

AUDIO SCRIPT

Listening

Task 1

For items **1-10**, listen to an interview. Decide which of the statements (**1-10**) are **True** according to the text you hear (**A**) and which are **False (B)**. You will hear the text **TWICE**. You have **20 seconds** to look through the items.

(pause 20 seconds)

Now we begin.

Presenter: My guest today is Carol Morris. She and her husband Ben are the authors of some of our most successful children's books. Carol, what's it like working at home together? Does it present difficulties and is there a temptation to waste time just chatting?

Carol: No, it works very well. I think it's very important to be able to talk to somebody there so that you can say "What do you think of this idea? How do you think this drawing is going?" And there's very little lost time because there are two of us.

Presenter: Is it that one of you does the drawings and one of you does the text?

Carol: No, it's not as simple as that. We both draw and we both do the text. We do lots of rough drafts – each drawing in the book can sometimes take up to five stages. You'll have your initial idea for your page, and you might have to research something – like on one book we did lots of spacecraft and things – so that they looked semi-realistic. So there's lots of drawing that goes into doing each book and we both work on them. Ben's actually been researching a book recently and producing sketches for a book about cats and ... because he's been involved with that I've been able to finish off another book for the same publisher, which simply requires artwork. So that's how it is today. If you come and see us maybe in a month's time, then perhaps we'll both be into the cat book and deciding which drawings, which jokes, which visual jokes can go in.

Presenter: You mentioned visual jokes. That's quite interesting because your books are very much part of an idea – perhaps you could almost call it a movement – that has taken books for the very young away from the idea of just simply a picture, one line of text, turn over the page, a picture, one line of text. Your books have moved right away from that, haven't they? Is that something you worked out or that just happened?

Carol: I think it's probably because, as a parent, when you start to read books to your children – and certainly some years ago – you'd be reading a book and, er, it would become tedious. There'd be very little in it to keep your attention going and often you'd be jumping pages and the child would say "Oh, you've missed that, go back" and you'd go back and you'd be reading this terrible, repetitive book. And we thought if there could be books where you could build in another layer to it ... So we did a series of books and we had the story running and then we had cartoon characters at the bottom, making fun of the whole thing, commenting on it. And that was almost for ourselves, to sort of keep our interest going and that seems to be the thing that the parents feel. The parents realize that these two little characters are sending the whole thing up and that it's not getting too serious.

Presenter: Do you think that books can be toys?

Carol: Fun. I think it's our overriding drive with the books, to make them fun for children. We don't want them to open a book and get frightened by all the print. We want the children to work their way through each page, find bits and pieces, go back in the book, find a little rhyme or something that they missed, so that they are constantly amused and they don't actually realize

that they're reading. If you can make a book fun ... It's to do with the whole concept of a book, isn't it? You can say "book" to some children and it puts them off immediately but if you say it's a toy rather than a book – it's almost as if books have the wrong name – and if a child enjoys playing with a book, the book becomes a game and that makes reading fun.

Presenter: Well, your books are very inventive and very funny. Can you keep the jokes coming, are they ever going to run out?

Carol: I hope not. I'm sure we have lots more ideas in us yet!

Presenter: Carol, thanks very much. Next week Jane Smith joins me to look at new fiction for older children.

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)

For items **11-15** listen to a part of an interview. 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.

Interviewer: Welcome our guest, a Chinese business magnate, investor, and politician, the co-founder and former executive chairman of Alibaba Group, a multinational technology conglomerate running retail website AliExpress.com, Jack Ma. Jack, what is the main secret of your success?

Jack Ma: At first, I knew nothing about technology. I knew nothing about management. But the thing is, you don't have to know a lot of things, you have to find people who are smarter than you are. For so many years, I always tried to find people who are smarter than I am. And when you find so many smart people, my job is to make sure that smart people can work together. Stupid people can work together easily; smart people can never work together.

Interviewer: What is your attitude to globalization?

Jack Ma: I think globalization can't be stopped. Nobody can stop globalization, nobody can stop trade. I think globalization did a fantastic job in the past 30 years, enriched a lot of countries, but, of course, it caused a lot of problems – young people didn't have opportunities, small business didn't have opportunities, developing countries were neglected. But it's only 30 years, it's a baby. Today we have better technology; we have better knowledge about globalization and it's our generation's responsibility or opportunity to improve it.

Interviewer: What should we do with the younger generation? How should we educate them?

Jack Ma: Education is a big challenge now. If we do not change the way we teach, 30 years later we'll be in trouble. Because the way we teach, the things we teach our kids, are the things

from the past 200 years. We cannot teach our kids to compete with machines. They are smarter. We have to teach something unique, so that a machine can never catch up with us.

Interviewer: What career advice can you give to the younger generation?

Jack Ma: When you are 20 to 30 years old, you should follow a good boss. Join a good company to learn how to do things properly. When you are 30 to 40 years old, if you want to do something yourself, just do it. You still can afford to lose. But when you are 40 to 50 years old, my suggestion is that you should do things that you are good at, and not do something like “Oh, that’s very interesting. I want to try something new” – it’s a bit dangerous. When you are 50 to 60 years old, spend time training and developing young people, the next generation. When you are over 60, you’d better stay with your own grandchildren.

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

Integrated listening and reading

Task 3

Read the text below, then listen to a part of an interview 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 in the **reading** text only, **C** – if it can be found in the **audio recording** only, **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 part of an interview on the same topic and then do the tasks (**16-25**), comparing the text above and the interview. You will hear the interview **TWICE**.

Interviewer: You’ve been working as a conference interpreter for 25 years, why did you start working together with your friend?

Charles: It’s a tough profession so it’s essential to work with someone you get on with. The job in itself is extremely demanding so you can only work for 20 minutes until your colleague takes over, and it is essential that during your ‘off’ time you have a real break, but at the same time stay alert, just in case. And we help each other automatically. I know if my partner is struggling for a word and she knows if I am.

Interviewer: Interpreters sometimes have a reputation for being divas. Why do you require certain standards of travel and accommodation?

Charles: It is because these conditions are essential in order to be able to work properly. Flying does add an extra strain. Tonight, for example, we’re landing in Malta at 12.30 a.m., we’ll be at our hotel probably at 1.30 and we have to be at the conference centre tomorrow morning at 8.15, which of course for us is 7.15. There was one summer when we were travelling for 10 weeks on the trot.

Interviewer: It sounds exhausting. How do you cope?

Charles: To be in this profession you've got to be relaxed and not easily fazed – you need to be healthy. The great thing with simultaneous interpreting is that you always work from a soundproof booth, which means that for the duration of the conference you have your own environment, almost like a cocoon, where you can make yourself comfortable. It is much harder doing consecutive interpretation; it is more tiring and demanding. Yet when you're in a booth the delegates are hardly aware of your presence.

Interviewer: What is the most stressful thing about being a conference interpreter?

Charles: What I find the most stressful is when we work with lawyers. We're far more exposed, often they speak very good French themselves. Legal vocabulary is very specific. Moreover, at a conference, the first half hour is always the most difficult because you have to attune yourself to the various speakers and recall all the new vocabulary that you have acquired especially for that meeting.

You'll hear the interview again in 30 seconds.

(pause 30 seconds)

Now listen to the interview 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. Now you can start working on your reading task.