

TAPESCRIPT

- A1** This is the Cambridge Certificate in Advanced English Listening test.
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:

[BEEP]

- A2** You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper.
You'll have 5 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 5 SECONDS

- A3** Now open your question paper and look at Part 1.

PAUSE 5 SECONDS

- A4** 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.

- A5** Extract one.
You hear two people talking about shopping online.
Now look at questions one and two.

PAUSE 15 SECONDS

[BEEP]

F: My camera arrived this morning – I only ordered it online yesterday. Can't grumble about that for service. Much easier than going into town, and there

were so many to choose from!

M: I'd agree with you there, though I find it sometimes makes choosing too difficult. Was it expensive? Probably cheaper online – it usually is.

F: That's a bit of a misconception – it's easy to forget the delivery charge, and how it can be the same for one or as many as perhaps three articles.

M: True enough, but whenever possible I avoid the hassle of visiting shopping centres these days. Incidentally I read an article about online shopping reviews the other day – I've never known whether to take much notice of them.

F: What did it say?

M: It was interesting. They'd done some research – first they discounted the fake reviews designed solely to make things sell. You shouldn't always believe what you read. The research revealed there's a very common knee-jerk reaction which makes reviewers leap instinctively to the defence of anything other people slate. Of course you do get the sort of people who like sounding off about anything and everything – but they're easy to spot, and most people who take the trouble to review things take it seriously.

PAUSE 5 SECONDS

[BEEP]

REPEAT EXTRACT 1

PAUSE 3 SECONDS

A6 Extract two.

You hear two people talking about the effect that food has on expectant mothers and their unborn babies.

Now look at questions three and four.

PAUSE 15 SECONDS

[BEEP]

M: I can't stand bananas, and neither can my sister, yet my brother loves them.

W: Funny isn't it – maybe your mum started eating them when she was expecting your brother?

M: What's *that* got to do with it?

W: Well apparently, according to an article I've just read, babies of mothers who eat a lot of fruits or vegetables during pregnancy are more accepting of those things when they start eating solid food themselves.

M: That's garbage ... *isn't it?*

W: No – apparently it's true for all mammals – we experience foods long before

our first taste of actual food.

M: So if the mother's eating, say, garlic and it gets, what, 'transmitted' into the baby, it will be more accepting of garlic afterwards – when it's born?

W: Precisely – there's plenty of studies underpinning this theory.

M: But you could freak the baby out! If you eat say hot chillies or whatever...

W: But the baby is learning what the mother's eating and these are the foods she has access to, the foods that most likely *they're* going to be eating when *they* grow up. It all kind of makes sense now and explains a lot about my own strange food preferences.

M: Hmmm ... I'm sort of beginning to get it all – I guess the whole idea is to teach the child what foods are good for them.

PAUSE 5 SECONDS

[BEEP]

REPEAT EXTRACT 2

PAUSE 3 SECONDS

A7 Extract three.

You overhear two friends discussing a magazine article about a pop singer called Katie Renshaw.

Now look at questions five and six.

PAUSE 15 SECONDS

[BEEP]

M: You should read this article – it's an interview with Katie Renshaw, about how she's become a pop sensation in just six months. I think she's brilliant.

F: Yeah, I've read it. I think 'pop sensation' is a bit of an exaggeration. She's got some way to go yet! That's the article where she goes on about 'I've made it to the top without my picture being plastered everywhere'. And there she is with her picture plastered all over the magazine!

M: Yeah I know what you mean, but it's good though. She's quoted here as saying, 'Just because I'm a musician doesn't mean I deserve pictures of myself with a red face and smudged make-up all over some trashy gossip magazine. I'm not a model.'

F: I don't mind that kind of thing – it takes celebrities down a peg or two.

M: And I really liked what she was saying on TV about how she's glad she was never part of one of those TV shows that claims to discover new talent. She said they're so awful, they make her cringe.

F: Yeah, she called the singers puppets being manipulated by the TV people.

M: Hmmm, I like that.

PAUSE 5 SECONDS

[BEEP]

REPEAT EXTRACT 3

PAUSE 3 SECONDS

A8 That's the end of Part 1.

A9 Now turn to Part 2.

PAUSE 5 SECONDS

A10 You'll hear a TV and radio presenter called Ronnie Webb telling a group of students about his work. For questions 7–14, complete the sentences.

You now have 45 seconds to look at Part 2.

PAUSE 45 SECONDS

[BEEP]

M: Hi, I'm Ronnie Webb and I'm going to be talking to you about my work in the media and how you too might be able to have a career in radio and TV presenting.

People often ask me how I got into the business. Well, although my father was a studio engineer, I did a course in media studies at university, with the idea of becoming a journalist. But as soon as I discovered student radio, I realised that broadcasting was actually the career path I wanted to follow, though I was probably more suited to being a presenter than a technician of some sort.

Then, after student radio, I moved into television. Since then, I've done a lot of corporate videos and television commercials – but for some unknown reason, I've found myself in particular demand as a presenter on quiz shows. I wasn't cut out for shopping channels it seems!

Another thing people ask is whether radio is easier to get into than TV. Both are pretty hard actually, but radio offers a great training ground for TV. It doesn't help with skills like reading autocue of course, but it does help you develop the elusive art of timing. Unfortunately, radio has seen a reduction in weekend and overnight DJ slots over the years and these did

use to be the first step for many presenters.

When you're live on air, you also learn to deal with unexpected problems, so having a suitable personality, being able to stay calm under pressure for example, is highly desirable, and it's one factor in success. But no amount of talent will compensate for a lack of experience. Without that you'll never get a professional radio job.

Most people advise you to start off by volunteering on a student radio station, say, or in things like hospital radio. But, in your shoes, I'd go for a community station – they'd welcome the help and you'll quickly learn how the industry works. Many people start in radio by reading the travel news or being a co-host on a short programme. When you do get your own slot on a show, it might be a phone-in programme, but it's more likely to be a request programme. You really would be very lucky to host one with guests – because conducting live interviews on air is something you only learn to do with time.

Sounds daunting, right? But it really is good experience. Personally, I think that there'll be more opportunities for young people to present in the future, and not just in the broadcast media, thanks to the advent of podcasts. This is an expanding area and there are openings for anyone with practical skills.

But however you end up starting, be prepared to work unsociable hours, and for little money, to get your foot in the door. These days, I run my own website which gives advice to guys like you about creating video presentations. Check us out! You'll also find links to other specialist companies, including agents who can help you find suitable work. TV and radio is a hard industry to break into but fun and rewarding when you get there!

So, if nobody has any questions...

PAUSE 10 SECONDS

A11 Now you'll hear Part 2 again.

[BEEP]

REPEAT PART 2

PAUSE 5 SECONDS

A12 That's the end of Part 2.

A13 Now turn to Part 3.

PAUSE 5 SECONDS

A14 You'll hear an interview in which two ecologists called Steffi Jones and Josh Wallace are talking about 're-wilding'; the practice of moving environmentally-important species to particular areas. 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 3.

PAUSE 70 SECONDS

[BEEP]

INT: There has been much debate amongst ecologists lately about whether animal species should be re-introduced into areas where they once lived in the past. Plans to reintroduce wolves to parts of North America are an example of this 're-wilding', as it's known. With me to discuss rewilding today are ecologists Steffi Jones and Josh Wallace. So, what benefits are there to rewilding, Josh?

M: Well, we have well-documented examples of the benefits of reintroducing either predators or large herbivores – that's plant-eaters - to ecosystems. The most celebrated example is wolves in Yellowstone Park in the States. They'd been wiped out by humans, but were reintroduced several decades ago. As a result, wolf predation now affects the ecosystem positively, not only by affecting the large herbivores they prey on, but also the plant distribution, because the herbivores changed the way they forage - so these top level predators change the entire ecosystem.

INT: But it's not just for environmental interests that you started up your organisation, which you call Rewilding Europe, is it Josh?

M: That's right, we're a not-for-profit organisation aiming to find ways to build jobs around the reintroduction of wild animals, for example via ecotourism and safari parks. We aim to make Europe a wilder place, not only for a conservation benefit, but also to provide new opportunities for the individuals still living in those natural areas which are now being abandoned as people increasingly move to cities. And we'd like nature

itself to manage and shape the landscape, not people – it's revolutionary!

INT: And do either of you see any risks involved?

F: It's incredibly risky. The reserves Josh has established are open and unfenced, in several cases bordering on nearby villages. And the animals being reintroduced include bears, wolves, even giant cattle.

M: None of these species are dangerous. Statistics show for example, 27,000 human-bear encounters in Scandinavia, and only occasional problems. With wolves – and there are about 18,000 now in Europe – no problems.

F: But quite a few of your projects aim to rewild areas close to urban centres. Surely you should contain such areas?

M: Admittedly these are open systems, so we aren't talking about fenced reserves, though in certain villages perhaps there should be fences to keep animals out. But some of these animals, like the cattle, will go through a de-domestication process anyway, becoming wilder and wilder. They'll run away from people.

INT: But aren't some people scared, Josh?

M: Actually if you look at opinion polls, in the Netherlands, for instance, they showed over 80% of people now welcome the wolf. The general attitude towards wilderness... the tolerance of animals, is becoming more positive. I don't buy the criticism that we can't expect communities to learn to coexist with large animals. There's a fear of large animals, but it co-exists with a great love for them. Sports teams and cars are often named after them, for example – it's a relationship going back thousands of years into the human psyche.

INT: So, if that's the case - what makes rewilding so controversial, Steffi?

F: Well, many of its advocates support the idea of bringing in non-native species to plug perceived gaps. For example, they say an African lion could be used to replace the extinct European lion. And because the Tasmanian tiger is no more in Australia, perhaps another top predator such as the Komodo dragon would suffice – which is all highly questionable!

INT: Josh, could I bring you back in on this issue of Australia. What's your

view?

M: Well, introducing such creatures as elephants into the Australian habitat isn't so strange when you consider the huge creatures that once roamed the continent, and the role they played in the ecosystem. Humankind disrupted and destroyed that, and the current ecology is very mixed up. An out-of-control grass like *Gamba* was introduced to feed cattle - but cattle can't eat something which grows three metres high. The annual spate of grass fires is surely telling us something - the animals that should be consuming that grass are missing. If we had large enough herbivores, such as elephants, to process this biomass, it would reduce fires, slow the spread of invasive grasses - we'd wind up with a new ecosystem. What's to lose?

INT: There we must finish ... thank you both very much ...

PAUSE 10 SECONDS

A15 Now you'll hear Part 3 again.

[BEEP]

REPEAT PART 3

PAUSE 5 SECONDS

A16 That's the end of Part 3.

A Now turn to Part 4.

PAUSE 5 SECONDS

A Part 4 consists of two tasks. You'll hear five short extracts in which people are talking about their jobs. Look at Task 1. For questions 21–25, choose from the list (A–H) what inspired each speaker to follow their chosen career path. Now look at Task 2. For questions 26–30, choose from the list (A–H) what each speaker enjoys most about their work. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4.

PAUSE 45 SECONDS

[BEEP]

Speaker 1

PAUSE 2 SECONDS

Studying print journalism seemed a pretty logical step as I was good at English and writing was never a chore for me. I started writing articles at university for a number of magazines. I

was blown away, though, when I got offered the post of travel writer on a newspaper in Australia's Northern Territory. It's a fantastic job – I get to try out hotels, trips, etc, as well as interview tourists and report on different aspects of life in the area - a task I don't find difficult at all and you get to meet some amazing people.

PAUSE 3 SECONDS**Speaker 2****PAUSE 2 SECONDS**

I was brought up listening to my grandparents' tales of drought and life on the land – so civil engineering was an obvious direction to take. After university, I experienced all the different aspects of the subject, and got a hands-on understanding of how water supply systems work in a number of different countries. Planning and design are critical, because without water we wouldn't have a city - or an economy. It's a mixture – desktop office work – and also going out in the field, so you can visit a site and say, I planned and designed that reservoir or pipeline – which is an unrivalled buzz. One of my projects even got on the cover of a magazine.

PAUSE 3 SECONDS**Speaker 3****PAUSE 2 SECONDS**

It's a pain having to work weekends sometimes, but it's really a small price to pay for being an air traffic controller. And anyway, shift work allows me to have half days at home - I have the whole morning to do what I want. I just love doing the sort of work you can't take home - it's absolutely wonderful knowing that when I'm not at work, someone else is doing the whole job, no 'to do' lists for the next day! The work itself can be a challenge - getting every pilot where they want to go but it's reasonably satisfying. There is pressure – but to be honest it's quite stimulating. Who'd have thought doing that birthday balloon flight ten years ago would lead to this!

PAUSE 3 SECONDS**Speaker 4****PAUSE 2 SECONDS**

My dad was an electrician, but after working on a few jobs with him I decided I didn't really fancy following in his footsteps, so I looked around for a trade. A family friend mentioned the idea of applying as an apprentice boat builder. I hadn't heard of anyone doing it and I liked the sound of it – I'd been looking for something including carpentry, and wanted to work in the open air. You really can't beat sailing around Sydney harbour in the work boat every morning – I don't think I'll ever get tired of it. The pay's not bad either!

PAUSE 3 SECONDS**Speaker 5****PAUSE 2 SECONDS**

I started digging up my backyard after an archaeologist friend of my parents turned up at the house unexpectedly when I was six and told me about his work. I was hooked. Now I'm working in Greece, dating ancient pottery – it's definitely a highlight, travelling to exotic countries, getting to know other languages and cultures. With a job like this, what really appeals to me is having to constantly reassess traditional views about the past in the light of fresh discoveries - forcing you to think again about what you know. My only grumble is, the personal financial rewards could be better.

PAUSE 10 SECONDS

A Now you'll hear Part 4 again.

[BEEP]

REPEAT PART 4**PAUSE 5 SECONDS**

A That's the end of Part 4.

There'll now be a pause of 5 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 1 minute left, so that you're sure to finish in time.

PAUSE 4 MINUTES

A You have 1 more minute left.

PAUSE 1 MINUTE

A That's the end of the test. Please stop now.