**Test 9 - Easy - Overseas Students George & Lisa**

# **PART 1**

George and Lisa are overseas students studying in Britain. They are returning home for the summer holidays. First you have some time to look at questions one to three

Driver: That'll be $23, right? There's your change. Have a nice trip. Oh, I'll just get your bags out of the boot.

Lisa: Thank you very much. Now, George, let's find the check-in desk.

George: Yes but with all the changes they have made here at the airport, I'm not sure where the check-in desk is.

Lisa: I know, it's strange, isn't it? Why don't we ask for help?

George: Good idea. What about that man sitting down over there?

Lisa: Which one? The one with the hat on and in the trolley?

George: No, the one with the uniform behind the table. I'll ask him. Excuse me, could you tell me where the check-in desk for france air is please?

Man: Oh um… let me think. The best way to get there would be to turn left at the end there where the cafe is. And then go straight ahead until you're opposite the departure gate’s entrance. No no no no sorry um… it might be quicker to turn right as soon as you get past the cafe and keep going along the corridor until you come to the sliding doors at the end on the left, yes that's it. All the check-in counters are in a hall there. I'm pretty sure France Air is directly to your left as you walk in the hall.

Lisa: Thanks a lot. So it's the left past the cafe and then right opposite…

Man: The bookshop. You can't miss it.

George: Come on then, Lisa, we don't want to be late and I want some time to get a cup of coffee and look around the bookshop.

Lisa: Okay, George. But I want to go to the restroom first. I'll meet you at the check-in desk.

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

Now listen and answer questions four to ten.

Woman: Good morning. Can I help you?

George: Yes, I would like to check in for flight FA-492.

Woman: Very good. Uh, can I have your ticket and passport please?

George: Oh yes here you are.

Woman: Okay thanks. Uh if you could just put your suitcase on the scales.

George: Oh I have this extra box that I want to take as well.

Woman: Okay, well that's extra luggage. So I'll have to get you to fill out an excess baggage declaration certificate. It'll cost extra, I'm afraid. Let me see… um… forty dollars exactly, if the total value of your contents is under four hundred dollars.

George: Oh well. What's the form for?

Woman: It's just a form you have to fill out so that if there are any problems we'll know where you are and how to contact you. So if you can give me a few details, I'll key in the information. Okay then, your password says your name is Laviloiers, is that right?

George: Yes, George Laviloiers.

Woman: George… uh… L-A-V-I-L-O-I-E-R-S. Good. Now nationality? French? No. Wait a minute, it's a Swiss passport.

George: Well yes, I live in France but I was born in Switzerland.

Woman: Swiss…very good. Flight number FA492. Destination is ..?

George: Paris.

Woman: Are you connecting with any other flight in Paris or will you be staying there?

George: I'm spending my vacation in Paris. Well, server…just outside Paris.

Woman: Okay. So, what's the phone number there?

George: Um…let me think. The country code for France is uh 33 and the number is one nine eight six one four five three seven.

Woman: Right. So that's three three one nine eight six one four five three seven.

George: Yes, that's it.

Woman: And can you tell me briefly what you have in the box?

George: Well, there are some books, just university textbooks from last semester, some clothes and uh oh yeah my computer discs.

Woman: Okay thank you and what would be the approximate value of the contents?

George: Quite a bit, actually, about um yes about 150.

Woman: That's all. There's your receipt for the box, your passport and ticket and here is your boarding pass. Gate seven. You can board the plane in about 35 minutes. Have a nice flight.

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

Now turns to part two

# **PART 2**

You will hear two flatmates Tom and Richard talking about their new flatmate who has just moved in the week before. First you have some time to look at questions 11 to 16.

Now listen carefully and answer questions 11 to 16.

Tom: Hi Richard. I'm glad I caught you here. Can I just talk to you about something? Our new flatmate Anders is not quite what I had hoped. I was wondering if you shared my concerns about some of his behavior.

Richard: Uh yes Tom I know what you mean but we can't be entirely negative. He has good points. I mean at least he's quiet, he doesn't play loud music all night or bother others or turn his tv up disturbing everyone.

Tom: Sure, he's quiet but remember our last flatmate he'd say hi to you and smile and treat everyone politely. In comparison, this new guy is very impolite. He just grunts in reply and sometimes ignores me altogether.

Richard: I guess that's just his way. You know just his character. I don't think he realizes he's being impolite and it shouldn't matter to us too much. We can just ignore him too and quietly live our own lives.

Tom: But his friends are hard to ignore when they visit.

Richard: I know what you mean. But how often does that happen? I rarely see them maybe once or twice a month. If they came more often it might be a problem. But as it is such rare visits don't matter so much, wouldn't you say so?

Tom: Well, I'm not sure since it's very obvious when they're here because of all the cigarette smoke in the house. It stinks up the place and you know we don't allow smoking on the premises.

Richard: Well, I've never seen them doing this. Maybe they do it outside. Perhaps we can talk to Anders about it. Always remember though in one respect he's a good tenant and it's the most important aspect. The previous flatmate would always pay the rent late.

Tom: I know what you're going to say, this guy pays promptly. But there's more to being a good tenant than prompt payment. I mean you need to turn off the TV, clean up your dishes, dress respectfully, be polite and so on. I guess what i'm saying is that basically you need to cooperate with the others and this new guy fails significantly in this respect

Richard: Okay, I suppose you have a point there.

Before you hear the rest of the talk, you have some time to look at questions 17 to 20.

Now listen and answer questions 17 to 20.

Richard: I tell you what Tom, why don't we talk to our new flatmate Anders about these issues. If we throw him out we'll have to go to all the trouble of finding another

flatmate who might not necessarily be much better. So, let's give the current guy a chance. Here, I've got a piece of paper so let's make a short list of issues to discuss with him. Get it out into the open.

Tom: Sure, we'll give him one more chance. So write “communication” and let's tell him to…

Richard: Well, we can't change a person's personality overnight so why don't we have a weekly tenants meeting and we can just ask him to attend that way we can get to know him better. I'll write attend meeting and we can take it from there

Tom: Okay but we have to tell him about his friends. they can't just do whatever they want. Write a heading “friends” and then write don't smoke anywhere inside or outside.

Richard: Well instead of being so direct and possibly causing offence i'll just write “follow rules” and verbally mention the rules tv off by 10 pm no loud music or bad behavior including smoking

Tom: Okay do that, but i still think we need to specifically mention that last issue. You know how I can't stand the habit so I'd like this to be another and separate point “cigarettes - strictly forbidden” and it's important to include the “strictly” here we can't foot around too much. Sometimes directness is necessary.

Richard: Okay I'll write that…forbidden. Okay. And what about cleaning duties? Anders is a little too relaxed about that. Dishes are sometimes not washed, dirty tea cups are left around the place and so on.

Tom: So write “Must do better”.

Richard: Yeah. Again Tom, he might take that personally and it could cause a scene.

I'd rather be general. I'll write “must be done” and I'll tell him that that's for everyone, not just him.

Tom: Okay, as long as he gets the message.

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

Now turns to part three.

# **PART 3**

You will hear a tutor and two students discussing the best ways to study. First you have some time to look at questions 21 to 25.

Now listen carefully and answer questions 21 to 25.

Tutor: Well, how are you both settling in? Fine?

Girl: Yes. No problems so far, anyway.

Tutor: Good. Remember that as your personal tutor, I'm here to help you if you do have any difficulties. Now, as you know, lectures start on Monday. So I thought we'd look at a few ways of making the most of them, especially in terms of the notes you take. Let's begin by thinking about what you can do before you even go to the lecture. Any ideas?

Girl: Um … make sure you're up to date with all the background reading, so you know plenty about the subject already.

Tutor: Yes, that's essential. The lecturer will assume you have that knowledge. Anything else, Carlos?

Carlos: Well, uh…check what the topic's going to be of the lecture that is.

Tutor: I'd go a bit further than that and consider what the content may be. Then you could ask yourself some questions that you want answering and listen out for the relevant information during the lecture.

Carlos: Okay.

Tutor: Now that brings us to the lecture itself and the actual business of writing notes.

But there is a lot to deal with there so we'll come back to that later. What I'd like to do for the moment is continue with the process of note-taking and move on to the next stage. Any suggestions for what that might be?

Girl: When the lecture is over you mean.

Tutor: Yes. Once you're able to sit down somewhere quiet with your notes.

Carlos: Uh… read them.

Tutor: More than that. You need to make sure they'll still make sense to you weeks, months later.

Girl: Edit them?

Tutor: Yes, that's what's needed. It's well worth spending a few minutes on it - any missing words, anything difficult to read, things you didn't have time to jot down - now is the time to do so while everything's still fresh in your mind.

Girl: Right. And after that when's the best time to revise them?

Tutor: When do you think, Carlos?

Carlos: Um… I'd say just before the next lecture in the same subject.

Tutor: Precisely. That's a vital time to look at them again for obvious reasons. But it's definitely not the only time. When should you revise them again?

Girl: A month later maybe.

Tutor: Sooner and much more often than that. I'd recommend you look at them again once a week. That's why it's so important they're complete and easy to follow.

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

Now listen and answer questions 26 to 30.

Tutor: Right. Let's go back to note-taking and begin with the basics before the lecture has even started. What should you do when you walk into the room?

Carlos: get a good seat at the front if you can where you can hear clearly and avoid distractions

Tutor: Yes. Though obviously others will have had the same idea. So it's as well to get there a bit early. So when the lecture is underway and you're busy jotting things down, what should you try to ensure?

Girl: That you're getting all the main points

Tutor: and what if you don't catch something something you know must be important

Girl: Um… I'd leave a space. Then I could check it later perhaps by asking a question at the end and fill it in afterwards.

Tutor: That's an excellent way to deal with it, yes. And there's something else I'd like to mention here. Talking about going through notes afterwards, it's absolutely vital that what you write is legible for one very good reason: it saves time. You'll waste many hours during the course if your revision is held up because you can't read what you've written. Okay. What else can we do to make listening and note-taking more efficient?

Girl: Well, I always listen out for signpost words.

Tutor: Uh…sorry. What are they?

Girl: They're the ones lecturers use to say where they're going a bit like a signpost at a road junction, I suppose. Things like ‘the first reason is’, ‘however’, ‘to sum up’ and so on.

Tutor: Yes. They can tell you when something important is coming and help you organize your notes too. Is there anything else you can add, Carlos?

Carlos: Uh…there's something i think's very useful but it's later after the lecture is finished

Tutor: That's fine. Go on.

Carlos: Well what I do is go through what I've written down, summing up the main points in a few words in the margin on the left hand side of the page. I try to use words that'll jog my memory so that I can remember what everything's about when I look at them again.

Tutor: Yes, that can work very well. What some people do to review their notes is cover up their full notes from the lecture, maybe with a piece of paper or a card, and concentrate just on what they've put in the margin trying to recall the details. Then they move the cover down a little and check whether they were right.

Girl: Or you could put your main points on another piece of paper and clip them together. Instead of covering and uncovering, you just hold a page in each hand.

Tutor: Sure. It's down to personal preference really. Everyone has their own learning style.

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

Now turns to part four.

# **PART 4**

First you have some time to look at questions 31 to 40.

Now listen carefully and answer questions 31 to 40.

Last week, we looked at some of the features of modern houses and today we're going to turn the clock back and look at traditional house design. I've chosen to start with Samoa, which is part of a group of polynesian islands in the South Pacific Sea because the influence of culture and weather on house design is quite clear there. Um, so let's have a look at first of all, at the overall design of a traditional samoan house. Now these days houses in samoa have become more modern and are usually rectangular. But traditional designs were round or sometimes they were oval in shape. Here's a picture. This traditional style is still used often for guest houses or meeting houses and most samoan villages have at least one of these buildings. As you can see there are no walls so the air circulates freely around the house. Samoa is a place that experiences high temperatures, but the open design of the house also reflects the openness of Samoan society. If the occupants want shelter, there are several blinds made of coconut leaves that can be lowered during rainy or windy weather, or indeed the blinds can also be pulled down if people want some privacy. The foundations of the house and that's the part beneath the floor are raised slightly. In the past the height was linked to the importance of the occupants, which we'll talk about another time. However, the floor of the house was usually covered with river stones. Today we have a range of methods for balancing the temperature inside a building, but the stones on the floor of a Samoan home are ideal for cooling the building on hot days. Now let's have a close look at the roof. This as you can see in the picture is dome-shaped and traditionally, thatched or covered with leaves from the sugarcane, that's an established crop in Samoa. This was a job for the women and it involved twisting the leaves and then fastening them with a thin strip of coconut leaf before fixing them to the roof in several layers. Now the shape of the roof is important. You can see that the sides are quite steep and that's done so that the rain falls straight to the ground without moisture going through the leaves and causing leaks or dampness inside the house. Then you'll notice how high the top of the roof is. This is a way of allowing heat to rise on sunny days and go through the thatching thereby cooling the house. So how does the house stay upright? Well, there are a number of evenly spaced posts inside. They um they encircle the interior of the building and go up to the roof and support the beams there. They're also buried uh usually about a metre and a half in the ground to keep them firm. These posts are produced using local timber from the surrounding forests. They're cut by men from the family or village and the number varies depending on the size and importance of the house. Now these posts were a very significant part of Samoan culture and did much more than hold up the roof. When there were meetings people sat with their backs to certain posts depending on their status in society. So there were posts for chiefs, according to their status, and posts for speakers and so on. And ordinary people sat around the side on mats. The last area I want to look at today is the attachment of the beams and posts what you call fixing the construction. Traditionally, no nails or screws were used anywhere in such a building. Instead coconut fibres were braided into rope to fix the beams and posts together. The old people of the village usually made and platted the rope. This was a lengthy process. An ordinary house used about forty thousand feet of this rope, and as you can see in this picture, the rope was pulled very tightly and wound round the beams and posts in a complex pattern. And in fact the process of tying it to the beams so that it was tight and strong enough to keep them together is one of the great architectural achievements of Polynesia.

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