

AUDIO SCRIPT

Listening

Task 1

For items **1-10** listen to the talk about Bogota, the capital of Colombia, and decide whether the statements (**1-10**) are **TRUE (A)**, or **FALSE (B)** according to the text you hear. You will hear the text **TWICE**. You have **20 seconds** to look through the items.

(pause 20 seconds)

Now we begin.

The ex-mayor of Bogota, Enrique Penalosa, has argued that if we ever achieve a successful city for children, we will have built the perfect city for all citizens. In Bogota, the capital of Colombia, they have tried to fulfil this ideal by transforming what was once a chaotic city - badly affected by congestion and gripped by fear of crime - into one far better for children. Penalosa is largely credited with this transformation through the large-scale reforms he initiated at the turn of the century. However, if other mayors hadn't secured the city's finances before him and developed his reforms afterwards, the changes wouldn't have been so successful.

One of the first steps he took was to clear a large slum that dominated the centre of Bogota and replace it with a large public space. The slum had been a no-go zone for police and had effectively created a barrier between the affluent north and the more deprived south of the city. By demolishing it, the city was immediately brought closer together. Having cleared one space, Penalosa's administration then expropriated the land of a private country club in the north of the city. Its golf course and polo fields were converted into a free park with sports facilities for all.

They then started to tackle congestion and the lack of facilities for pedestrians and cyclists. Wide pavements were built and cars were prevented from parking on them - a move that led to huge protests. The government built miles and miles of cycle lanes and set up a huge network of buses, again using separate lanes. They also imposed restrictions on car use and increased taxes on petrol, the money from which went back into the new transport system.

Finally, they poured money into education - building new schools and a network of libraries, several in the most deprived neighbourhoods. The schools were also given thousands of computers connected to both the Internet and the libraries. The programme resulted in a huge increase in enrolment and school attendance.

During his time in office, Penalosa did not escape criticism and after his three-year term in office, he failed to be re-elected in subsequent attempts. Some critics hate aspects of the road laws; others complain new housing is far from their original home in the city centre.

You have 20 seconds to check your answers.

(pause 20 seconds)

Now listen to the text again.

(text repeated)

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

(pause 20 seconds)

Task 2

For items **11-15** listen to the conversation. Choose the correct answer (**A, B** or **C**) to answer questions **11-15**. You will hear the text only **ONCE**.

You now have 25 seconds to study the questions.

(pause 25 seconds)

Now we begin.

Ethan: How was it in Birmingham? You went to see your parents, didn't you?

Diana: Oh, Birmingham was fine, but it was an absolute nightmare getting there and back.

E: Really? I heard there was some disruption on the line.

D: Yeah, just a bit! We had to come back by coach in the end because there were no Goldlink trains running on Saturday.

E: What? None?

D: Well, we could've got a train with another company, but they had engineering works, which meant we'd have to get a bus part of the way, so it was going to take over four hours.

E: Four? That's outrageous! Didn't they warn you that this was going to happen?

D: Well, this is it. When I bought the ticket I said we were coming back on Saturday, but they didn't say anything. It was lucky I rang up to check the train times on Saturday morning. Otherwise, we would've turned up at the station and had nowhere to go.

E: Mmm. So are you going to try and get your money back, then?

D: Too right I am. I mean, it wasn't just the return journey - on the way out, the train left late and then we were all ordered off at the next stop to catch a connecting train that was supposed to make up the lost time. But when we got off, no-one had the faintest idea what was going on. There was no connecting train and we had to wait almost an hour for the next one to come along. And of course, when it arrived it was packed, so we had to stand most of the way.

E: It must've spoilt your weekend!

This is the end of the listening comprehension part. You have 1 minute to complete your answer.

Integrated listening and reading

Read the article below, then listen to a talk 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 10 minutes to read the text below.

(pause 10 minutes)

Now **listen** to a talk and then do the tasks (questions **16-25**), comparing the text above and the talk. You will hear the text **TWICE**.

Interviewer: Meet Craig Ashton who is going to tell us about his experience of living in Russia. Craig works as a language coach and translator, as well as occasionally acts for Russian TV programmes. Recently he's also added "author" to his CV, with a collection of his blog posts being turned into a popular book *Excuse Me, I'm a Foreigner*.

CA: I studied Russian as well as German at university because I'd always been interested in Russian history and literature, and I also thought that Russian wasn't such a common language to learn so it might give me a bit of an advantage when it came to work. I first went to St Petersburg as a student at Exeter. It was a bit of a shock at first, Russia was just coming out of a pretty terrible time in the 1990s and it was noticeably poor. Half the cars on the street were battered old Ladas and Skodas and a lot of buildings were in a poor state of repair. However I had a great time. I started to get to know people and the culture and had a really positive experience.

I thought when I graduated that I would be a translator in the UK but I loved my time in St Petersburg so much that I decided to go back and try and improve my language and find work there. I've been here ever since! It's changed quite a lot over the years, the buildings have been restored, there are a lot of expensive cars now instead of Ladas, and the atmosphere is more relaxed.

Off the back of my teaching work I started writing a few stories on Facebook to help Russians learn English. Sometimes people can be afraid to learn so I would post stories about my own experiences of learning Russian - how many mistakes I made and embarrassing incidents that happened – to show that it is the same for everyone at the start but that it gets better. Then I started to expand these stories to start writing about my other experiences in Russia and these were even more popular with lots of comments and interaction. Then one day I suddenly got an email from AST who are this massive publishing house here, wanting to turn my stories into a book. It was slightly unreal! The reaction to the book has been amazing. I have had people sending me photos and videos of themselves and family reading it and somebody actually thanked me for writing it.

There is quite a lot of negativity written about Russia in the West and although it's directed at the government, people can feel like it is being aimed at them personally and how they live. My book is generally pretty positive, my life here has been great. Russia is the country that adopted me and gave me a job, a family, friends, and adventures. It is my life. I feel I must be here. If I leave when there are hard times, what kind of relationship is that?

You'll hear the talk again in 30 seconds.

(pause 30 seconds)

Now listen to the talk again.

(Text repeated)

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

This is the end of the integrated task. Now you can start working on your reading task.