertisement. I think it was in the standard and then I mentioned it in conversation with a friend who had studied French here, and she said she was very happy with the course.

Saleswoman: Oh, I see. What was your friend's name?

Customer: Mary Wright with a W.

Saleswoman: W -R- I- G- H -T. Thank you. Do you think you would be interested in taking courses other than, in Arabic?

Customer: I doubt it. I need to speak a little French and German in my line of work, but I speak those languages to an acceptable level. So further Improvement is unnecessary. I've always been interested in learning an oriental language like Chinese, but I don't really need either. So....

Saleswoman: What is really important to you in selecting a school? Could you put these five items in order please. One indicates the most important.

Customer: Teachers, is top of my list for sure. Recommendations from others, yes, that's next. Teaching materials. mmm. No. Location, then admin staff. I think a good teacher can make use of even quite poor materials. So that would be the least important to me.

Saleswoman: Any other important points that are not on the list?

Customer: A welcoming reception area. aaaaaa.....Group size, perhaps up to a dozen students. That's a big attraction for me. It creates a better atmosphere, friendlier and more personal. You know what I mean?

Saleswoman: Absolutely. Thank you very much for that. Here's a complimentary English Arabic pocket dictionary with our Thanks.

Question 1-3

Answer the following questions using NO MORE THAN THREE WORDS AND/OR NUMBERS for each answer.

1. How long will the customer's course last?
2. Which course has the customer already taken at the school?
3. How much discount can returning students qualify for?

Question 4-6

Complete the following sentences using NO MORE THAN THREE WORDS AND/OR NUMBERS for each answer.

4. The customer's address is
5. The customer can contact his former teacher by

6. There are hours of classes each day, Monday to Friday

Question 7-10

Answer the following questions using **NO MORE THAN THREE WORDS** for each answer.

7. What is the customer's impression of the female Arabic teacher?

8. What other languages can the customer speak?

9. What does the customer decide is the third factor in choosing a school?

10. What does the customer say the reception area should be like?

Section 2

You'll hear a presentation on the conference and meeting facilities. First, you have some time to look at questions 11 to 20.

Now listen carefully and answer questions 11 to 20.

Welcome to this short and you have my word it will be short. Presentation on the conference and meeting facilities available at the construction education center. The construction education center is the established focal point for many major activities connected with building materials, construction, architecture and design. And even some activities outside those areas. For almost 70 years, it has remained at the heart of the industry. And today plays host to many important events. Receiving over a hundred thousand visitors, trainees and delegates throughout the year, the construction education center provides the perfect venue for a wide range of business, educational and social functions including conferences, seminars, meetings, special events, product launches, and press events, exhibitions, presentations, lectures and training classes. Our team of experienced personnel is on hand to ensure your event runs smoothly. And our aim is to remove the normal worries and concerns from function organizers, so that events are both cost-effective and anxiety-free. Some of our recent clients include design for homes, the association of building engineers, learn direct, the London housing federation and even the college of law. A full range of equipment is available for use including a slide projector which is available for half or whole days, video and monitor, 35-millimeter carousel slide projector with infrared remote control and screen, flip charts and accessories, laser pointers and lectins. Other audio-visual equipment can be provided as well as access to broadband internet services. Details are provided on request. My business card is attached to the brochures, you've been given. Allow me to provide you with a brief introduction to our range of rooms. On this slide, you can see the main conference room. We call it the London room. Spacious, isn't it? This room has the advantage of central movable panels, making it an ideal venue for seminars of upto 140 people or receptions for upto 200. The suite mails will be used for presentations. The room may be divided into 3 separate rooms if required. This slide shows you the bloomsbury room. It is also ideally suited for seminars and lectures. There is seating for 72 people or it can be used as a reception area for

up to a hundred. Next, we have two rooms that are very similar. Indeed, we have given them virtually identical names. We call them Holborn one and Holborn two. They are both suitable for small meetings, training classes and presentations. Holborn one is slightly larger capable of hosting 20 to 22 people whilst Holborn two holds a maximum of 18 people. The Oxford sweet measures 12 by 6 meters and provides a more spacious and luxurious environment for executive meetings and presentations. As you can see it is particularly elegant and well-furnished. The construction education center also has an exhibition area which is used by many clients when they hold a conference or meeting. This can be used as a way of informing delegates of your company or as a visual launch pad for your company or its products and services. Recently, we held an exhibition entitled sustainable London from Friday night of March until Saturday the 28th of April. Here are a few slides showing that exhibition. The sustainable London exhibition presented the challenge, the response and progress towards a sustainable 21st century city. The exhibition featured over 60 different schemes from private houses to master plans and showed how local government architects and engineers are employing technology to reduce environmental impact and address climate change. Here, we can see an example of a display of environmentally friendly technology by some of the leading brands in the field. I would also like to show you a few slides showing our educational activities. Here, you can see our vocational students assessing construction plans. We currently have about a hundred and twenty students here at the CC and we hope to increase that number to 150 over the next two years. We provide a wide range of essential training for the people who will hold key positions in the construction industry of tomorrow. In this slide, you can see students at work on designing an environmentally friendly home. Their designs are later reviewed by experienced professionals and have led to changes in the way that such homes are designed. Finally, I'd like you to draw your attention to this slide showing the location of the construction education center. As you can see it is located in the heart of London's east end on the story lane of Court street. Limited metered parking is available outside the CC but there's a car park nearby at Russel street. The nearest underground stations are Court ride and Russell square. The center is also within walking distance from Queen's cross train station.

Question 11-13

Complete the following sentences using NO MORE THAN THREE WORDS AND/OR NUMBERS for each gap.

- 11. The Construction Education Centre has existed for
- 12. The CEC receives visitors, trainees, and delegates each year
- 13. Equipment is available for days

Question 14-16

Complete the following information about the various rooms available at the CEC.

Name of room	Capacity	Usage
London Room	seating 140	used for seminars, presentations, receptions
	reception 200	divisible into 140
Bloomsbury Room	seating 72	used for seminars, lectures, receptions
	reception 100	
Holborn 1	15.....	used for meetings, training classes, presentations
Holborn 2	18	used for meetings, training classes, presentations
Oxford Suite		used for 16....., presentations

Question 17-20:

Answer the following questions using **NO MORE THAN THREE WORDS AND/OR NUMBERS** for each answer.

17. In which part of the CEC was the “Sustainable London” event held?

18. How many schemes were shown at the “Sustainable London” event?

19. When does the CEC expect to have 150 students?

Section 3

You will hear a conversation. First, you have some time to look at questions 21 to 30.

Now listen carefully and answer questions 21 to 30.

Female 1: So, do you think taking a gap year between leaving school and beginning uni as worth it? I was just reading that it is estimated that at least 50,000 young people here in Britain, take one each year.

David: I think it's a good idea for some, but not for most.

Kelly: Oh David, I disagree.

David: Well Kelly in the claim to arrange a volunteer scheme placement or to book round the world plane tickets how many school leavers or their parents for that matter stop to think about the true worth of taking a year out. Our gap years, the life changing, character forming experience. Their prominence claims them to be. Or are they merely an excuse to waste time, burn money and delay the inevitable. How did the idea ever start, anyway?

Female 1: It says here that originally they were common mainly among Oxford and Cambridge applicants who are required to apply for a university place after already taking their A-levels. Once accepted, this gave them a further nine months to travel or to do as they wished.

Kelly: They are mostly a UK and Australian phenomenon. In the US the tendency is still to go to college straight after leaving school. In most other European countries, gap years are rare, partly because students will often take longer to complete their university courses and have more time during the Academic year to take time off.

Female 1: Well, David says, they might not be worth it. So is there any way we can measure the cost?

Kelly: Well, the first thing to do is to assume that you will use the time available to travel abroad for a length of time working for a period before hand to save up the money necessary. Let's see, roughly speaking, you will probably need about 500 pounds for the plane ticket, depending on where you go. Then you'll need up to 200 pounds for the specialist travel insurance and anything up to 5,000 pounds to pay for the cost of internal travel in the countries you visit plus food, accommodation and other sundries. Many gap year travelers can make do with about 3,000 pounds in total. Although this means live in on a fairly tight budget.

David: But then you need to add the above cost for the foregone benefits of one year's salary after graduation. For example, say your first job after leaving university were to pay fifteen to twenty thousand pounds, a year. That's what you lose by taking a gap year.

Kelly: Well, that's not entirely fair. You can measure value through personal development as well as financially. A gap year tends to broaden young people's horizons. Helps them to mature and see things from a much wider perspective. It can motivate them to focus on their studies. Research shows that students are more likely to be satisfied with and complete their chosen course after taking a gap year. Many universities also say that they can tell the difference between those students who have taken gap years and those who have not in terms of attitude, commitment and general insights that are less evident in those who come straight from school. These are all benefits that a person will carry with him or her well past university. Many employers are on record as saying that they welcomed job applications from students who CV's say they took a year off either before going to university or in some cases after graduating. They too are aware of the greater maturity and broader potential vision of those who have used their time constructively and learn something about the world.

David: That's true! Employers want graduates who can work well in teams, I think independently, communicate effectively and make informed decisions. All of which can be learned by taking a gap year. This potential to differentiate yourself from other applicants becomes all the more important at a time when up to 40 percent of young people are taking

degrees often graduating with good results. The key here is ensuring two things. That the time you have taken off is used constructively and that you make it clear in any job application what you have learned from your gap year and how it applies to the post you are applying for.

Swooning on a beach in Australia is hardly likely to impress the average employer.

Kelly: There is no doubt that if you can show a practical approach, for example, by volunteering with the charity you will gain brownie points from many employers but equally any situation in which a young person has been required to learn new things, to act independently, to work for someone, to be able to mix with fellow travelers and people in the countries they're visiting will be seen as a positive experience.

Female 1: It says here that academic research carried out for the Department of Education suggests that employers recognize they stand to benefit from new recruits who to quote one HR Director have been out of their comfort zones and are thus more likely to have the flexibility and improvisation skills to deal with the demands of the graduate workplace.

David: Again. I think that the key thing is to make sure that your employer is steered into appreciating whatever experiences you have gained during that gap year. Clearly telling a prospective boss that you're six months on a beach or in Oz was awesome will put you in a disadvantage compared with another applicant who goes into great details about the business skills learned by working in a cafe in the same location.

Question 21-23:

Choose the correct answer A, B, C, or D.

21. David says that he thinks a gap year is unsuitable for

- A. a few people
- B. some people
- C. the majority of people
- D. almost all people

22. Gap years began because of Oxford and Cambridge

- A. demanded all students take one
- B. demand all students take one
- C. only considered applicants whose results were known
- D. only consider applicants whose results are known

23. Gap years are popular in

- A. the UK and Australia
- B. the UK, Australia, and the USA
- C. the UK, Australia, and most of Europe
- D. developed countries

Question 24-27:

Choose the correct answer or answers A, B, C and or D

24. Students in most European countries

- A. study 4-year courses at university
- B. have longer courses than British students
- C. have longer holidays than British students
- D. have less chance to make money during a gap year

25. David says that gap years cost £15,000 to £20,000 because that is

- A. the total cost of travel, accommodation, food, insurance, etc...
- B. the salary a new graduate can expect
- C. the cost of the gap year plus the salary a graduate can expect
- D. how much a person loses throughout their career by taking a gap year

26. Kelly says that a gap year can benefit young people by

- A. increasing motivation
- B. providing insights into their study field

- C. making their CV attractive to employers
- D. helping them get a higher salary after graduating

27. David says that

- A. useful non-academic skills can be learned during a gap year
- B. most young people get good university degrees
- C. gap years don't teach young people useful skills
- D. employers think gap years are a waste of time

Question 28-30

Complete the following sentences using NO MORE THAN THREE WORDS for each gap.

- 28.** Kelly suggests working for a
- 29.** Research shows employers appreciate young people who have lived outside
- 30.** The graduate workplace requires flexibility and

Section 4

You will hear a lecture on prairie dogs. First, you have some time to look at questions 31 to 40. Now listen carefully and answer questions 31 to 40.

Welcome to this presentation on prairie dogs. You can see a picture of these rather cute animals on this slide. As you can see they are about the size of a rabbit and they have a brown or clay-colored coat with black tipped hairs and a black tipped tail. The underside of the prairie dog is a light tan color. They have short legs and sharp claws to help them dig their homes. Their bodies are 12 to 15 inches long with a three to four inch tail and they weigh 2 to 4 pounds. I've been interested in these animals for a long time and would like to talk about a remarkable discovery. The barks of prairie dogs have distinct individual meanings. Prairie dogs have different words for tall human in yellow shirt, short human in green shirt, coyote, deer, red-tailed hawk and many other creatures. They can even coin new terms for things they've never seen before. Independently coming up with the same calls or words according to research done over two decades by a professor from Arizona university who can now not only call himself a biology professor, but also a prairie dog linguist. Prairie dogs of the Gunnison species which was studied intensely, actually speak different dialects in Arizona and in Colorado, but they would probably understand one another, research indicates. So far, this is believed to be or prairie dogs appear to be demonstrating the most

sophisticated communication system that anyone has shown in animals. Prairie dog chatter is variously described by observers as a series of eeyips high-pitched barks or eeks and most scientists think prairie dogs, simply make sounds that reflect their inner condition. That means all they're saying are things like couch or hungry or eek, but we now know that prairie dogs are communicating detailed information to one another about what animals are showing up in their colonies and maybe even gossiping.

Linguists have set five criteria that must be met for something to qualify as a language. It must contain words with abstract meanings, possess syntax in which the order of words is part of their meaning, have the ability to coin new words, be composed of smaller elements and use words separated in space and time from what they represent. The American researchers focused their efforts on these 5 criteria to see if prairie dogs use a language as defined by human linguists or not. Work was done in the field and in laboratory with digital recorders. They recorded the calls prairie dogs make as they see different people, dogs and other animals of different sizes and with different coat colors such as Hawks and Elk.

They then analyzed the sounds using a computer that dissects the underlying structure and creates a sonogram or visual representation of the sound. Computer analysis later identifies the similarities and differences. The prairie dogs have calls for various predators, but also for elk deer, antelope and cows. It's as if they're trying to inform one another, what's out there. So far, the researchers have recorded at least 20 different words. Some of those words or calls were created by the prairie dogs when they saw something for the first time. Four prairie dogs in the lab were shown a great horned owl and European ferret to animals they had almost certainly not seen before. If only because the owls are mostly nocturnal and this kind of ferret is foreign. The prairie dogs independently came up with the same new calls. In the field, black plywood cutout, showing the silhouette of a coyote, a skunk and a circular shape were randomly run along a wire through the prairie dog colony. Now, there were no black ovals running around out there and yet they all had the same word for black circle. The researchers believe that prairie dogs are genetically programmed with some vocabulary and the ability to describe things. The researchers then played back a recorded prairie dog alarm call for coyote in a prairie dog colony when no coyote was around. The prairie dogs had the same escape response as they did when the predator was really there. In other words, there's no coyote present. But the prairie dogs heard this recording of prairie dogs barking. Hey, there's a coyote and they say oh coyote better hide. Computer analysis has been able to break down some prairie dog calls into different components suggesting the creatures have yet another element of real language. The researchers are quietly confident that they will establish that the prairie dogs will meet the five criteria set by linguists. Then there will be conclusive proof that animals have language.

That is the end of section four. You now have half a minute to check your answers.

Question 31-33

Complete the following sentences using NO MORE THAN TWO WORDS for each gap.

31. Prairie dog's barks have meanings

32. Prairie dogs are able to invent for things they have never seen before.

33. Prairie dogs in Arizona and Colorado appear to speak differently, but mutually comprehensible

Question 34-36

Complete the following notes on the criteria set by linguists for something to be a language.

- has words with 34
- word order helps convey meaning
- possible to introduce fresh vocabulary
- made up of 35
- can 36 regardless of time and space

Question 37-40

Answer the following questions using **NO MORE THAN THREE WORDS** for each answer.

- 37. What did the researcher use to record the prairie dog's barks?
- 38. What kind of animal is the great-horned owl?
- 39. Why wouldn't the prairie dogs know of the European ferret?
- 40. What kind of animal is the coyote described as?