

LISTENING TO A MULTIPLE-CHOICE QUESTIONS
PART 1 (TRACI (20))

Questions 21-25 Choose the correct letter, **A**, **B** or **C**

Presentation on restoring and reproduction of paintings

- 21 The students agree that the introduction to their presentation should include
- A reasons why paintings need to be restored.
 - B examples of poor restoration work.
 - C a general description of what restoration involves.
- 22 When the students visited the museum, they were surprised by
- A the time it took to restore a single painting.
 - B the academic backgrounds of the restorers.
 - C the materials used in restoration work.
- 23 What does Oliver say would put him off a career in art restoration?
- A the reaction of the owners of a painting
 - B the possibility of working in dangerous conditions
 - C the requirements to be able draw very well
- 24 What do students agree about the restored Dutch landscape painting?
- A It shows how taste in art varies amongst different people.
 - B It is an example of a work that was once undervalued.
 - C It demonstrates how cleaning techniques have greatly improved.
- 25 What is Oliver's attitude to the digital reproduction of famous paintings?
- A It requires a great deal of skill.
 - B There is something dishonest about it.
 - C It makes art accessible to more people.

Questions 26-30

What challenge did the Factum Arte team face with reproducing the following paintings?

Choose **FIVE** answers from the box and write the correct letter, **A-G**, next to **Questions 26-30**.

Challenges the Factum Arte team faced

- A they only had a photo of a badly restored version of the painting
- B they needed to see under the damaged surface of the painting
- C they had to get permission to analyze a very similar painting
- D they had to rely on similar drawings of the same subject
- E they had to negotiate with relations of the original artist
- F they were unable to view other examples of the artist's work
- G they had only limited time to reproduce the painting

Paintings the team wanted to reproduce

- 26 *Six Sunflowers*
- 27 *The Concert*
- 28 *Portrait of Sir Winston Churchill*
- 29 *The Water Lilies*
- 30 *Myrto*

AUDIO SCRIPTS

You will hear two art history students, Chloe and Oliver, talking about the research they have done on the restoration and reproduction of old paintings.

Now listen carefully and answer questions 21 to 25.

Oliver: Ok Chloe, let's put the presentation together. What do you want to include in the introduction?

Chloe: Well, we're looking at the restoration of old paintings, and the reproduction. So we should begin with a definition – to show how those two things are different.

Oliver: Is that necessary? Let's start in a visual way. Show some paintings that have been restored, and talk about why it was necessary. So, for instance a painting that was damaged by water, and another one by insects – or by sunlight.

Chloe: OK, let's go with that. It'll get everyone's attention.

Oliver: After the introduction, we should tell everyone about our museum visit.

Chloe: Yes, it was great to see people restoring paintings in front of us. Did you know that most of the restorers we met didn't have a degree in art history? They'd done things like chemistry and archaeology. I never would have imagined that.

Oliver: Me neither. I had no idea those kind of skills would be useful.

Chloe: Apparently, a painting can take a year to clean.

Oliver: I guess it would. And one guy I spoke to told me they're always experimenting. Reading up on different ways to clean the paintings.

Chloe: So, would you be interested in a career in art restoration? You know you don't actually need to be able to draw – so it might suit you!

Oliver: Very funny. Look, I think it would be a great job but I wouldn't choose to do it. You get to work in interesting places – that's true. I mean, sometimes you'd be working in a public place – like restoring the paintings high up on a church ceiling.

Chloe: With the public watching.

Oliver: I wouldn't mind that. But the thing is, when someone owns the painting you're working on, you've got to get it right. What if they didn't like the colours you'd used? Too much pressure.

Chloe: True. Since we visited the museum, I've been researching other restored paintings. One was a Dutch landscape. It'd been hanging in a museum for over 100 years – and everyone just thought it was a nice scene of people on the beach. And then a restorer started cleaning it, and discovered someone had painted over a whale.

Oliver: A whale?

Chloe: Yes. The original artist had painted a whale on the beach, and later – I suppose the painting was bought by someone who thought the whale ruined a pretty scene, and they paid another artist to cover it up.

Oliver: You must be right. Not everyone judges a painting in the same way, obviously. Anyway, we'll have plenty to say about restoration. What about digital reproduction?

Chloe: Yeah, digital technology is having quite an impact on the art world. We can now reproduce famous paintings – and you can see something that looks just like the original.

Oliver: I guess the difference between a digital reproduction and a fake painting is no-one's pretending it was painted by the original artist. And what I like about digital reproduction is you could potentially make lots of copies – so a wider audience can see them.

Chloe: Maybe. I'd rather look at the real painting.

Now listen and answer questions 26 to 30.

Chloe: OK, so if we're talking about digital reproduction of art, we have to mention the company Factum Arte, and how they reproduced famous paintings that had been lost or damaged – so they can go on public display.

Oliver: Good idea.

Chloe: Let's note down the challenges the team faced. What about Vincent van Gogh's *Six Sunflowers*? The original painting was destroyed. The team had a photo of it, but it wasn't very clear.

Oliver: Right. They couldn't see how Van Gogh had used his brush. They knew the National Gallery had a nearly identical sunflower painting by Van Gogh – and so they had to ask the gallery whether the team would be allowed to study and scan it – so they could reproduce the brushstrokes in the right way.

Chloe: They got approval in the end.

Oliver: What about *The Concert*? The original was stolen, right?

Chloe: The team had a photo they could use, but the problem was – it was a photo of *The Concert* after someone had tried to touch it up with fresh paint.

Oliver: And they'd done a terrible job, hadn't they?

Chloe: Yes. But the team were happy with the reproduction in the end. We should mention the *Portrait of Sir Winston Churchill*.

Oliver: Churchill hated that portrait. So his wife burnt it, and nothing was left.

Chloe: So, the Factum Arte team had to search for the pencil sketches the artist had also made of Churchill as part of his preparation.

Oliver: Right. For me, I was most interested in *The Water Lilies*.

Chloe: By Claude Monet. In that case, the painting wasn't lost, but the top layer of paint had turned completely black because of smoke from a fire. The team had to work out what the colours beneath that layer had been.

Oliver: And then there was *Myrto* – a painting by Tamara de Lempicka. No-one knows for sure what happened to the original. At least the team had a black and white photo they could work from.

Chloe: But they needed to know what colours Lempicka would have used. And most of her other paintings are held in private collections. Because of that, they couldn't go and see them. That's a shame because...

PART 2

Questions 21-25

Write the correct letter, **A**, **B**, or **C**, next to **Questions 21-25**.

The Benefits of Playing Video Games

- 21 According to **Alya and Jason**, Dr Franklin showed that **video games** have
A been used in therapy for a long time.
B only a limited number of uses in therapy.
C been accepted by most doctors working in therapy.
- 22 According to the **students**, what is the **biggest advantages** of games in therapy?
A Some injuries occur less frequently.
B Costs are lower than other treatments.
C Patients work harder at the researchers.
- 23 When discussing the **Singapore study**, the students **disagree about**
A the purpose of the research.
B the methodology used in the research.
C the conclusions reached by the researchers.
- 24 What **impresses** the students about the **anxiety research**?
A the variety of games that were used
B results were confirmed in another study
C both patients and their families benefitted
- 25 The **students agree** that the **Rode Island research**
A provided reliable evidence.
B has received widespread publicity.
C has been criticised by some academics.

Opinions

- A the finding may disappoint some businesses
B the finding contradicts other research
C the finding is relevant in particular countries
D the finding is not believable
E the finding is supported by various studies
F the finding is not a surprise
G the finding will become increasingly important

- 26 surgeon study
- 27 vision study
- 28 sport study
- 29 ageing study
- 30 career study

Audio scripts

You will hear two technology students called Alya and Jason talking about their joint presentation on the benefits of playing video games.

Now listen carefully and answer questions 21 to 25.

Alya: Well, Jason, shall we do some planning for our joint presentation?

Jason: Yeah, let's compare the reading we've been doing. Did you read that article by Dr Franklin?

Alya: Yes, the use of games in therapy.

Jason: So, we'll need to explain what kind of 'therapy' he's talking about.

Alya: OK, so it's treating people after accidents or illnesses – rebuilding their body strength.

Jason: Exactly. And Dr Franklin sees huge potential for games.

Alya: But he made the point that this isn't new. Really, since the 1990s, therapists have been experimenting with games.

Jason: Yeah, I agree, Dr Franklin illustrated that this has been going on for many years, it's not a sudden breakthrough.

Alya: I was hoping he'd give some idea about how many health professionals now employ games in therapy.

Jason: He doesn't really address that, does he?

Alya: OK, so, what's the biggest advantage of games in therapy?

Jason: Well, most games are played in virtual reality. So the patient is moving their arms and legs, exercising their body.

Alya: So I guess it's quite cheap, then?

Jason: Yeah, but so are conventional exercises. I don't think that's an issue.

Alya: No, OK. But I read that the games are really motivating. People are much more prepared to spend hours on rehabilitation, when a game's involved.

Jason: I think you're right. That's the most important benefit. In fact, I read some people actually get so caught up in the game they hurt themselves, and the therapists have to slow them down.

Alya: Then, did you read about the Singapore study?

Jason: Yeah, I started. They were investigating whether people actually made more friends by playing games, right?

Alya: That's right. They got a group of teenagers and over-60s together for 30 minutes a day playing video games.

Jason: But the subjects weren't all in the same place. They were playing online.

Alya: No, they were all together in a room. That's how the experiment was conducted.

Jason: We should check, I'm sure it was online.

Alya: You'll find I'm right. But anyway, the study found a real social benefit to game playing.

Jason: Mmm, interesting. So many people say that games are solitary.

Alya: Well, the Singapore study showed that players develop empathy for each other and bond over games.

Jason: A good point to make in the presentation. Then, I also had a look at the 'anxiety study'.

Alya: I haven't seen that one.

Jason: Well, they experimented with children waiting to see a doctor. Some were allowed to play games and some weren't.

Alya: Was there a particular type of game?

Jason: Well, just simple ones on hand held devices. And they found that the children who played games experienced considerably less stress and anxiety. Games distract the mind – that's the theory.

Alya: Better for the children, but also better for the parents. That's what I like about this.

Jason: Yeah good point – it reduces the stress for everybody. There just needs to be some additional research to support the finding.

Alya: We should also mention the Rhode Island research.

Jason: Maybe. But the finding just reinforced what's been shown in earlier studies – that people can be distracted from their bad habits, like eating junk food, or drinking fizzy drinks, by playing games.

Alya: But no-one had used MRI scans before. And the brain scans showed that games activate the same reward centres in the brain as the drinks or junk food. This study has supplied valid proof as to why games work this way.

Jason: Actually, that's a good point. And many people would probably like to know about that.

Now listen and answer questions 26 to 30.

Alya: So, then in the presentation, we need some more research findings.

Jason: Well, I read an interesting study about surgeons. It was in the USA. And it found that surgeons perform better when they play video games in their free time.

Alya: That makes sense. I mean, games are obviously going to improve hand to eye coordination.

Jason: Yeah, I guess it's predictable. Still interesting, though.

Alya: Absolutely. Challenges the idea that games are just a waste of time. Then there was a study about vision and eyesight. Apparently, games may actually improve vision. Game players in the study could see differences in grey colours more effectively.

Jason: That's odd, though, isn't it, because there are also studies showing a link between electronic screens and eye damage.

Alya: Yeah, it's certainly controversial.

Jason: I also read a study about sports. There's a company that makes video games which are supposed to encourage physical exercise. The idea is, you play the sport first in the game, and then you're more likely to do it for real. And the study, apparently, confirmed it.

Alya: Well, I doubt that's really true.

Jason: I know. Seems highly unlikely to me. Maybe just a marketing tactic by the company.

Alya: The study about ageing was a good one. Scientists in Germany found that games have a positive influence on older people by keeping their brains active.

Jason: And that's going to be more and more significant as the population ages. Good news for game manufacturers!

Alya: I also read that games can actually help your career. The problem-solving, decision-making and leadership that are developed in some games can actually make you more effective in the workplace.

Jason: And there's been quite a lot of previous research to back that up, too. Interesting.

Alya: Then another...

PART 3

Questions 21-26

Zalo 0847705973

Write the correct letter, **A, B, or C**, next to **Questions 21-26**.

The Future of Work

- 21 Kiara and Finn agree that the articles they read on the future of work
A mainly reflect the concerns of older employees.
B refer to the end of a traditional career path.
C tend to exaggerate the likely changes.
- 22 What point does Kiara make about the phrase "job title"?
A It is no longer relevant in modern times.
B It shows colleagues how to interact with each other.
C It will only apply to people higher up in an organization.
- 23 What issue affecting young employees is Finn most concerned about?
A lack of job security
B income inequality
C poor chances of promotion
- 24 What is Kiara's attitude towards the Richards-Greeves survey on work-life balances?
A She thinks that the findings are predictable.
B She is curious about the kind of work the interviewees do.
C She believes it would be useful to know what the questions were.
- 25 Finn and Kiara agree that if employees are obliged to learn new skills,
A they should learn ones which might be useful in another job.
B they should not be forced to learn them in their own time.
C they should receive better guidance from training departments.
- 26 When Finn talks about the impact of mobile technology, Kiara responds by
A emphasizing the possible disadvantages
B describing her personal experience.
C mentioning groups who benefit most from devices.

Questions 27-30

What impact might Artificial Intelligence (AI) have on each of the following professions?

Choose **FOUR** answers from the box and write the correct letter, **A-F**, next to **Questions 27-30**.

Impact of Artificial Intelligence (AI)

- A It will give them a greater sense of satisfaction.
B It will encourage them to compete with one another.
C It will reduce the level of stress they have.
D It may eventually lead to their jobs disappearing.
E It could prevent them from coming to harm.
F It will enable them to do tasks they have not trained for.

- 27 Architects
28 Doctors
29 Lawyers
30 Sports referees

Audio script

You will hear a university tutor talking to two social science students about a project they are doing on the impact of technology on people's working lives.

Now listen carefully and answer questions 21 to 26.

Tutor: OK Kiara and Finn. Can you tell me how your project is going? Your general topic was the future of work, wasn't it?

Finn: Yes. We've read a lot of articles on it. Some were more interesting than others. There were a couple of writers that just made some strong statements without really backing them up.

Kiara: The problem is, it's such a big topic. Some of the articles were aimed at graduates, and some of them were targeting people who've been in work for years. We should've narrowed down our topic before we started searching.

Finn: But anyway, the focus was always the changing nature of jobs – how it's all happening so quickly.

Kiara: Exactly. Every single article said we can forget the way things used to happen – like you started out as an apprentice, and then you stayed in the same company for years. That's over.

Tutor: I see that you've highlighted 'job title' in your notes. Why's that?

Kiara: I think for some people, a job title used to define them. It was their identity. They worked their way up from the bottom, and eventually, one day they became 'Manager' or 'Head of Department'. And even in their social circle, outside of work, they wanted other people to know how long they'd been in a job.

Tutor: And now?

Kiara: It looks like we're moving away from the term 'job title'. So, you know, instead, a lot of businesses are hiring people to 'work on a project done' or 'lead a team'. But the contracts are temporary.

Tutor: Finn – do you think that's a big issue for young people?

Finn: Having to move on once a project's finished? Not necessarily. It can be interesting to work in different places. People aren't always looking for a job that pays really well – it's more about gaining experience and creating a network.

Tutor: So money's not important?

Finn: Well, I haven't started work myself, but according to all the articles I read, it's more about the different rates of pay. If you have a good salary, you probably have enough to enjoy life, but if you're only earning the minimum wage – how do you get by? That's my biggest worry.

Kiara: I looked at that Richards-Greeves survey on work-life balance.

Tutor: Oh good.

Kiara: Only 48% of people believe that their work-life balance will improve.

Tutor: Is that a statistic that surprises you?

Kiara: It's hard to say. I wonder what the survey actually asked? Was it just 'Will your work-life balance improve' or did the interviewers break that down? I mean, did they actually ask the people who took part, 'Do you enjoy spending more time at work than home?'

Tutor: Good point. See if you can find out more. Um, Finn, what else have you been researching?

Finn: Learning new skills. The general view is that employers are just going to want their workers to constantly upskill. And apparently, employers will expect them to attend courses at weekends or after work – not as part of the working day.

Tutor: I don't think that's a bad thing. As long as the company pays for it.

Finn: And think about it, if you were smart, you'd study things that would help you if you had to change companies.

Kiara: I hadn't thought about that. Yes, good thinking.

Tutor: What about mobile technology? How might employees be affected now that phones and tablets make it possible to stay connected to work at all times?

Finn: It's great. You can use mobile technology – your device – to work where you like – on the way to class or the office.

Kiara: The media often focusses on the negatives, but as far as I'm concerned, having a tablet I can carry with me means I can manage my studies and my family commitments more easily. I actually think that in the future, mobile technology will reduce employees' stress.

Now listen and answer questions 27 to 30.

Tutor: So, let's focus on the impact of artificial intelligence on jobs. To what extent do you think it'll help people in their professions, or be a threat?

Finn: I was reading about architects using AI in the future. The writer was saying that one day, architects will use holograms. Then their clients could see a three-dimensional house rather than just looking at a flat plan.

Kiara: As soon as one architect starts to use AI, all the rival architects in the same area will have to use AI too. That's the only way they'll manage to keep their clients.

Finn: True. How about doctors? Imagine if they had to give urgent medical attention to someone, but they weren't qualified to do it? A hospital specialist could use AI and virtual reality to guide a doctor through, like, a complex procedure.

Kiara: Yes, in an emergency situation, AI could really make the difference.

Finn: And what about the law?

Kiara: Well the lawyers I know are always anxious about the amount of work they have to get through. But AI could help them with a whole lot of routine tasks, and that should make some of that anxiety go away.

Finn: Yes, it probably could. Also – if you're a sports referee – that could be a job that's affected.

Tutor: In what way?

Finn: Using AI would mean there were no mistakes. It would know for sure if a ball was out, for example.

Kiara: And you can't accuse AI of bias.

Finn: No.

Kiara: I can imagine that, one day, AI might do away with the need for human referees.

Finn: I think so too.

Tutor: All right, let's move...