

Test 6

Listening Section 3 Questions 21–30

08 Questions 21–25

Choose the correct letter, **A**, **B** or **C**.

- 21 Why did Anita and Lee choose to talk about John Chapman?
- A He was Lee's childhood hero.
 - B They wanted to talk about the USA.
 - C He was relevant to the topic of their studies.
- 22 Where did the students record their sources of information?
- A on their laptops
 - B on a handout
 - C on a database
- 23 The tutor claims she does not understand whether
- A apples grew in America before Europeans arrived.
 - B the Native Americans had always eaten apples.
 - C American apples were first bred in Europe.
- 24 The tutor says the audience was particularly interested to hear about
- A grafting techniques in ancient China.
 - B the cultivation of apples in Kazakhstan.
 - C the spread of apples along the Silk Route.
- 25 How will Anita and Lee present their follow-up work?
- A on the department website
 - B as a paper
 - C as a poster

08 Questions 26–30

What do Lee and Anita agree about their presentation skills with their tutor?

Write the correct letter, **A**, **B** or **C**, next to questions 26–30.

- A excellent
- B acceptable
- C poor

Presentation skills

- 26 use of equipment
- 27 handling software
- 28 timing of sections
- 29 design of handout
- 30 clarity of speech

Test 6 Key

LISTENING SECTION 1

Questions 1–10

1 41

Distraction It's under \$30 for a bed in a dormitory and \$50 for a double room without membership; membership costs \$35.

2 museums

Distraction Membership also offers discount on skydiving, white-water rafting, bicycle and car hire but these don't fit the gap 'entry to ...'.

3 hour

Distraction 15 minutes costs \$1 not \$3.

4 Elliscoat

5 ferry

6 summer

Distraction The hostel isn't busy in winter.

7 1887

Distraction It was turned into a hostel in 1985.

8 scooter(s)

Distraction The man says 'it would be quicker than cycling' but there's no mention of cycle hire.

9 entertainment

10 kitchen

Distraction 'There's no café ...'

LISTENING SECTION 2

Questions 11–20

11 B

12 H

Distraction Computers are beside the reference books on the next floor.

13 C

Distraction 'newspapers' are in the café, not to the left of it; 'fiction' and other books are mentioned, but only to explain that 'You are not allowed to take [them] into the café'.

14 E

Distraction B: Although the guide also mentions 'fiction', it does not say these books are opposite the café; G: 'reference books' and F: 'photocopiers' are also mentioned, but these are on other floors ('next floor' and 'basement').

15 A

Distraction B and E: 'authors of both fiction and non-fiction' are mentioned, but there is no suggestion that these types of books are housed here; H: the 'study area' is mentioned, but this is where the talks are advertised, not held.

16 A

Distraction B: You only pay for a lost membership card ('any lost cards are charged at £5'); C: A passport or identity card is only necessary when you first register ('There's no need to show a passport again').

17 C

Distraction A: 'five days' is the length of time books are held after you've been contacted; B: If the book is in 'another library', you can usually have it 'within a week' but 'it can take a few weeks' if someone else has borrowed it.

18 C

Distraction A: Reference books can only be borrowed for 'one day'; B: CD-ROMs can be borrowed for the same period as books ('fourteen days').

19 B

Distraction A: The library closes earlier than it used to on Wednesdays, not later; C: The library is going to be open on Sunday mornings but this is a 'new development'.

20 B

Distraction A: You can get change for the lockers on the first floor; C: You 'are not allowed' to take large bags to the exhibition area on the third floor.

LISTENING SECTION 3

Questions 21–30

21 C

Distraction A: Lee says that he 'remembered Chapman' but there is no suggestion he was Lee's childhood hero; B: Although Johnny Appleseed came from one of Anita's childhood 'American story books', they chose the introduction of the apple into the US because they thought it would make 'a good case study', not because they necessarily wanted to talk about the US.

22 B

Distraction A: The tutor mentions the data on their laptop but this is to say where they **should have** recorded their source information; C: The tutor mentions 'data', but there is no mention of a 'database'.

23 A

Distraction B: Although the tutor mentions 'native species', this refers to trees, not people; C: It is Lee, not the tutor, who talks about 'traditional American apples' being either introduced or bred by 'Europeans' (and not necessarily in Europe).

24 C

Distraction A: 'grafting techniques' were what particularly interested Lee, not the audience; B: The apple trees in Kazakhstan were 'wild', not 'cultivated'.

25 A

Distraction B and C: Anita says 'I felt we could do both [produce a paper and put it on the website]. And we could do a poster ...' but Lee and the tutor do not agree with her and she accepts their opinion.

26 A

27 B

28 C

29 B

30 A

That is the end of section 1. You now have half a minute to check your answers.

[Pause the recording for 30 seconds.]

Now turn to section 2.

07 LISTENING SECTION 2

You will hear an audio guide to a public library. First you have some time to look at questions 11 to 15.

[Pause the recording for 30 seconds.]

Now listen carefully and answer questions 11 to 15.

Welcome to the Selmore Public Library which has just been reopened after major refurbishment. This tour will introduce you to the building and its services. At any time you can stop the tour. We enter by the café and our tour begins at the issue desk.

If you stand between the information desk and the issue desk and look at the opposite wall, you will see shelves of books in the left-hand corner. **(11)** This is where you will find a large number of novels and short stories. They are arranged alphabetically. If you're looking for something in particular and it's not on the shelf you can reserve it. The next area, directly opposite the issue desk, **(12)** is a section where people can study. The library provides computers for users free of charge on the next floor beside the reference books but this area is for people to use their own laptops. You should ask for the internet passcode at the information desk.

In the right-hand corner of this floor there is a café. A selection of daily newspapers is always available there but you can also take magazines into the café to read while you have a drink. **(13)** You will find these on the racks to the left of the café and there is a large selection. They are for reference only and cannot be borrowed but you are welcome to photocopy any articles of interest. We ask you to return them when you have finished. You are not allowed to take fiction or any other books from the shelves into the café.

Next to the café is the exit door leading to the stairs and escalator to the other floors. The largest collection of books in the library is fiction **(14)** and the next largest is non-fiction which is in the corner of this floor opposite the café. These can all be borrowed as opposed to the reference books on the next floor, most of which cannot be taken out of the library – but they can be photocopied. There are several photocopiers available for this purpose downstairs in the basement. To one side of the issue desk is a door leading onto a gallery. This was added to the library as a public space where talks are given once a week on a Saturday by visiting authors of both fiction and non-fiction. **(15)** It also houses the biography section. There are notices advertising the talks in the study area.

Any books that you want to borrow should be taken to the issue desk. Before we leave this floor I will give you some information about using the library. There are also helpful notices by the information desk.

Before you hear the rest of the talk, you have some time to look at questions 16 to 20.

[Pause the recording for 30 seconds.]

Now listen and answer questions 16 to 20.

To join the library and take books out, you need a membership card. Take your passport or identity card, as well as proof of your home address, to the information desk and you will be issued with a card. **(16)** After a period of two years, all readers are required to go to the desk with a document that has their name and current address on it so the library can keep up-to-date records of where people are living. There's no need to show a passport again and there is no charge for this but any lost cards are charged at £5.

If you can't find the book you want on the shelves, you can reserve it. If it's in another library in the city, we can usually get it for you within a week. If someone else has borrowed it, it can take a few weeks. **(17)** Either way, we notify you by phone or email when the item is available to be picked up. We will hold it for you for five days.

Books can be borrowed for fourteen days and can be renewed for a further two weeks. Children's books also have a two-week borrowing period. The same system exists for CD-ROMs and CDs but **(18)** DVDs, both children's and adults', can only be borrowed for up to seven days. It isn't possible to renew them. Some reference books can be borrowed but normally only for one day, so 24 hours.

The library opening hours have been changed slightly. Instead of opening late on Wednesday evenings till 8pm, we will be closing at 6, as on other weekdays, **(19)** but we will close at 7 instead of 5.30 on Saturdays and – a new development – we are going to open on Sunday mornings from next month – 9 to 1. We are closed on public holidays and notices are posted in the library about these.

Before you go upstairs, please note that if you are going to the exhibition area on the third floor, large bags are not allowed. **(20)** There are lockers beside the reference area on the second floor where you can deposit them. If you need change, you can get that from the information desk on the first floor.

Now press 'pause' and proceed to the second floor. When you reach the top of the stairs press 'play'.

That is the end of section 2. You now have half a minute to check your answers.

[Pause the recording for 30 seconds.]

Now turn to section 3.

08 LISTENING SECTION 3

You will hear a university tutor talking to two students about a presentation they have made in a recent botany seminar. First you have some time to look at questions 21 to 25.

[Pause the recording for 30 seconds.]

Now listen carefully and answer questions 21 to 25.

Tutor: Well, Anita and Lee. That was an interesting presentation you made about John Chapman. There are a few points I'd like to run through before you write it up. One thing which you didn't explain was why you decided to do a presentation on this man who spread apple varieties across the US?

Anita: Well, ages ago, we were chatting about stuff we'd read as children, and I told Lee the Johnny Appleseed story – I had these American story books when I was small. Then **(21)** when we were looking into the area of domesticated species of plants for our presentation, we realised that the introduction of the apple with the settlers in the US would be a good case study ...

Lee: And I remembered Chapman, so we looked up the real guy behind the legend.

Tutor: Right. I think that would have made a good intro.

Anita: I thought it was too personal.

Tutor: Just a couple of minutes would have drawn your listeners in. Anyway. Now a more serious point. You didn't mention the sources of some of your information.

Lee: We used some books and journal articles and did an internet search and found some good sites.

Anita: (22) We've put them on the back of the handout we gave everyone at the end.

Tutor: Ah, let me see. Oh, here it is. *Johnny Appleseed: Man and Myth*, 1967. Well, the thing is, you really have to make this explicit when you talk. And anything you show, data you project from your laptop, etc., you must have the source on it.

Anita: Right, OK.

Tutor: At least you have got it all documented. I was a bit concerned about that.

Anita: Sorry.

Tutor: Anyway. Now, the content of your talk. (23) What your listeners wanted to understand was whether there were apples in the US before the Europeans started to live there. You told us the early settlers had brought young apple trees but that few of them had thrived because the climate was harsh, but what about native species? I don't think you were very clear about species already there.

Lee: Um, according to what I've read, there were some crab apples, but that was all. Everything that people now think of as traditional American apples, were species that the Europeans either introduced or bred by chance.

Anita: Because they tended to sow seeds rather than use grafting.

Tutor: Yes, quite. But (24) what to me was fascinating – and I saw most members of your audience start to take notes – was when you discussed how the apple genes spread via the Silk Route into Europe from the wild apple woods of Kazakhstan.

Lee: Yes, well, I'd like to have said more about the development of grafting in ancient China, as a way of producing predictable varieties. It was so early in history!

Tutor: But it's the natural development of the original wild apple into new species that people wanted more about. Which says a lot for your presentation. You enthused your audience! So, now we need to discuss the form your follow-up work will take. Are you going to produce a paper? Or are you thinking of putting it all up on the department website?

Anita: Um, I felt we could do both. And we could do a poster of some of the data. But Lee wasn't sure.

Lee: No, (25) I think it would be enough to use the website. We can offer a link to our email for queries. That would save time and trees!

Tutor: I think Lee's right. A poster would be nice, but it'd take too much time.

Anita: OK.

Before you hear the rest of the conversation, you have some time to look at questions 26 to 30.

[Pause the recording for 30 seconds.]

Now listen and answer questions 26 to 30.

Tutor: Now I just want to give you a few pointers about the techniques of your presentation. Mostly it was good, but there are a few things you need to bear in mind next time you do one. (26) You both managed the hardware, I mean the projector and things, very well indeed, which is always a great help.

Anita: Good.

Lee: Thanks.

Tutor: You'd obviously checked it out carefully.

Lee: Yes. But (27) unfortunately we hadn't finished our maps when we did the practice on my computer at home, that's why there were some the wrong way up.

Anita: We didn't realise the software on the laptop was a bit different from the one I have.

Tutor: But you sorted out the problem very quickly and didn't let it fluster you, so it wasn't a big problem. We could all read the map when we needed to.

Anita: So it was OK, but we could have done better, we realise.

Tutor: Mm. There was a bit at the end where I felt something didn't go as you'd planned – am I right?

Lee: We had a few maps which we ended up leaving out, because we needed to get on to our conclusions.

Anita: Yes, (28) it took longer to explain the technical aspects of grafting than we'd expected.

Lee: So sticking to the time limit for each part of our presentation is something we didn't manage at all. Which means we've definitely got to improve before we do another one.

Anita: Yes.

Tutor: Apart from that, well, (29) the handout was perfectly adequate for a seminar like this, it gave all the key information, and of course, now I realise the sources are listed at the back. But you need to do those references in the correct format, as footnotes in future.

Anita: OK.

Lee: Yes, sorry, we will.

Tutor: And finally, other students will be presenting projects later in the course. I shall be reminding them (30) how well you both spoke and that no one had any problem hearing or understanding either of you. In that respect your talk was a model that the others can follow.

Lee: Oh, thank you.

Anita: Yes, thanks very much. This feedback has been very helpful.

Tutor: Well done, both of you. See you in a fortnight.

Anita and Lee: Bye. Thanks.

That is the end of section 3. You now have half a minute to check your answers.

[Pause the recording for 30 seconds.]

Now turn to section 4.