

Listening (approximately 40 minutes)

Part 1

1 B 2 A 3 B 4 A 5 C 6 B

Part 2

7 rainforest (protection) 8 training manager 9 instructor('s) licence/license
10 peaceful (fishing) village 11 (a) familiar face 12 plastic bottles 13 recycling
14 confidence

Part 3

15 B 16 C 17 A 18 D 19 A 20 B

Part 4

21 H 22 A 23 F 24 C 25 E 26 A 27 D 28 H 29 C 30 E

Transcript

This is the Cambridge English Advanced Listening Test. Test Three.

I'm going to give you the instructions for this test.

I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you'll hear this sound:

tone

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There'll now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

Now open your question paper and look at Part One.

[pause]

PART 1

You'll hear three different extracts. For questions 1–6, choose the answer (A, B, or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two newspaper journalists talking about their work to a group of students.

Now look at questions one and two.

[pause]

tone

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Woman: My first job was on a fashion website, doing blogs and sound bites – it was good to work with other people but I found it unsatisfying and transitory. People kept telling me print journalism was dead, but I wouldn't have forgiven myself if I hadn't given it a go.

Man: There's still an appetite for commentary, but people's attention spans are short – they want bite-sized clips and breaking news delivered instantly in accessible chunks. I do use social media but 140 characters can't replace my in-depth interviews in a newspaper – it's my responsibility to present full facts and balanced opinions clearly.

Woman: I find chasing people for information puts me under pressure – you have to be persistent and meticulous in checking facts, and surfing the internet doesn't cut it. It's long hours, too.

Man: You have to engage your readers. And to know how to package an article well you have to work with editors to choose pictures and write headlines. On the downside, there are constant deadlines and that's difficult to deal with.

Woman: At least we don't get bored!

[pause]

tone

[The recording is repeated.]

[pause]

Extract Two You hear two language teachers discussing the use of emoticons, the pictures many people use to express emotion in text messages.

Now look at questions three and four.

[pause]

tone

Man: Humans have communicated through pictures for thousands of years – think about cave paintings; emoticons just seem to be a natural development.

Woman: I do consider carefully before using them though because they can be interpreted in a different way from words. Science tells us that pictures activate the right side of the brain, whereas words activate the left, so an emoticon may produce a different response because of this. You can send messages using strings of emoticons instead of words, and a system like that – maybe with its own grammar – could lend itself to being a universal system of communication. It could transcend boundaries!

Man: Yet some people regard emoticons as frivolous. They're concerned about the dumbing-down of communication, well, it's true, emoticons don't belong in the workplace so you have to be aware of when they're appropriate. Personally, I think people who use them are perfectly capable of expressing themselves with words, but people do appreciate the fact that emoticons give them a different form of expression – something almost poetic that complements written language, even if it doesn't have a grammatical structure.



Woman: Emoticons may not be suitable for genuine deep grief or real anger, though – imagine Shakespeare's plays written using them!

[pause]

tone

[The recording is repeated.]

[pause]

Extract Three You hear two friends talking about a young professional tennis player.

Now look at questions five and six.

[pause]

tone

Woman: It amused me to read in the papers last week that he is, and I quote: 'charmless in character, and not a cultural individual'. OK, so he's not the sort of person you might wish to sit next to at a dinner party. So what do you think? He's not competing in the Charm and Personality Championships. More to the point, the obsessiveness and tunnel vision which seems to irritate commentators is the very source of his greatness as a tennis player.

Man: But he seems angry so much of the time – will he be able to control this as he gets more mature, as many great players have done in the past? Possibly yes, but it's not a prerequisite of success that he should do so, nor that he should be universally adored by the public. What's significant is that he possesses a burning desire to succeed and a competitiveness of equally fierce intensity – so is it any wonder that such a person will howl with rage at an error, either on his own part or by an official? And, of course, that will land him in a spot of bother with the authorities.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

Test 3 Key

PART 2

You'll hear a woman called Jane Brooks talking about her work on various marine conservation projects.

For questions 7–14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part Two.

[pause]

tone

Jane: Hello. My name's Jane Brooks and I'm going to tell you about my work as both a volunteer and an employee on various marine conservation projects all over the world.

After university, I was interested in doing some volunteer conservation work and a friend of mine recommended a useful website. When I looked, I found myself torn between two projects: volunteering on rainforest protection in Belize or marine conservation in Thailand.

I'd never done any diving before, but I've always been fascinated by the ocean, so I decided that the Thai project was the one for me. I started out there as an ordinary volunteer and, two years later I became Volunteer Co-ordinator. Then, I moved here to Cambodia for a paid job helping volunteers. My title is Training Manager, and I can honestly say I've never looked back.

Learning to dive ignited a passion for it. So after getting my intermediate diving certificate, I continued my dive education in Thailand right after finishing on the project there. I decided to stay on in the country, and after diving there daily for nearly half a year, I obtained my instructor licence, which was a very proud moment.

When I first arrived here in Cambodia, I was expecting something very similar to Thailand. Boy was I wrong! Unlike Thailand, where I was located in a busy harbour and everything was based on tourism, here I'm living in the heart of a fishing village but it's really peaceful and there's almost no foreigners. It's like another planet!

Everything takes time here, and if I need something special, I can't just go out the door and get it. There's a much more intimate feel to things, and I've become a real part of the community. The locals have accepted me as a familiar face. And it's wonderful that I don't feel like an outsider.

After starting or continuing their dive education with me, volunteers will study local marine life and its identification and assessment and, after some training, they start conducting environmental surveys. Another thing they do is cleaning up coral reefs, getting rid of the rubbish, like empty cans and stuff. And it breaks my heart to see all the plastic bottles floating around – it's so unnecessary! This is something we all have to address.

The project is still young. The ultimate goal is to make the archipelago into a marine reserve, but there's a lot to do before that happens. Our next step is to help local people establish a recycling system for waste.

Every day is different, but my favourite part is when you're teaching someone to dive and you see fear turn into confidence. Seeing smiling faces returning to the surface after that initial dive gives me a real sense of pride!

If you're interested in the environment and looking for an adventure, then sign up. We're here waiting to welcome you!

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear an interview with two college lecturers, Sarah Banks and Tom Weston, who are talking about working in clothes shops when they were students.

For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part Three.

[pause]

tone

Interviewer: With me today are Sarah Banks and Tom Weston, two college lecturers who both worked while they were students. Welcome!

Sarah: Thanks.

Tom: Thank you.

Interviewer: Sarah, tell us first about the job you had – in an expensive clothes shop?

Sarah: Mmm ... it was in a fancy women's boutique. I'd like to say I got the job because of my fashionable appearance – I was studying fashion, so I always wore the latest stuff. But I think the manager just liked my outgoing manner. I was aware even then, though, that a shop job wasn't my thing, but there was little else around where I could get any experience, so off I went. It was in an affluent area, full of creative types. And the price tags were high, so we didn't need many sales for a good day's takings.

Interviewer: And was it enjoyable?

Sarah: Well, some customers could be difficult, and they all expected something special – soft fabrics, low lights, chic private changing rooms. They weren't just looking for clothes – they were after a whole experience. And often they'd pick out totally unsuitable things, but insist they were the right choice.

So I really appreciated it when a woman would finally step out of the changing room in the dress that completely altered her whole posture – head up,

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shoulders back. It demonstrated the magic of the perfect outfit – and fed into my later design work.

Interviewer: How easy was it to fit in at the shop?

Sarah: There was a strict dress code for staff; we had to wear stuff from the shop's range – I did fall into line with this, but only just. I remember feeling a distinct sense of rebellion when I realised how limited the choice was, as I felt – and still feel – people should express themselves through their clothes. So I deliberately chose the only two things that were comfortable – but they looked hideous together. No-one commented, but I felt I'd made my point – being so strict wasn't in the shop's best interest. Luckily, none of my friends saw me wearing the clothes – although I did eventually show them off at home.

Interviewer: And Tom, you also worked in a clothes boutique.

Tom: Yeah – I was a business student and the boutique really inspired me. The owner had become famous by making amazing clothes out of recycled stuff, but never seemed that interested in big profits, so I was intrigued by him. Then, I overheard staff talking about how he'd ring round his branches every day, demanding to know how much money they'd made. It was a real eye-opener – the fashion world clearly didn't survive on charisma and big ideas alone. I was really mad when I realised how stupid I'd been – I just wasn't worldly-wise enough then to see the reality. It taught me that things aren't always what they seem.

Interviewer: And you both teach students now. Tom, can you spot those that've had experience of work?

Tom: They're the ones who understand the importance of getting to classes, even for parts of the course they find less inspiring. They'll still manage to get something out of them. And they'll come over as fully functioning grown-ups, able to take responsibility for their lives without much assistance. They'll have learnt the basics of time management, and have an appreciation of whatever money they've got, too, although as students they usually don't have much, of course.

Interviewer: So finally, what did you learn from working while you were students? Sarah?

Sarah: Well, any job you do has its moments of tedium – but also work is great for boosting your confidence. And through working in a shop, I acquired expertise in several areas that's served me well across the board. I'm still an avid observer of customer behaviour. I often notice how little they change from shop to shop.

Interviewer: Tom?

Tom: I enjoyed learning how to interact with people. In fact, I'd dish out advice with no real idea what I was talking about – that comes in handy! And as an academic now, I'm grateful that I was trained in how to sell things, as even us bookish types have to market ourselves nowadays.

[pause]

Now you'll hear Part Three again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

Part Four consists of two tasks.

You'll hear five short extracts in which people are talking about their favourite series of travel guidebooks.

Look at Task One. For questions 21–25, choose from the list (A–H) what each speaker particularly likes about the series of travel guidebooks.

Now look at Task Two. For questions 26–30, choose from the list (A–H) the one criticism each speaker has of the series of travel guidebooks.

While you listen, you must complete both tasks.

You now have 45 seconds to look at Part Four.

[pause]

tone

Speaker One: *Travel Easy* is the granddaddy of guidebooks series and there are few places they don't cover, often in too much painful detail. I find them best for dipping into. Most of these guides cover a specific place – continent, country, or city so there's something for everyone depending on how ambitious your plans are geographically. There's some downloadable material, but you'll miss out quite a bit if you try to go green and rely on that alone. What stands out for me are the sections covering the kind of phrases and basic vocabulary you need to get around. The photography leaves a little to be desired, but their hand-drawn maps are handy when exploring somewhere new.

[pause]

Speaker Two: I know the *Backpacking Basics* series have a bit less than others about times and prices, but for backpacking women like me, they're hard to beat. They more than make up for these shortcomings with their in-depth treatment of things like the local music, literature and food – they go way beyond just travel so they're better than many speciality guides. You're probably better off using your smartphone if you're trying to navigate your way around rather than try to make sense of the street plans in these guides though! A bit of help with the local language would be an idea for the future, but I have a soft spot for *Backpacking Basics* – there's something friendly about them.

[pause]

Speaker Three: *Bradley Guides* are my favourites – they were publishing entire books on offbeat destinations when others provided barely a page. I appreciate the 'single voice' that shines through, making them more of a pleasure to read than those that feel like they've been written by a committee.

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I've used their no-nonsense guides all over and found information unavailable anywhere else. You do need to check when they were published as they have a smaller range of writers than the bigger-selling guides, so don't get revised as often. I expect sales have suffered because they're aimed at travellers for whom, like me, travelling sustainably is important rather than at mainstream travellers who like their days planned out for them.

[pause]

Speaker Four: The *Into Guides* were started by a graphic designer, which shows in the extraordinary pictures they're famous – and widely praised in the press for – and these are accompanied by huge amounts of historical detail. That's not to say they don't contain some useful stuff too – there's a certain amount at the end. But I just feel there isn't quite enough organisational stuff to help you plan a schedule each day. Overall though, I'd say despite the fact that it reads a bit like an encyclopaedia at times, there's nothing like it for really getting an in-depth understanding of a country before ever setting foot there.

[pause]

Speaker Five: I bought the *Footsteps Guides* because it includes several sections written by some of the big names in travel writing. And I wasn't disappointed. I prefer guides that really bring a variety of perspectives to a place and its culture. The standard sections suffer by comparison – a little more description and emotion here would be welcome – the text here can be pretty matter-of-fact. Overall though, there are still far more pluses than minuses. It's got accommodation and things to do and it's pretty good on transportation, which may help with planning. I expect some will find the books a bit bulky – although I personally don't mind it.

[pause]

Now you'll hear Part Four again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you're sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind students when they have one minute left.]

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.