

## **Audioscript V1**

### **Task 1**

#### **Listening comprehension**

For items **1-10** listen to a text about universities and decide whether the statements (**1-10**) are TRUE (**A**), or FALSE (**B**) according to the text you will hear. You will hear the text only once.

**Now you have 20 seconds to look through the statements.**

**(pause 20 seconds)**

**Now we begin**

#### **Universities**

by Richard Sidaway

More than a quarter of the working population of the USA has one. Cairo, Bologna, and Paris have been offering them the longest. And you can now supposedly get them by sitting at home at a computer. What am I talking about? A university education, of course. So who goes to university and what do they get out of their experience?

#### **Admission**

Most universities don't let just anyone in. Grades in the subjects you take in the final years of secondary education is what usually counts and in many countries people also have to do an entry test. While most participants in higher education are in the 18-25 age group, some people choose to take a break from work later on in life and opt for the role of a mature student, bringing experience of work and the real world to their studies.

#### **Which one to go to**

In many countries there is a pecking order to the universities, with a few high status institutions at the top turning out an intellectual elite and attracting the best minds in teaching and research. Take a quick name check of the leading writers, politicians or scientists in the UK or the USA and you should find the majority chose to spend their student years sitting in the dining halls and libraries of Oxford and Cambridge or Harvard, Princeton and Yale. The training grounds for medicine, law or engineering in Britain tend to be the metropolitan 'redbrick' universities slightly lower down the list.

#### **Money**

When entrance was restricted to a lucky few in Britain, the state actually paid the sons and daughters of the middle classes not only their tuition fees but also a yearly grant towards living expenses as well. These days most European and North American students are given a loan which they have to pay back to the government once they are in full-time employment, or they finance themselves by working their way through college with part-time jobs in the evenings or at weekends.

#### **Where to live**

For the majority of students, attending a university in a town or city near to where they live is the only financially viable option, but in Britain for many years going to university meant leaving home, with all the freedom and independence that implied. Universities traditionally offer cheap and clean accommodation in halls of residence or student houses. After a year or so, many students opt to share private rented accommodation outside the university, which often pushes their culinary and hygiene skills to the limit.

### **Year out**

These days if you haven't taken time off between finishing school and embarking on higher education, you haven't really lived. The gap year can be devoted to working for charities in different parts of the world, or simply to travelling, but it can at least concentrate the mind and perhaps give you a few more ideas about what you should do with the rest of your life. If you want to study abroad, you can often get a year out as part of a language course, or enter a scholarship programme such as Erasmus to support you while studying at a foreign university. Business or management students often devote time away from university in the form of a work placement, to help them gain practical experience in a professional environment.

### **Teaching and learning**

A common feature of any university is attending lectures, which involves taking notes while a lecturer, a university teacher, is speaking to a large group of students. In Britain, you are also expected to present a subject perhaps once a term and comment on it in tutorials. These are small group discussions led by a lecturer at which closer analysis of a particular area is undertaken. Science-oriented courses also involve practical lessons and field trips which enable students to get to grips with their chosen course of study in the laboratory or beyond the university walls.

### **How you are doing**

As at school, progress is measured by examinations, either divided into Parts I and II, or taken at the end of the course, and known as Finals. Alternatively, it can be based on continuous assessment and coursework. An important component of most systems is the extended dissertation, a piece of writing measured by the number of words a student has to produce, say 10,000. This must be based on some original research from primary as well as secondary sources and on some sort of gathering and interpretation of data.

### **Social life**

There is an old saying that 'all work and no play makes Jack a dull boy', and prospective students expect a rich and varied social life. Friendships forged in the student union bar or in the many and varied clubs and societies that exist at most universities may last a lifetime. In the USA fraternities and sororities encourage a similar bond.

### **Life after university**

Well before the graduation ceremony, when students queue up to receive their degrees from the Chancellor of the university at a special ceremony, the careers officer has been busy assessing future graduates for the kind of employment paths they should take by giving them an aptitude test, arranging interviews, company presentations and recruitment fairs. For those attracted by the academic life, there are further opportunities for study on Masters and Doctorate (PhD) programmes and on into further research and teaching.

And what does university education all add up to? This was the opinion of Theodore Roosevelt, a former US President - *A man who has never gone to school may steal from a freight car; but if he has a university education he may steal the whole railroad.* Or is it as an American journalist, Sydney Harris, said? - *The primary purpose of a liberal education is to make one's mind a pleasant place in which to spend one's time.*

**This is the end of the text for items 1-10. You have 20 seconds to check your answers.**

**(pause 20 seconds)**

**For items 11-15, listen to a dialogue. To answer the questions choose the correct answer A, B or C. You will hear the text twice. You have 15 seconds to look through the questions.**

**(pause 15 seconds)**

## **Now we begin**

Listen to a female student Amina talking to her tutor Dr Bryson about her project on local history.

**Bryson** : Well, Amina, thanks for letting me have your draft in such good time.

**Amina** : Oh, that's alright. I was just very anxious to hear what you think of it. You can see that I decided to change the topic – I had been interested in looking at Baring's Factory.

**Bryson** : Oh, I think the hospital was a much better choice. In fact... well... I have to say that I thought that it was good.

**Amina** : Oh ?

**Bryson** : There's still lots of work to be done...

**Amina** : Oh yes... of course.

**Bryson** : But there's plenty of good ideas. It opens well and the first chapter is fine but the middle section really stood out for me... most interesting.

**Amina** : That's amazing because I really didn't find it a bit easy to write...

**Bryson** : How long did you work on the whole thing ?

**Amina** : Well, I spent about two or three weeks reading and doing general research and then I dashed writing off very quickly... so about four weeks in all.

**Bryson** : Well, that's about par for the course. You've got a while yet to make the changes.

**Amina** : Oh right... no problem ...

**Bryson** : Right. Let's have a look at my notes here. OK. Starting with section headings... the broad divisions are good but you'll have to re-do the actual headings. I've made some suggestions in the margins...

**Amina** :OK. Thanks.

**Bryson** :Now, this information on local housing... I can see why you put it there but it really isn't relevant to the approach you've taken.

**Amina** : I think I see what you mean.

**Bryson** : Now... what did I say about interviews ?

**Amina** : I worked very hard on those. I really thought they were valuable

**Bryson** : They are, Amina, but they're very complex and rather unclear at the moment. You're going to have to spend a bit of time making the data a lot clearer.

**Amina** : OK... as long as I don't have to remove them altogether...

**Bryson** : No, don't worry.

**Amina** : What about chronology... the list of dates ? I wasn't sure whether I should rewrite those.

**Bryson** : My advice on that is to take them out. I feel it makes the whole piece appear too simplistic.

**Amina** : OK, if it'll help.

**Bryson** : Now, there are a couple of other books I'd like you to have a look at. Have you got a pen ? Right... *Approaches to Local History* by John Mervis...

**Amina** : Right...

**Bryson** : And then I think you need to think about ways of representing interview data. Have a look at *Sight and Sound* by Kate Oakwell.

**Amina** : *Sight and Sound*.

**Bryson** : Then you know I'm going away on holiday next week...

**Amina** : Yes

**Bryson** : So when you've made the changes I suggest you show the work to your support tutor.

**Amina** : Support tutor... right...

**Bryson** : Then you do the proof reading ...

**Amina** : Proof reading... uh-huh. When by, do you think ?

**Bryson** : I'd aim for 29 June and after that you should get it laser printed... but be careful because the computer center closes on 10 July.

**Amina** : And then I hand it in to ... ?

**Bryson** : Oh, the Faculty Office as usual.

**Amina** : OK, that's fine. I think I'm all set now ! Thanks very much for all your help.

**Bryson** : A pleasure. See you when I get back.

**Amina** : Yep. Thanks, Dr Bryson. Bye.

**Bryson** : Bye.

**You have 20 seconds to check your answers.**

**(pause 20 seconds)**

**Now listen to the text again.**

**(text repeated)**

**This is the end of the text for items 11-15. You have 20 seconds to check your answers.**

**(pause 20 seconds)**

**This is the end of the listening comprehension part.**

## **Task 2**

### **Integrated listening and reading**

Read the text, then listen to part of a lecture on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions **16-25** by choosing **A** if the idea is expressed in both materials, **B** if it can be found only in the reading text, **C** if it can be found only in the audio-recording, and **D** if neither of the materials expresses the idea.

**Now you have 7 minutes to read the text.**

**(pause 7 minutes)**

**Now listen to part of a lecture on a similar topic and then do the tasks (16-25), comparing the text above and the lecture. You will hear the lecture twice.**

**Narrator:** Now listen to part of a lecture in a geography class. The professor is talking about Antarctica.

**Professor:** With the increasing pressure to replace raw materials that are being consumed in other parts of the world, Antarctica and the waters offshore could become a stage for international conflict in the future. During the eighteenth and nineteenth centuries, hunters decimated huge populations of whales and seals, and the race to reach the South Pole resulted in national claims by explorers from a variety of countries, which finally resulted in the partitioning of pie-shaped sectors radiating away from the center at the pole. So today several claims overlap, and only one sector remains unclaimed. Virtually all of these claims are covered by an ice sheet about two miles thick, but the question is, what's beneath the ice? Scientific experiments indicate

that proteins, fuels, and minerals exist in abundance, and that means that in spite of the difficulties and challenges involved in the exploitation of these natural resources, the countries with claims haven't demonstrated an intention to relinquish their stake in the area. While resources are available in more convenient sites, the remote areas in Antarctica appear to be relatively safe from exploitation. In addition, as the reading passage suggests, global self-interest may engender international cooperation in this crucial environmental system.

**You will hear the lecture again in 45 seconds.**

**(pause 45 seconds)**

**Now listen to the lecture again.**

**(Text repeated.)**

**Now you have five minutes to finish the task and transfer your answers to the answer sheet.**

**(pause 5 minutes)**

**This is the end of the integrated task (Task 2). Now you can start working on your reading task (Task 3).**