

## LISTENING SCRIPT

### Exercise 3.

**Announcer:** You will hear a guide giving students some information about a university campus.

**Guide:** OK, so we're going to have a look at the plan of the City University Campus. Can everyone see a copy? Great. Right, let's start by finding the Browning Lecture Hall. For a lot of you science students, that's where all your lectures are going to be. So, at the bottom of the plan, you can see the administration block, and at the very top of the plan, you can see a river, and going across the river is a small bridge. Just below that bridge – but slightly to the right, not directly underneath, is the Browning Lecture Hall. Got it? It's actually a great building for lectures – really modern and bright.

OK, the Dining Hall. A very important place for hard-working, tired and hungry students! So, see where the administration block is? To the right of that, you've got two quite big buildings – and you can also see that there's a fence. The Dining Hall is the building that has a fence on two sides – so the building that's a bit closer to the top of your plan.

### Exercise 5.

**Announcer:** You will hear a guide giving students some information about a university campus.

**Guide:** OK, so I'm sure you'll want to know where the Halls of Residence are. As you probably know, these rooms are for all first-year students and also some students in their *third* year at university. OK, so across the top of the plan, you've got three fairly large buildings, all just below the river. You've got that rectangular building in the middle, and then on the left of that there's a square-looking building. That second building's the Halls of Residence. Your name and room number will be on the list outside the building, by the entrance.

OK, how about the Seminar Rooms? You won't be going to your first seminar until the second week of term, but it's useful – obviously – to know where they are. OK, in the right-hand corner – the corner at the *top* of the map, I mean – you can see that building that looks like an upside-down 'L', next to a little group of trees. Part of that is used as the rooms for students studying French, Spanish, Arabic – Modern Languages, you know. But the *other* part is where you go for your seminars. You'll have a nice view of the lake from there.

Um, I guess that some of you are here for the Arts course. I would really recommend that you join the Arts Society if you are. It used to be in that semi-circular building, but not any more, sadly. It's moved to that square building in the center of the plan – the one that's been divided into two parts. The Art Society is in the room nearer the bottom of your plan. OK, does anyone have any questions about ...?

### **Exercise 6.**

**Announcer:** You hear a conversation between two students on a university campus.

**Ann:** Excuse me. Can you help me? I'm a bit lost.

**John:** Sure.

**Ann:** That's great, thanks.

**John:** So where do you need to be?

**Ann:** Well, actually, I'm looking for a person – Professor Sarah Carter?

**John:** Oh, yes, I know her. Are you one of her students?

**Ann:** Oh, no, I'm not. Or not yet! I'm here to meet her. She's expecting me. That's actually the main reason why I've come here today. I'm supposed to be meeting her at 1.30. I'd like to be a student on her course next year and she wants to know more about me. You know, ask me questions about the subjects I'm doing at school, about my interests, about why I want to do the course – that kind of thing.

**John:** I see, OK. In that case, you should go to her office. It's quite near the administration block. Right next to the library.

**Ann:** The library? I think I walked past it already. Is it that huge, glass building near the car park?

**John:** Yes, that's the one. So if you're going to meet Professor Sarah Carter, does that mean you want to study History of Art?

**Ann:** Yes, that's right! In fact, I was planning to get here a bit earlier so that I could go to Professor Carter's lecture this morning. She was going to talk about painting at the end of the 19th century. That's my favorite period of time in art history because so many things changed.

**John:** Oh, yes? In what way?

**Ann:** Oh, well, photography had become more popular by that time and that made a really big difference. In fact, by the 1860s, photography was already quicker and cheaper than painting. In fact, there were quite a few amateur photographers at that time. Anyway, it was because of photography

that a lot of painters decided to change the way they made their pictures – they didn't need to look like photos anymore. So art became much more exciting and imaginative in those years. But – oh! – the traffic on the way here was absolutely terrible, so I was late and I missed the lecture!

**John:** Oh, dear! What a shame!

**Ann:** I know! So what about ...

### Exercise 7.

**Announcer:** You hear a conversation between two students on a university campus.

**Ann:** But – oh! – the traffic on the way here was absolutely terrible, so I was late and I missed the lecture!

**John:** Oh, dear! What a shame!

**Ann:** I know! So what about you? Have you been a student here for long? Or are you new here?

**John:** I'm in my third year – but it's not my final year. Most courses at the university are three years, but my course is one year longer. It's because I'm studying Chinese and Japanese. All language students do four years because we spend one year living abroad. So last year, I spent six months in Beijing and six months in Tokyo.

**Ann:** How exciting! I'll be starting my course here next January. I'm a bit nervous, to be honest.

**John:** Don't worry! Most people feel the same way. It's a new experience for everyone when they start university.

**Ann:** How did you feel – about your first week?

**John:** Let me think. I remember they gave us a lot of different things to read – even *before* we moved onto campus and started classes. But actually, it made me feel more confident about starting. And in your first week, you're not really expected to write or produce very much at all. It's really just a time when you get to find your way around the campus, move into the Halls of Residence, you know. The work doesn't come until later on. I think what I found really amazing was just how kind everyone was. I mean, the other students in my seminar group and the lecturers. I thought they were very easy to talk to. So I guess that was my main feeling about the first week here.

### Exercise 8.

Good afternoon, my name is Dr Deacon and today I am going to give you a Short presentation on my research so far into developments that are taking place in street markets in London. I am going to



examine different markets around London to show the main advantages of street markets to local communities, an example of a market undergoing change and the factors driving change in the markets.

So what are the main advantages of street markets in cities? Well, I did a survey where I asked over a hundred people in a day at Tabard Market in south London to rank the main advantages that street markets brought to local areas and if there were any disadvantages.

The main advantages given were that they were good for the local area and that they were not just about businesses from outside the area making money.

Also they were not just for commercial purposes but they also benefited the local community by providing jobs and encouraging regeneration. Seventy-three per cent of people thought this was the main benefit. A large proportion of people thought that providing fresh produce was also a key advantage, despite the fact that sometimes the food on sale was quite expensive. The proportion of people who cited this was sixty-nine per cent. This was followed by an advantage which concerns us all nowadays, a reduction in waste. Sixty-three per cent of people thought that generally street markets were good because they reduced packaging and so they had a positive impact on the environment, despite the transport costs. Fifty-six per cent of people thought that street markets encouraged good health by providing fresh fruit and vegetables, and fifty-five per cent thought that it was good for cultural benefits such as promoting the local area. But some people thought that the main drawback was local people would not come to the market because of the tourist numbers.

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Before going on to other studies into this very interesting area, I would like to look at part of Tabard Market and show how it has been transformed. This plan on this new slide here shows part of the transformation that is taking place. You can see that a railway goes through the market - that is this double line going from the bottom right to the top left. If we go into the market from Tennis Street at this arrow here at the bottom, we can see that on the left is a row of shops. At the end of this row of shops there is a house that was knocked down and replaced with a restaurant. If we look opposite the row of shops, we can see a large block where there are many market stalls and in the middle of this block a new information center for visitors has been built.

If we move about the railway line to the northern part of the market, we can see a large area which is the main food market. This area was enlarged. To the west of this there are seats and tables for

people to have a rest. Then down here in the southeast corner of the plan is a fish market next to the main restaurant area. And then finally just north of the restaurant area is the flower market.