

LISTENING PART 1



01

Training

1

- 1 E-A 2 A-I 3 I-E 4 R-A 5 Y-E 6 U-O
7 P-B 8 J-G 9 S-F 10 N-M 11 X-H 12 D-T



02

2

1

Woman: So, let me just give you the manager's name. It's Sarah Peterson. That's P-E-T-E-R-S-O-N. OK?

2

Man: You can contact me at my email address. I'll spell it out for you. It's Y-O- S-H-I-Y-U-K-I and that's at gmail.com

3

Woman: So, the meeting point for the race will be at the sports field at Awanui School. The spelling for that is A-W-A-N-U-I.

4

Man: But the hotel I'd recommend is called the Fairview; that's F-A-I-R-V-I-E-W. It's got great facilities.

5

Woman: The address for delivery is 112 Bartholomew Terrace. That's B-A-R-T-H-O-L-O-M-E-W. All right?

6

Man: The company's called Delaney Movers. Let me just spell that for you. It's D-E-L-A-N-E-Y.



03

3

1

Man: Let me give you my cell phone number. It's 027 9901 3436.

2

Woman: The race is a bit longer this year. It's now 13 miles, which is the distance for half a marathon.

3

Man: So if you choose just to buy a one-way ticket, the cost there would be £237.

4

Woman: Let me give you our home address. It's 114, Bayside Road.

5

Man: I've measured the window frame, and the width was 240 inches across. Oh hang on, that's the height. It should be 310 inches.

6

Woman: Your booking reference is actually a mix of letters and numbers. It's AXJ0577120.



04

4

1

Man: He'll be arriving on the third of August.

2

Woman: So the classes are in the evening, from 5.15 until 6.30.

3

Man: And the last time the building was inspected was May 18th, in 2018.

4

Woman: If you're planning to travel to Queenstown, I'd suggest you go in autumn. The countryside is so beautiful.

5

Man: The course starts on March the 18th and runs until July the 27th.

6

Woman: And the date for delivery, let me see, it would have to be on the 8th of February.

LISTENING PART 1



05

Exam Practice

You will hear a phone conversation between the manager of a community centre and a woman who is enquiring about art classes in the centre.

Listen carefully and answer questions 1 to 6.

Manager: Bramley Community Centre. How can I help?

Woman: Oh hi. I'm calling about the art classes that the centre offers. I had a quick look at your website. I think one of the classes is called something like 'Movement and Light'?

Manager: That's right. The focus is on painting in the style of the French Impressionists.

Woman: Yes, I saw that in the description. But I've got a few questions if you don't mind.

Manager: Sure, go ahead.

Woman: Well, do I need to bring anything to the class? Or is everything supplied?

Manager: Not quite. What you'd need to do is get yourself some brushes – I'd suggest a range of them, you know, in different sizes. Q1

Woman: All right. Yes, I guess it would make sense to bring your own. I'll make a note of that.

Manager: And you know what the fee for the class is?

Woman: For one term – it's \$170 isn't it?

Manager: That's right. But if you sign up for two terms, it actually works out cheaper.

Woman: How much would that be?

- Q2 Manager: \$285. And we do find that a lot of people sign up for a couple of terms – it's such a great class.

Woman: OK, I'll give it some thought. And that's on Monday evenings, isn't it?

Manager: Yes, from 6p.m. to 8p.m. In room 15.

Woman: And who's the tutor?

Manager: The tutor? He's a local artist. You might have heard of him. Steve Ramdhanie.

Woman: Oh possibly. How do you spell that surname?

- Q3 Manager: It's R-A-M-D-H-A-N-I-E. Got that?

Woman: Yes, thanks. Now, you've also got a class called 'Clay Basics'. It's a pottery class, right?

Manager: Yes, that's right.

Woman: Do we get to use a pottery wheel?

Manager: Yes you do.

Woman: Oh great. But we'd be making something simple, I hope. I can't imagine producing a vase or anything with a handle.

- Q4 Manager: No, in the first term, you'd just be producing two or three bowls. That means learning how to shape and glaze them.

Woman: Sounds great. I guess it would be a bit of a messy activity. You wouldn't want to wear your smart clothes, would you?

Manager: Best not to. I'd recommend wearing something old – that you didn't mind getting dirty.

- Q5 Woman: Well, I have a shirt like that that I could use. I'd just roll up the sleeves, I guess.

Manager: And the fee for that class is \$180 per term.

Woman: All right.

Manager: And the class runs on Wednesdays, 6.30 to 8.30p.m. Oh hang on, I've got that wrong.

- Q6 Woman: It's on a Thursday, isn't it?

Manager: Yes, my mistake. What else can I tell you? Oh yes, the tutor's name is Theresa Clark. Her works on display in reception here.

Woman: Oh great. I'll have a look.

Manager: Yeah, if you've got time.

Now listen and answer questions 7 to 10.

Woman: Um, now the other class I thought looked interesting was 'Sketching Architecture'.

Manager: Oh, yes. For that one everyone goes down to the local park, because it's surrounded by so many beautiful old buildings.

Woman: Oh, right. Like the old post office.

- Q7 Manager: Well, I think you begin by drawing the library. There's a good view of it from the park, I believe.

Woman: OK, nice. Actually, come to think of it, I think I've seen the sketching class down in the park when I've driven past. Don't they all take a fold-up chair with them?

Manager: I believe so.

Woman: Is there anything else I ought to know?

Manager: Well, the people who do the class - they tend to make

- Q8 a sandwich for themselves, and bring that along. So, I'd recommend you do that too.

Woman: Good idea. I get grumpy when I'm hungry.

Manager: All right, that's \$160 per term for that class, and it's on Fridays, from 11 a.m. till 1.

Woman: So, if the classes are in the park – that's quite a big area. Where do we actually meet?

Manager: Good point. Everyone usually heads along just before 11a.m., and they meet each other at the top of Victoria Street, at the Station Road end. Q9

Woman: So, on the corner? Great. And the tutor is ...?

Manager: Annie Li.

Woman: You know what, I'll have to think about the other two, but I'd definitely like to enrol for Annie's class. I'm happy to pay now.

Manager: In that case, you're going to need Annie's cell phone number in case you're running late or the class gets cancelled.

Woman: I see. OK, what's the number, please?

Manager: It's 021 785 6361. Just text her if there's a problem. Now, how would you like to pay? We can... Q10

LISTENING PART 2



06

Training

2

1

Woman: As you can see, Student Services is at the bottom of your plan. To the right of Student Services is a row of three lecture Halls. The Albert Lecture Hall is the one in the centre.

2

Woman: The Arts Block is directly below the Science Block, and just above the Student Services building.

3

Woman: See the two L-shaped buildings at the top of the plan, in the right-hand corner?

The Main Library is the smaller of those two buildings.

4

Woman: The Sports Complex is easy to find. See the circular running track at the top of the map? On the left of that are two long, rectangular buildings. The Sports Complex is the one nearest to the running track.

5

Woman: The café is well situated on the campus. In between the science block and the carpark – there's a square-shaped building complex where many seminars take place. And in the centre of that building complex, you can find the café.

6

Woman: The nursery is in a nice spot. It's that building to the south of the carpark. The one that's surrounded by trees.

LISTENING PART 2



07

Exam Practice

You will hear the manager of a factory talking to office staff about renovation work at the factory complex.

Now listen carefully and answer questions 11 to 14.

Manager: Good afternoon. First of all, I want to say thank you for your patience for the last six months. As you know, all the office staff had to move to temporary offices while the renovation work at the factory complex was taking place. But finally that work is finished, and everyone can return to the factory complex, and their new office space. We're hoping everything will go smoothly but – there's a couple of things we'll need you to do during your first week back.

You'll be pleased to know that your files and folders have been placed at your desk, so there's no need for you to go hunting around for any records. Um, a couple of people have asked whether their old pass will still work at the security gate – or will they need to get their photo done and update their personal details. I can assure you that the old pass will still get you through the gate. No problem. Once you've had a chance to settle in to the new offices, please take the time to view a training video for the operating system we're now using. We think it's going to manage all our programmes far more efficiently. Obviously, the sooner you can get this done, the better. Also for next week, because the renovations have meant a complete redesign of some of the company's buildings, you'll need to attend a session on things like – what to do if you hear the fire alarm go off, and where to meet if you have to evacuate the buildings. We'll let you know as soon as we have a definite time for that. It's going to be a busy week for everyone, but hopefully the kind of challenge that can help bring the team together. We'll make a time for you to report back to me on Friday.

All right, we've also taken some steps to improve the physical environment in your offices. Bigger windows mean that the offices are a lot brighter – and that's better for your eyes. Inside we've replaced some dividing walls with coloured glass panels. They look great. We've also invested in some adjustable chairs. You can lower or raise them to whatever height feels right for you. What else? We've now got some quality insulation in the ceilings and walls that'll make everything a lot warmer. Also – another thing – we've set aside several rooms for project work. That will allow a team to get together around the same table. We feel that more opportunities for face-to-face discussion will benefit the whole company. So, when you...

Now listen and answer questions 15 to 20.

Manager: OK, so let's look at a plan of the factory complex, and see how it's changed. You can see that the main entrance is at the top of the map, Ellerslie Road is on the left-hand side, and the warehouse is at the bottom. OK, let's start with one of the new buildings – the conference centre, perhaps. If you look at the lower half of your plan, on the right, there are two long buildings that are parallel to each other. The conference centre is the one with a view of the river. Hopefully that's something visitors to the factory complex will appreciate – especially on a sunny day when it's clear outside.

Now, what about the new office space? As you know, the offices used to be in that large building right alongside Ellerslie Road, and that could get a bit noisy at times. So what we've done is move the office space further away from the road – into the building that directly joins on to Reception. This should mean employees can benefit from a quieter working environment, as well as the other improvements I mentioned earlier. We also decided to move the Stores building, so it could be a lot closer to the warehouse.

So now, if you were going to enter the factory complex from the Ellerslie Road entrance, Stores would be the building immediately on your left. The warehouse staff have already commented that having the Stores here is much more convenient. Yes, I'm sure it's going to save a lot of time.

Finance was another building that had to be relocated. They just didn't have enough space before. So, you can see the main entrance on the plan. right? And below that is the roundabout. Then there's the road that goes from the roundabout directly to reception. Well, the Finance building is about halfway along that road. On the plan, the factory's just above it.

The café, just so you know, is in the same place as before. It's not ideally located for the factory workers, that's true, but it's not too far if you're heading down from Reception, or up from the warehouse. But what we've done is try to make the environment a bit more pleasant. So, whereas before you looked straight from the café onto the large car park, now there's a line of trees separating them. I think you'll agree that this was a good decision – putting in the trees, I mean.

It was also necessary to relocate the IT department. Of course, for some of their work, they can do it remotely, but from time to time, the IT people do need to visit the different buildings around the factory complex. For that reason, we've given the IT department a more central location. It's that square building you see right in the centre of the plan – one of the closest buildings to the larger car park. Something I'd like to say about ...

LISTENING PART 3



Training

2

Complete the flow-chart The History of Antibiotics in Exercise 1 by choosing from options A-I.

1

Woman: So I think it was in 1928, wasn't it – that Alexander Fleming discovered penicillin. And whereas before – if people had a cut that went septic – say on their hand – or a sore throat – they knew it could potentially kill them – but penicillin changed all that. You could recover really quickly if you were treated with penicillin, so people weren't so frightened any more.

2

Man: And then chloramphenicol was discovered after penicillin, and these antibiotics were so successful that pharmaceutical companies really began to take notice. They thought that if they could go out and find new antibiotics, the financial gain would be enormous. And so...

3

Woman: And because of that, the companies hired hundreds of people and sent them out to places like jungles and mountains. And their job was to collect specimens from the soil – specimens that would hopefully contain the kind of microorganisms that could help the companies create new antibiotics.

4

Man: And so, because it was so expensive and so time-consuming, and they hadn't really achieved anything, manufacturers in the US and in Europe gave up on that approach. And instead they decided to make artificial kinds of antibiotic – try and reproduce them in the laboratory, I mean.

5

Woman: And since the 1970s, almost no new antibiotics have been made. And that's why doctors and surgeons are just prescribing the same ones again and again, even if they know they aren't really going to work.

6

Man: And according to the research I read, there's about 700,000 people a year now, who – well, when they get sick – and it could be a small thing or a major illness – they don't get better when they're given antibiotics. And this kind of drug resistance is becoming more common.

LISTENING PART 3



Exam Practice

You will hear two health studies students, Lucy and Sam, talking about the topic of vitamin supplements.

Now listen carefully and answer questions 21 to 26.

Lecturer: OK, we've looked at the history of vitamin supplements and thought about why people take them. We've also considered the reasons why some health professionals are critical of the vitamin supplement industry. Now work with a partner and discuss the key issues.

Lucy: Sam, shall we work together?

Sam: Sure. Let's go over the history.

Lucy: Well, before the 1900s, when someone became weak and tired, and it wasn't clear why, doctors assumed they were suffering from an infection – like a virus.

- Q21 **Sam:** Or they'd been in contact with something poisonous or harmful. Something they'd handled or eaten. Doctors had no other explanation for it.

- Lucy:** But in the early 1900s, that changed. That researcher in the US - Joseph Goldberger, – he realised people who basically lived off corn – they were getting ill because they weren't eating anything else.

Sam: Exactly. And other researchers were realising the same thing. Like, in places where people only ate white rice – they were suffering from a disease called beriberi.

Lucy: So the researchers concluded that there must be something missing – that the stuff some people were eating had no nutritional value. And from there, researchers began to identify vitamins – like A and B – for the first time.

Sam: A huge scientific breakthrough.

Lucy: So doctors, the public, ...everyone got to hear about vitamins – first that they existed, and second, you needed them to be healthy.

Sam: But it was governments that were really worried about vitamin deficiency. Certainly in the US and in the UK, at least.

Lucy: What do you mean?

- Q23 **Sam:** Well, in the 1930s those governments were worried about people's general health, because everyone was suddenly buying canned fruit, artificial butter, meat in tins...that kind of thing. It became very common. And so newspapers were featuring lots of government reports about how serious this was.

Lucy: I see.

Sam: And then, some people saw a business opportunity.

Lucy: Naturally.

Sam: In the 1940s, companies started making and selling vitamin supplements in bottles. And they decided the easiest way to market them was to target housewives.

Lucy: Why was that? Because housewives were responsible for keeping families healthy?

- Q24 **Sam:** I'd say so. In the weekly magazines housewives read, the companies made exaggerated claims about what the supplements could do, and they showed pictures of rats in a laboratory before and after they were given vitamins. The 'before' pictures showed the rats looking very sick.

Lucy: So they scared the housewives into buying their product.

Sam: Apparently.

Lucy: But vitamins were still expensive, weren't they? It wasn't until the 1950s that more people could afford to buy them.

Sam: Why was that?

Lucy: Well manufacturers had discovered how to produce vitamins artificially and in enormous quantities in their factories.

Q25

Sam: I suppose that's what goes on with any product. It starts expensive until manufacturers adapt their technology. Were there any developments in the 1960s?

Lucy: Companies changed their promotional strategy to increase their sales. They used movie stars to say how effective the supplements were.

Q26

Sam: That's still true today. Celebrity endorsement really seems to work. Someone on the TV says vitamins have made them healthier and immediately more consumers go out and buy them.

Now listen and answer questions 27 to 30.

Lucy: So apparently the number of Australians taking vitamin supplements has doubled in the last decade.

Sam: Incredible. I suppose so many fitness-related articles recommend them.

Lucy: I wouldn't say that that's the reason. According to the research I read, many Australians are just taking a more active approach to staying well. They don't want to rely on their doctor for everything, so they're turning to vitamins. They can take those themselves and feel they're doing something positive.

Q27

So it doesn't have anything to do with the fact the price has dropped because so many companies are making supplements.

Sam: I doubt it. Even people in lower socio-economic groups are buying them, apparently.

Lucy: Most of my own research has been about the US vitamin supplement industry. Did you know the industry is under no obligation to prove that their supplements actually work. I don't think that's right.

Q28

Sam: How do you mean?

Lucy: Well, in the US, the Food and Drug Administration department regards vitamin supplements as a food. With medicine – manufacturers have to demonstrate that their products really can improve people's health, before they go on sale.

Sam: But you said vitamins are classed as a food.

Lucy: Yes, so the industry can sell whatever vitamin supplements they like, you know: 'This one will improve your brain function' - even if there's nothing to support their claims.

Sam: That Danish experiment – thousands of people took part in that.

Lucy: Yes, the scientists wanted to see if high doses of vitamins really could prevent medical problems like heart disease. Or just reduce the chances of people getting a simple cold.

Sam: But the 'high dose' people were just as likely to get sick as the people not taking any vitamins. That's not to say that scientists now know everything about vitamins.

Q29

Lucy: No. Like you say, investigations and long-term trials need to continue before they can be certain about what taking vitamin supplements can actually achieve.

Sam: But in the meantime, do we need stricter regulation of the supplement industry? Do you think people would stop buying and taking vitamins if they were told it's a waste of time?

Lucy: Hardly. No one likes being told what they can or can't buy... especially where health is concerned.

Q30

Sam: Fair enough. I guess if the government made it harder to get certain products, like say, fish oil with vitamin D, people would protest.

Lucy: They certainly would. What I think is that...

LISTENING PART 4



10

Exam Practice

You will hear a student giving a presentation about the way that different insect species are being threatened.

Now listen carefully and answer questions 31 to 40.

Student: So today I'm going to be talking about the way that different insect species are being threatened. In other words, the reasons why some insect populations are declining – and might even become extinct in the 21st century. I'll also talk about the consequences – if extinction occurs – and some possible ways to prevent that.

- Let's start with the reasons. First of all, when we look at what's going on in Europe, we can see a huge decline in certain species of insect. This is partly because farmers no longer allow certain plants to grow in their fields. But farmers are not entirely to blame. The gardens that people have nowadays don't always contain the kind of plant that insects need. So perhaps we need to rethink what we're putting there. In more tropical regions of the world, for example, the Amazon rainforest, scientists have noticed that the number of beetle and butterfly species also appears to be diminishing. They put this down to climate change, rather than say, the fragmentation of habitat – but more research has to be done. And then, there's the use of pesticide, and of course, this happens everywhere in the world. Pesticide is designed to kill a range of insects that farmers don't like, but it also kills bees, which they need. Pesticide might not kill bees directly, but we know that it impacts on their spatial skills – meaning they cannot make sense of what they see around them – and also their memory. This means that they cannot remember how to get back to their hive.
- Q31
- Q32
- Q33

- So why worry about whether insects become extinct? Well, the consequences would obviously be terrible not just for them, but for us. Pretty much everywhere on the planet, with the exception of Antarctica, insects are at the bottom of the food chain. They're absolutely vital, because if there were no insects, there would also be no birds or lizards
- Q34

or mammals. Then there's the role that insects play in crop production. We use them to pollinate our fruit and vegetables, and it would be impossible to manage without them. It's also worth remembering that scientists are now studying plants to find out whether they might be a source of medicine in the future. If these plants disappear because of insect extinction, that would be another lost opportunity.

Q35

So, there's some possible ways we could prevent insect extinction, some more controversial than others. I think it's a given that governments have to do something about the sale of pesticides; in fact, some countries have already passed laws to ban certain products. That's a good move forward. But ordinary people can also make a difference. If we cut down on how much meat we ate, some of the land now used for grazing could be turned back into insect-friendly environments.

Q36

I'd like to finish with a positive story. There's a place in California called the Antioch Dunes. In the 1900s, people looked at the dunes and the sand that formed them and thought 'that sand is a great raw material'. And because they needed to build houses, they removed tons and tons of the sand and turned it into bricks. It wasn't really until the 1960s that biologists suddenly realised that the Antioch Dunes had actually been home to some unique species of plant and insect. But by this time, there was only one species of butterfly left. The metalmark butterfly. And a major problem for the metalmark was that it required a certain plant to survive – something called the naked-stem buckwheat. It was on this plant that it laid its eggs, so yes, you can see why the buckwheat was important. Well, in the end, the only way that the biologists could get the buckwheat to start growing properly was to replace the sand. That was a great first step, but the metalmark butterfly is still endangered.

Q37

Q38

In the last decade, a significant number of butterflies and plants have been destroyed in the Antioch Dunes by fire. So now, the biologists are limiting the number of visitors who can wander around the dunes. That's fair enough, I think. All right, the final point I want to make about the project to restore the Antioch Dunes area is to do with how much land is required: when we think about the concept of conservation we often assume we need to set aside a large amount of it. And that might be true for some large species. But in this case, relatively little land was required. But the important thing is to leave it undisturbed. OK...

Q39

Q40

Test 2

LISTENING PART 1



11

Training

You will hear a woman asking for information about accommodation at the Sunnyside Holiday Park.

Receptionist: Good morning. Sunnyside Holiday Park, this is Michael speaking. How can I help you?

Rachel: Oh hello, this is Rachel Becks. Could I just ask a few questions about your accommodation options, please?

Receptionist: Yes of course. We've got a range of options, depending on what you're looking for.

Rachel: Well, I'm travelling with my husband and two children, so there are four of us.

Receptionist: So, we have our motel rooms, they're double rooms at \$205. They're very popular.

Rachel: Do they look out over the lake?

Q1 Receptionist: In fact they look out in the other direction, so they're directly facing the mountains out that way.

Rachel: Oh well that sounds just as good. But we'd need two rooms, so it'll be quite expensive. Do you have anything that's a bit cheaper?

Receptionist: Yes, we have studios. They're \$155 a night and have a double bed and a bunkbed.

Rachel: Any cooking facilities?

Q2 Receptionist: Well, there's no kitchen as such. But there's a kettle so you can make hot drinks and also a microwave which will obviously help if you want to prepare any snacks.

Rachel: And what about if we wanted to cook our own meals?

Receptionist: Then you'd need one of our Budget Units. They're \$222 a night and can sleep 4 people. They have a full kitchen with a fridge and everything.

Q3 Rachel: And a dishwasher?

Receptionist: Yes, absolutely.

Rachel: Mmm, well that sounds like it might be the one for us. Is bedding provided?

Q4 Receptionist: Yes, all the bedding and electric blankets are provided. But the towels, guests are required to supply their own.

Rachel: OK, that's not a problem. And what about other facilities at the park. Is there a laundry?

Receptionist: Yes, we have a laundry. And there's also a games room which is suitable for adults and children.

Rachel: Any outdoor activities for the younger ones?

Q5 Receptionist: The trampoline's being repaired I'm afraid at the moment, so that's not available, but there is a playground for children under 12.

Rachel: My kids will love that. Well look, I'll just need to discuss it with my husband and I'll...

LISTENING PART 1



12

Exam Practice

You will hear a man who is looking for a new apartment to rent, talking to a landlady who is showing him round an apartment.

Listen carefully and answer questions 1 to 5.

Mary: Hello, Andrew, isn't it?

Andrew: Hi, yes that's right. And you must be Mrs. Jones.

Mary: Yes I am, but please call me Mary. Come in and I'll show you the apartment.

Andrew: Great, thanks. I'll just make a few notes as we go around, if you don't mind?

Mary: That's fine. So first, a few general points, Andrew. You probably saw in the advert that the apartment is partly furnished.

Andrew: That's OK - I've got a bit of furniture myself.

Mary: And also, please, pets are not permitted in the apartment.

Q1

Andrew: No problem - I don't have any.

Mary: Well, shall we start in the kitchen, it's through here.

Andrew: Oh, it's nice and big, isn't it?

Mary: Yes, a good size for a one-bedroom apartment. It's got everything you'll need. The dishwasher is quite old now but it's very reliable. And I've just replaced the fridge, so that's never been used.

Q2

Andrew: Great. It all looks really good.

Mary: Well, follow me through into the lounge, Andrew. Here we are.

Andrew: I like the wooden floorboards. But I might want to put down a rug on the floor as well, if that's OK.

Mary: Oh yes, of course.

Andrew: I've also got lots of books.

Mary: Well, as a matter of fact, I've just arranged for a builder to come and put up a set of shelves on that wall there. So that'll be convenient for your books.

Q3

Andrew: That'll be great. Then, is that the bedroom through there?

Mary: Yes, that's right. Come through.

Andrew: There's a nice big wardrobe, and a chest of drawers.

Mary: Yes, plenty of storage.

Andrew: But if I wanted a lamp beside my bed, I guess I'd need to provide that myself?

Q4

Mary: Yes, you would.

Andrew: That's no problem, I've got one that'd do.

Mary: And then this is the bathroom. It's only a small space, so there's no bath, just a shower.

Andrew: And the water heating, that looks like it's gas, right?

Q5

Mary: Yes, electricity is more expensive in my view.

Andrew: You're probably right.

Now listen and answer questions 6 to 10.

Andrew: Well, I really like the apartment, Mary, and I'd like to take it if that's OK with you?

Mary: Yes, absolutely Andrew, I'd be delighted. So why don't we have a look at the tenancy form. We're supposed to fill that in together.

Andrew: Yeah, sure.

Mary: Now, I've got a form here. So first of all, I need some of your details. What's your full name Andrew?

Q6 Andrew: It's Andrew Connaught. That's spelt: C-O-N-N-A-U-G-H-T.

Mary: Great, got that. And what's the best way to contact you Andrew?

Andrew: Well, you've got my mobile number.

Mary: Yes, I know. But an email address would be good as well, in case I need to send you documents.

Q7 Andrew: Oh right, I see. Well my email is andrew171 at interglobe.com – spelt: I-N-T-E-R-G-L-O-B-E

Mary: Great, OK thanks. Then, I really need an identification number of some sort.

Andrew: Oh, dear. I haven't got my passport with me.

Mary: A driver's licence number will do

Q8 Andrew: Oh right, I've got that, hang on. It's: E 738 2991 TP

Mary: Right, good. So, now just a few tenancy details. When would you like to move in?

Andrew: Well, as soon as possible, really.

Mary: Right, well like I mentioned, there's a builder coming, that's on the 4th of April. So, really, any time after that's fine.

Q9 Andrew: The 4th is a Friday, isn't it? And that weekend I'm going away. So how about the 7th of April?

Mary: Yes, that works well. Now, you'll have seen from the advertisement that the rent is \$315 per week.

Andrew: Yes, that's OK.

Mary: And there's also a bond to pay before you move in. It's like a deposit – and you'll get it back at the end of your tenancy.

Andrew: How much is that?

Q10 Mary: Well, I try to be reasonable. A typical bond for a 1-bedroom in this part of the city is \$500. But I only ask for \$450.

Andrew: OK, that should be fine.

Mary: Now what I'll do Andrew is email you my bank account details and you can...

LISTENING PART 2



13

Training

2

1

Man: So let's hope it's a warm sunny day on Sunday or this event is likely to be postponed

2

Woman: And the great thing about this event is that admission's free, so that's a real bonus.

3

Man: It's an outdoor event so check the forecast carefully before you go.

4

Woman: The kids will absolutely love this event so make sure you book tickets without delay.

5

Man: This event is entirely funded by the local council so there isn't an entry fee.

LISTENING PART 2



Exam Practice

You will hear a radio announcer talking about entertainment events that are taking place this weekend.

Now listen carefully and answer questions 11 to 15.

Melanie: OK so, next up on this morning's show – Dan Johnson's going to tell us what's on in the city this weekend. Dan.

Dan: Well thanks Melanie and there's certainly a great program of entertainment this weekend – something for everyone. So first, it's the Writers' Festival again, and just like last year the Festival has attracted more than 250 writers from around the world. The writers will be talking about their latest books and there's always an opportunity for audience members to ask the writers about their work. In the past the Festival has been based at the Victoria Theatre, which wasn't really big enough. So this year they're going to be using a number of other venues as well. More information and tickets are available from the website. Q11

Now something I'm really looking forward to is Wearable Art on Saturday evening. This fashion show's always been held in the capital, so it's very exciting that it's coming to our city for the first time and I've already got my ticket. And they've just announced a 20% discount on all tickets, to encourage a good turnout. Tickets can be bought online, or at the door. Q12

Something slightly different is Ocean Times – that's on Sunday morning at Bright's Beach. Now you might be thinking it's the wrong time of year to go to the beach for a swim or build sandcastles with the kids, and you'd be right. But what's happening is, there's going to be a number of large tents put up on the beach, for workshops, displays and presentations. It's a chance for the whole family to learn about the science of the ocean and marine eco-systems and how to protect them. Sounds like a good way to spend your Sunday. Q13

Now, you may already have seen the advertising for the Artscape Exhibition. This is an outdoor exhibition of sculptures and installation art that officially opens this evening and you can go along whenever suits you over the weekend. It's being held up at the Sanctuary Reserve and the idea is, you wander wherever you want around the Reserve, enjoying the artworks in a natural environment. I'd recommend you take a warm coat, though, because it can get quite windy up there. Q14

Now, the Civil Theatre is open for tours this weekend, too. This is a great chance to go backstage at the city's largest theatre and see all its secrets. This event is only held once a year so these opportunities to tour the Civil aren't too frequent. I went last time and can tell you it's well worth it. Q15

Now listen and answer questions 16 to 20.

Dan: OK, so what I'll do now is just run through a few more events that are on over the weekend. So every Friday night, of course, is the Night Market – a great place to eat delicious street food from around the world. If you haven't been before, it's in the old Smith Street warehouse, just a short walk from Central Station. This is often really popular so get there in good time to be sure you beat the rush. Q16

There's also the local Buskers' Festival, on Saturday and Sunday afternoons. This is a chance for buskers and street performers from across the city to perform at an organised event. If you're interested in going along please note – it was going to be in King's Square, but actually it's now going to be held down on the waterfront, where there'll be plenty of space for everyone. Q17

Q18 Now later this afternoon it's Stand Up For Kids. This is a stand-up comedy show aimed particularly at children aged from 5 to 10. This is being held in the hall at Swanson College at 4 p.m. today. Just bear in mind that the roads around the college can get pretty congested at that time on a Friday, so allow plenty of time to get there. But it's bound to be a great show and the hall at Swanson is huge so you shouldn't find it hard to get a seat.

Q19 Then it's Sunday Unplugged on Sunday afternoon, with a number of local bands playing at the old post office building in Morningside. There's a great range of acts this week – check online for details. Though it's the usual issue with the old post office venue – no parking at all in that part of the central city. And the train service is suspended on Sunday for repairs, so if you're taking the bus, leave early.

Q20 And on Saturday evening it's the Ignite Dance Finals. This is the final of the inter-school dance competition so I know there'll be a huge turnout. If you haven't already got your ticket I'd do so without delay to avoid disappointment. It's being held in the Ridgeway Theatre, same as last year, so there'll be a great atmosphere.

Now one other...

LISTENING PART 3



15

Training

1

1

Woman: I went to night classes to learn Mandarin Chinese once a week. It was certainly a challenge for me, but what kept me going was my class mates. Everyone had such a good time telling jokes and having fun that it really helped me learn.

2

Man: I hadn't expected to do particularly well in the test so I was completely amazed to get 82% - it was such a great feeling! Unfortunately though the teacher was sick for a few days so it was quite a long wait before we got the results.

3

Woman: I read the results of a survey about the best way to learn a second language. Only 24% of respondents answered that vocabulary was a high priority. I can't understand why more people didn't recognise how significant vocabulary is for learners. It doesn't make any sense to me.

LISTENING PART 3



16

Exam Practice

You will hear two early education students called Maia and Daniel talking about research into how babies and children learn.

Now listen carefully and answer questions 21 to 26.

Maia: So, Daniel, shall we compare a few ideas for our assignment on how babies and children learn?

Daniel: Good idea, I've started the reading. One thing I read about was these 'learning videos'.

Maia: Oh yeah, I read about learning videos. The baby watches a short film with some basic vocabulary, maths and science, and they learn as they watch – that's the idea. Certainly, babies will pay attention to videos for long periods of time.

Daniel: Yeah, but there's been research to show that babies don't learn effectively from screens. Actually, they learn by interacting with their parents and other caregivers – that's the best approach.

Q21

Maia: Mmm, it's interesting. Another issue with learning videos is that babies ought to have play time.

Daniel: You mean in a group?

Maia: Not necessarily, it can be alone, actually. But what's important is that they investigate their own environment. They should examine the objects around them and experiment. So they discover information for themselves. And they don't get that sitting in front of a film.

Q22

Daniel: That's a good point. Then, I also thought I'd write about the 'present research' in my assignment.

Maia: Oh yeah, I read a bit about the present research. And it's true, isn't it? When you give a baby a present or gift, some of them are more interested in the wrapping paper than the present itself.

Daniel: But it's not some of them. The research shows that pretty much every baby prefers the paper to the present, whether male or female – it's just a human characteristic.

Q23

Maia: Really? I'd thought there'd be more exceptions.

Daniel: Apparently not. It seems that playing with the paper, or ribbons, or box, stimulates the baby's senses. They touch everything, climb into the box, put the ribbon into their mouths. And brain scans have shown that sight, sound, touch, smell and taste are all stimulated in this way.

Maia: It's amazing the research has produced so much specific information, just from studying presents! I hadn't expected that. The results cover so many different aspects of baby behaviour.

Q24

Daniel: Yeah, exactly. But it shows us that babies learn by playing.

Maia: So we shouldn't stop wrapping up babies' presents.

Daniel: No, definitely not!

Maia: Then I also read about babies and second languages. There was a really interesting bilingual experiment in Spain. They tried teaching English to a group of 280 Spanish children in different preschools.

Daniel: So the research subjects were in different schools?

Maia: Yes, but the researchers deliberately selected teachers who all had the same education. They'd been trained to use a style that focused on play and social interaction. So because of that, the experiment was standardised across all the schools, that's really important.

Q25

Daniel: Yeah, I agree, that was a great idea.

Maia: The subjects were aged between 7 months and 3 years old. And the children were given a one-hour English lesson for 18 weeks.

Daniel: Did they seem to enjoy the lessons?

Maia: I don't have any information on that. But at the end of the experiment, each child could produce an average of 74 English words or phrases.

Daniel: But did they remember them?

Maia: Well, follow up testing showed that the classes had a long-term benefit, yes.

Q26

Daniel: Wow, that's remarkable, especially considering some of the children were so young.

Maia: I think so too. It really shows how babies and small children can learn through playing.

Daniel: Yeah, I wonder if other schools will try the same thing in future.

Maia: It'll be interesting to see what happens.

Now listen and answer questions 27 to 30.

Daniel: So, Maia, let's discuss some more ideas about how babies learn. What other research have you read about?

Maia: Well, I read about Dr Pritchard's study. In her experiment, babies were given toys to play with. And their caregivers sometimes repeated the same movements as the baby, and sometimes did something different. And Dr Pritchard monitored the baby's electrical brain activity. The results showed that babies were happiest when parents or caregivers imitated their behaviour.

Daniel: Maybe that could be used as a teaching tool?

Maia: Yeah, absolutely.

Daniel: Then I read about a study of 3-year-olds. This was interesting. The researchers experimented by doing things like dropping a pen or knocking something off a desk.

Maia: And did the children do the same thing?

Q28 Daniel: No, what they often did though, was pick up the pen. They wanted to give someone assistance if they could, if they thought someone else had a problem. So I think that shows how babies are more likely to learn by working with caregivers and teachers, rather than in isolation.

Maia: Then have you heard of Professor Michelson?

Daniel: Is he a linguist?

Maia: You're thinking of someone else. Professor Michelson did a study where babies had to push buttons. Some buttons switched on a light and some didn't. And after a little experimentation, the babies nearly always pushed a button that switched on a light.

Daniel: You mean, they knew the light would come on?

Q29 Maia: Professor Michelson thinks so. He believes they recognised that a certain thing would happen, as a result of a certain action. So maybe that has implications for learning.

Q30 Daniel: Interesting. I also looked at a study in the United States. This showed that babies as young as 16 months have some knowledge of how language is structured. In a simple sense, they seemed to know the function of nouns and verbs. And the researchers believe this is linked to the way they learn the meaning of new words.

Maia: Oh, really? Amazing they start so young. I'd like to read about that...

LISTENING PART 4



Exam Practice

You will hear an engineering student giving a presentation about a female engineer called Sarah Guppy.

Now listen carefully and answer questions 31 to 40.

Student: Well, hi everyone. In my presentation today I'm going to be talking about Sarah Guppy, a female engineer in Britain in the 19th century.

So, first some background. Um, so in Britain at that time, there weren't many women engineers. But the 19th century was a time of great change in Britain and women were becoming increasingly active in many

aspects of society. So one example would be Jane Harrison, who was a linguist and an expert on ancient civilisations. Jane Harrison is credited with being the first woman to be employed as an academic at a British university. And slowly women were being employed in more fields during this period. Let me just give you a few statistics to illustrate. Um, so, by the end of the 19th century, there were thousands of female musicians and actors and more than half in each group were women. When it came to the professions, the numbers were much lower. So dentists – there were 140 women, and there were 212 women who were employed as doctors at the end of the century. Q31 Q32

OK, so moving onto Sarah Guppy herself. Sarah was born in 1770 in the city of Birmingham into a family of merchants. Aged 25 she married Samuel Guppy and moved to the city of Bristol. Then in 1811, she patented her first invention. This was a method of building bridges that were so strong they could withstand even severe floods, which might otherwise have destroyed the bridge. Her idea was used by the engineer Isambard Kingdom Brunel when he built the famous Clifton Suspension bridge. Sarah was not directly involved in this project as an engineer. However, she is known to have constructed models representing the entire structure, and these were of great assistance to Brunel when he built the Clifton Suspension bridge. What's more, Sarah was involved in the project to build the Clifton Suspension bridge in another way, too. Together with her husband, Sarah was an important investor in the project, and did well out of it financially. Q33 Q34 Q35

Now listen and answer questions 36 to 40.

Student: However, Sarah's talents as an engineer and designer went beyond bridges. One of her inventions was the so-called 'barnacle buster'. This was a device that increased the speed at which ships could sail, by preventing tiny creatures like barnacles growing on them. Sarah also had an interest in railways. Now, the 19th century was a time when a huge number of railway lines were being built across Britain. Frequently, this involved digging 'cuttings', where the railway line was cut into a hill. And Sarah encouraged trees and vegetation to be planted in cuttings to reduce the problem of erosion – a technique that is still commonly used today. Q36 Q37

I'd also like to mention that some of Sarah Guppy's machines are quite amusing when we look back at them today. One that stood out for me was a machine that made tea, kept toast warm and boiled an egg all at the same time, so you could sit down for a typical British breakfast without waiting for anything. It's quite strange to look at but I guess it might have been convenient! Then there was one area where Sarah was really ahead of her time because she designed an early type of equipment that's very common today. This was a sort of gym machine that you could keep at home. And in the last 150 years or so that's an industry that has really taken off. Q38 Q39

OK, so in conclusion, what can we say about the career of Sarah Guppy? She certainly wasn't the only woman engineer in 19th century Britain. I mean, for example there was Ada Lovelace, who is sometimes described as the first computer programmer and Hertha Marks Ayton, a mathematician and electrical engineer. But still, Sarah's contribution was highly unusual. Just by way of illustration, it's worth noting that it wasn't until 1906 – 54 years after Sarah's death – that a woman studied engineering at university and graduated as an engineer for the first time. Now one other thing... Q40

Test 3



LISTENING PART 1

18

You will hear a conversation between the organiser of a short film competition and a man who is interested in taking part in this event.

Listen carefully and answer questions 1 to 5.

Man: Oh hello, is this the right number to call for the short film competition?

Woman: Yes. How can I help?

Man: I know the competition's been running for ten years, but I've never taken part before. I want to be clear on the rules. Is 20 minutes the maximum length of the film?

Woman: That's correct. So, shall I run through some of the other rules for entry?

Man: That'd be great. I'll make some notes.

Q1 Woman: All right, so the deadline for getting the whole film made and sending it in to us is on Wednesday May the 15th.

Man: Oh really? I thought the submission date was some time at the end of June. The 30th.

Woman: That's when the judges announce the winners.

Man: Right, I guess I don't have as much time to make this film as I thought.

Woman: Now, just so it's clear, one of the rules is about the team of people you have working with you. Will you be doing most of the filming yourself?

Man: Probably yes.

Woman: OK, but perhaps you'll be needing some technical support with editing, and the audio?

Man: I imagine so.

Q2 Woman: That's fine, but you can't employ any professional actors, I'm afraid. They all need to be new to acting – having a go for the first time.

Man: I see. Not a problem. Now I know that one of the rules is about the things you need to include in your film.

Woman: That's right. Last year all films had to include a scene with a broken pair of glasses.

Man: What about this year?

Q3 Woman: Well, it's been decided that one of your main characters has to be a child. Or, if you prefer, it could be an animal instead – but we have to see them in a number of scenes, OK?

Man: All right. I'll have a think about that. I'm not sure which one would be easier to work with.

Q4 Woman: It can certainly be a challenge – but that's what the competition is all about. Now, it's not just our rules you need to think about. You might also need to get permission – say, for example – if you decided you wanted to add some music to the film.

Man: That sounds complicated. I suppose I could use a local band – people I know that would help out. I wouldn't need permission in that case.

Woman: Good idea. Then you don't need to worry about the legal side of things.

Man: All right. That's clearer. Actually, is that right that the film doesn't need to be in English?

Woman: Yes. Because if a film wins the competition in this country, it could end up being part of an international competition. But if you're going to use another language, you've got to provide subtitles. And those do have to be in English, and 100% accurate. If they're not, your film won't be accepted in the competition. Q5

Man: Seems fair.

Now listen and answer questions 6 to 10.

Man: I don't suppose you could give me any advice – about making the film, I mean.

Woman: Of course. Um, in my opinion, it's the script that you should concentrate on. That comes first. Work out what everyone's going to say, and go from there. Q6

Man: OK, thanks for that. And I read somewhere that you shouldn't have too many characters or locations.

Woman: Yeah, I'd agree with that.

Man: I also read that – with short films, the judges have their preferences. I mean, they seem to like films with a serious message, like a documentary. I guess I shouldn't do a comedy because not everyone laughs at the same thing. Q7

Woman: Yes, stay away from that kind of film. A story with a clear beginning, middle and end – that's what the judges look for.

Man: I was thinking I could look at some of the films from last year's competition – you know – to give me a better idea of what to do.

Woman: Yes, you could certainly do that. If you go to our website, have a look at last year's winner. His name was Greg Hyslop.

Man: How do you spell that last name?

Woman: Sure. It's H-Y-S-L-O-P. His film was actually one of the shorter ones, but the judges really liked it. Q8

Man: Actually, I'm wondering if I've seen that one already. Isn't it about an artist – someone who no one appreciates but then she ends up selling lots of her paintings?

Woman: That's right. If you want to have another look, the film is called Imagine. It really holds your attention. Q9

Man: Thanks. I'll have another look after this call.

Woman: So, you know what the prizes are? It's \$500 for third place, up to \$2000 for the overall winner. And of course, the winning films are shown in a theatre, so the public can see them too.

Man: That would be an amazing thing to happen. So that would be the Bridge Theatre, would it, in the city centre? Q10

Woman: Yes. That's my favourite theatre, actually. Lovely view of the river. So, do you have any more...



LISTENING PART 2

19

You will hear a man talking to a group of volunteers who are involved in conservation work in an area called Eskdale Wood.

Now listen carefully and answer questions 11 to 14.

Organiser: Hello everyone. Thanks for volunteering to help with our conservation work in Eskdale Wood next weekend. A big group like this means we can really achieve a lot.

Let's start with the tasks we need to get done. I'm happy to say that since the last clean-up of the wood, the litter hasn't returned. So that's one job we can forget about. But - because of the recent storm, there's been damage to some older trees. A few big branches have come down and they're blocking the paths. We need volunteers to pull them off and pile them up somewhere else, so they're not in the way. While you're working, have a look at the bird boxes we placed in the wood last summer. We're sure that most of them have been used, so that was a job worth doing. The storm has also blown down the fences on the north side of the wood - so we'll need you to give a hand with repairs. There'll be someone there to supervise - so you'll get that job done quite quickly.

- Q11 What do you need to bring with you? Gloves are essential. You don't want to end up with cuts and dirt all over your hands. If you don't have a good pair already, I'd suggest popping into town and buying a pair from the garden centre. They seem to have a good range. Now, the forecast is for cloud - but at least it'll be a dry weekend. You can leave your sunscreen at home. As usual, we'll be handing out any tools you need at the start of the day. Spades, saws, hammers - it'll all be supplied. There are parts of Eskdale Wood which are still muddy after the storm, so I'd recommend boots. You'll need to supply your own, and I'd put them on in the car park, if I were you, before you enter the woods. And um, thanks to some funding from the local residents committee, we've got a bit of money for snacks, so I'll be bringing some sandwiches with me for everyone.

Now listen and answer questions 15 to 20.

Organiser: Right, some of you have expressed an interest in taking part in this year's bird count. The bird count is really useful ... it tells us which native birds are doing well, or if their numbers are declining - and we can also find out if there are any new species of birds - birds that don't normally inhabit the woods. So, if you decide to take part in the bird count, there are a few things you need to do.

- Nowadays, people don't tend to record what they see on paper. It's all done through a mobile app. To get one of those, you'll need to go online and find a website like e-Bird or NestWatch. If you've never signed up with them before, register your details, and they'll send a mobile app to your phone. Once you've got that sorted, you need to consider exactly where you're going to count the birds. You might decide to spend the day, say, just in a single field - or you might want to cover a wider area. It's up to you. Stay away from privately owned land - because you'd need to get authorisation for that. Um, the next thing to do is get some other people to come along and help you - a group that are also interested in birds ... and er, that are capable of using the technology. Yes, because, by yourself, it's easy to miss the birds that might be in the trees behind you. Then, on the day of the bird count, you need to give all your helpers a print out - showing pictures of the birds you're hoping to see. The pictures should be clear enough so people can really distinguish between similar looking species - so yes, the document should be in colour, really. Also remind people that the bird count is not a race to find the most birds possible. It's supposed to be a group effort, with everyone staying in the same place. What else? OK, at the end of the day, once all the counting's been finished, get together with the rest of the group. How many birds of one species has everyone seen? Compare notes. It doesn't really matter if your totals are slightly different. Just get everyone to work out and decide - more or less - what the probable number was. Finally, when you're ready to submit all the data you've collected, have a look at the pictures you've taken. Choose the best one - you want a sharp image of a single bird, rather than an image of a whole lot of birds in the distance. Upload it with your data - and you never know - you might get a prize if yours is the best shot. All right, let's...



LISTENING PART 3

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.

Q25 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.

Q26 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?

Q27 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.

Q28 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.

Q29 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.

Q30 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...



LISTENING PART 4

21

You will hear a student giving a presentation about the challenges of living in space.

Now listen carefully and answer questions 31 to 40.

Student: Hello everyone. So I'd like to tell you about some of the challenges of living in space. We'll start with the International Space

Station – or ISS, as it's often called. The ISS has been in space – in orbit around the Earth – since 1998. Over 200 astronauts have lived on board – and one of the biggest challenges for them is living in microgravity. So what happens when you're living in microgravity 24 hours a day for months? For a start, it affects your blood circulation. On Earth, your blood would naturally be pulled towards your feet, but in space, it goes to your head. And we'll talk a bit more about the consequences of that later. But it also goes to your chest – and that's why astronauts have to be careful about their blood pressure. Microgravity also affects the minerals stored inside your body. Over time, for example the amount of calcium inside your bones begins to decrease, so the bones become weaker. Yes, it's not much fun living in space. The astronauts have to maintain a very strict exercise programme – they do 2.5 hours of exercise six days a week. If they don't, what happens is that their muscle begins to waste. Some of it also turns into fat. And one final problem that some astronauts experience – they find that when they get back to Earth, they can't see clearly. Scientists aren't exactly sure why this happens, but it seems that the astronauts' vision can be permanently affected. Q31 Q32 Q33 Q34

Another challenge with living in the ISS is – you have to take everything you need with you. So space agencies like NASA are constantly improving the way they recycle things. Water, of course, is a vital resource, and every little bit counts. That means that even the sweat that the astronauts produce is recycled. I know that doesn't sound very nice – but NASA says their water is purer than anything you'd drink on Earth. Q35

Now listen and answer questions 36 to 40.

Student: So what's next? Humans are already living in space – in the space station – but now the goal is to live on the moon or Mars. For this, we need to make buildings, and the challenges for engineers and architects are even harder. It's incredibly expensive to transport materials into space, so they need to be as light as possible. The alternative is to use materials which already exist on the moon or Mars – and this does seem to be the sensible way forward. So to make buildings on the moon, for example, we could use rock, and the moon also has plenty of useful minerals. These can be made into metal, into brick... and some engineers are also suggesting they could produce paint. So it seems everything we need for a basic building might already be on the moon. Actually there's one thing that NASA hasn't managed yet, and that's to increase the size of the windows on the ISS. They're very small – and if people were going to live in buildings on the moon, this is something NASA still has to work on. Q36 Q37 Q38

So, even if we manage to create a network of buildings for people to live in on the moon or Mars – and grow food, and be self-sufficient – they would still need mental stimulation, and opportunities to relax and stay in touch with what was happening back on Earth. Virtual reality could be the answer. Imagine you're living on the moon but you could use virtual reality to walk around a museum and see all the exhibits. That would be incredible. And by using virtual reality, you could continue your education, by say, studying for a qualification that might be useful in your current environment, or once you're back on Earth. Now Mars is a different... Q39 Q40

Test 4



LISTENING PART 1

You will hear a man who runs a transport hire company talking to a woman who wants to hire a vehicle.

Listen carefully and answer questions 1 to 5.

Brian: Good morning. Island Transport company, this is Brian speaking.

Jenny: Morning. This is Jenny Cartwright here. I'm visiting the island next week and I want to hire some form of transport.

Brian: No problem, Jenny. Island Transport can offer a range of different vehicles to hire. So, um, the first option is a motor scooter – they're very popular.

Jenny: Oh right. And how much do they cost to hire?

Brian: Well, you can hire them by the hour or by the day. Per hour, it's \$15.50.

Jenny: And what about for a day?

Q1 Brian: Daily, it's \$49.99. That includes a full tank of petrol, but you need to fill it up before you bring it back.

Jenny: Is a scooter a good way to get around the island?

Brian: Oh yes, it's a lot of fun. Visitors really enjoy it.

Jenny: Do you provide helmets?

Q2 Brian: Yes of course, all sizes. We can also let you have gloves as well – it's not a bad idea.

Jenny: Oh yes, I hadn't thought of that.

Brian: The only thing is with the scooters, you have to keep to sealed roads. That means you can't ride on Battenburg Road – so you can't visit the far end of the island.

Jenny: Sorry, I didn't catch the name of the road. Could you spell it?

Q3 Brian: Sure, it's spelt: B-A-T-T-E-N-B-U-R-G. But there are still plenty of other places you can explore on a scooter.

Jenny: OK. And what about a car?

Brian: Yes, we've got a range of cars.

Jenny: Well, there's four of us. But if we do go for the car option, we'd be happy with a very small, basic one.

Brian: An 'economy car' would be \$87.80 per day. That's for a four-door car, it can take five passengers.

Jenny: Right, OK.

Q4 Brian: And a car is the best way to see the whole island. You can drive on all the roads. And if you'd like to go for a swim, you can drive right down to Green Bay, which visitors love.

Jenny: Well, a car is definitely something to consider. It's certainly a good price, if we split it between the four of us.

Brian: Exactly.

Jenny: Only thing is, it's pretty hot at this time of year. Does the car have air conditioning?

Q5 Brian: Not that model, no. You'd need one of our bigger cars if you want that.

Jenny: Well, maybe it doesn't matter.

Now listen and answer questions 6 to 10.

Brian: The other option to consider is an E-Bike. These are very popular – like a normal bicycle, but with electric power to help you along.

Jenny: How much are they?

Brian: Normally they're \$59 per day, but I can offer you a discounted rate at the moment of \$52.20.

Q6

Jenny: Oh, OK.

Brian: To be honest, a lot of our customers these days prefer E-Bikes to motor scooters, because they're so quiet and peaceful. On some E-Bikes, the battery is really heavy, but on these bikes it's nice and light.

Q7

Jenny: I've never ridden an E-Bike before. How difficult is it?

Brian: Not difficult at all. You'll find they are very easy to handle. Like I say, just like a normal pedal bike really, but you don't have to do too much work. Which is a good thing because the island is quite hilly. These are good quality bikes too. Well made with high quality brakes both front and back, so you won't have any problems.

Q8

Jenny: Well, that does sound like a lot of fun. Do they come with GPS?

Brian: No, but we can provide you with a map.

Jenny: What about a lock?

Q9

Brian: Yup, one of those as well, with each bike, so you can leave it securely if you want to.

Jenny: I think my friends will like the idea of an E-Bike. A good compromise.

Brian: Like I say, they're very popular these days. And another big advantage is that you don't have to have a licence for this type of vehicle.

Q10

Jenny: Well, let me discuss it with my friends and I'll get back to you.

Brian: No problem. Thanks for your...



LISTENING PART 2

You will hear a man talking to a group of people who are looking around a community garden.

Now listen carefully and answer questions 11 to 15.

Man: Well, good morning everyone and welcome to this open day at the community garden. Our garden belongs to the local community and, as you'll see, what we grow here is mostly fruit, and different kinds of vegetables. First, I'll tell you some background information.

Well, recently we made an interesting discovery at the garden. Before, we didn't know much about the history of this site. We only had a few documents and records. Then we found some ancient implements, like spades and forks, for digging. They were buried in the earth. Experts say these are at least 1000 years old. So people have been using this land for growing produce for a long time. There are some photographs of these implements in the club house, as well as a diagram of what we think the garden might have looked like, if you want to look later.

Q11

So, why was this location so good for gardening? As you can see, we're in a slight valley. And storms blow very hard up this valley, which can be a problem. But being in a valley, we get good freezing frosts here in winter, which gardeners like because it kills the bugs. The great thing, though, is the stream that runs through the valley, so we can irrigate the gardens even through long, dry summers.

Q12

- Now what we do know is that in 1860, gardening stopped here. This was a time of rapid development in this area. And on that date, the
- Q13 City Infirmary was constructed on this site, so this is where doctors and surgeons worked to take care of the health needs of the growing population. Also, many new houses were put up for people who commuted into the city each day to work. There was even talk of a new military camp, although that never happened in the end.
- Then in the 1980s, the old buildings here were removed. And this land again became a productive garden. Today, these gardens produce large quantities of fruit and vegetables. Each plot of land is worked
- Q14 by a volunteer member of the garden, and they donate what they grow to families in this neighbourhood who are struggling financially. Occasionally we're approached by local businesses and restaurants wanting to buy our organic produce, but we just don't have enough.
- We also have a good relationship with the local college. In fact, several of the
- Q15 academics there are members of the garden. Each week, undergraduates enrolled on the college's horticulture course have a class here, to learn about their subject first hand. And in future the college hopes to hold workshops here, to help local people establish vegetable gardens at home.

Now listen and answer questions 16 to 20.

- Man: OK, now I'll just point out a few places of interest around the gardens. So, can you all look at your maps please? OK, so we're now standing at the main entrance to the gardens, outside the club house.
- So, you might be interested in our worm farms. This is where we make fertiliser. To get there, from the main entrance, head north. You'll pass gardens on either side of the path. Just before the path curves round
- Q16 to the right, there's a turning on the left. Go down there and the worm farms are inside the first building you come to.
- It's also worth visiting our seed store. Again, head north and follow the path as it curves round to the right through the gardens. You'll come to the orchard. Follow the path around the edge of the orchard – but don't
- Q17 go too far. The seed store is actually located inside the orchard – a very pretty spot.
- Now the machinery shed might interest some of you. From the main entrance, just
- Q18 go into the car park and walk right to the end. You'll see a little path heading out to the west – it's down there.
- Our compost heaps are also pretty impressive. So, head north from the main entrance, go past the first gardens and take the first turning on the left. Go to the end of that path. The compost heaps are built in the shape of a letter 'U'.
- Q19 The drying room is also interesting. This is where we dry fruit, to preserve it. To see how it's done, walk up through the gardens till you come to the orchard. Keep heading north and the drying room is right at the very end of that path – as far as you can go.
- Q20
- Now one other thing I'll mention...



LISTENING PART 3

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,
- Q21 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,
- Q22 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.
- Q23
- 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.
- Q24
- 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.

Q25 *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.

Q26 *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.

Q27 *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.

Q28 *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.

Q29 *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.

Q30 *Jason:* And there's been quite a lot of previous research to back that up, too. Interesting.

Alya: Then another...



LISTENING PART 4

25

You will hear an anthropology student given a talk about traditional Polynesian navigation.

Now listen carefully and answer questions 31 to 40.

Student: Hi everyone. Today I'm going to be talking about traditional Polynesian navigation and voyaging. Now, in case you don't know, the islands of Polynesia are in the Pacific Ocean and include Hawaii, Tahiti and Samoa.

All of these islands were originally uninhabited by humans. And for many years there was a debate about where the Polynesian people had migrated from. It was once suggested that they came from the Americas. However, that debate has been settled. Today, anthropologists recognise that the Polynesians began their journeys in Asia and from there migrated eastwards to the Pacific islands. It's believed all the

Polynesian islands had been settled by the 13th century. When European explorers arrived in the Pacific in the 17th and 18th centuries, they were impressed by the local canoes. European ships were much stronger, but the indigenous vessels were considerably faster when under sail.

Q32

What we now know is that Polynesians sailed across open ocean – out of sight of land – long before this occurred elsewhere. And to make these voyages possible, they built remarkable ocean-going canoes. The canoes had two hulls – so are sometimes called 'catamarans'. They were equipped with large paddles, but these were not a form of propulsion. Instead the paddles were positioned at the back of the canoe to make steering the vessel possible.

Q33

All these ocean-going canoes had sails. Polynesian sails were triangular in shape and made from the 'pandanus' plant, which grows on nearly all Pacific islands. It was also necessary to make warm clothing, as even in tropical waters people could get cold on long voyages. Materials like wool and cotton were unknown to Polynesians. However, the paper mulberry tree grows on most Pacific islands and its bark was remarkably flexible and was used in the manufacture of clothing.

Q34

Next we come to the issue of navigation at sea. How did Polynesians find their way, once they were out of sight of land? We know that they did not have the magnetic compass, which told other navigators which direction was north. But the Polynesian navigators understood where numerous stars rose and set on the horizon. And using this, they could identify 32 different directions. However, this information about the stars was extremely complex and therefore remembering it all was a challenge. So the navigators had created long and complicated songs to help them recall all the information they needed.

Q35

Using the stars to navigate was effective – so long as the sky was clear. But when it was cloudy, the navigators couldn't see the stars. How did they find direction then? Well, they still knew which way to sail the canoe by studying the waves, which usually came from predictable directions in the Pacific at different times of the year.

Q36

Sometimes they were sailing between islands they had visited before. But very often they were trying to find new islands. How did they know that land was nearby, just over the horizon? Well, there were various techniques. The navigators were experts at recognising those particular birds whose habitat was the open ocean, and those that lived close to islands. So this was one way they knew that land wasn't far away. They were also skilled at noticing changes to the sea itself. The temperature of the water is constant in that part of the Pacific but its colour could vary in the proximity of land, and that was something else that they were able to detect.

Q37

Q38

Well, as technology developed, traditional voyaging all but died out. The Polynesian peoples travelled by steam ship and later aeroplane, like everyone else. However, in recent history, there has been renewed interest in traditional voyaging. It began in 1976 when a new canoe named Hokule'a was built as a replica of traditional Polynesian vessels. This canoe was sailed from Hawai'i to Tahiti, a distance of more than 4000 kilometres across open ocean. And all the navigation was done using the techniques I've outlined today – the crew did not use modern instruments on the voyage. Since then there has been a remarkable renaissance of traditional voyaging. Numerous canoes have been built in different Polynesian countries, which have sailed to almost every part of the Pacific. And the Hokule'a has now completed a 3-year circumnavigation of the world. As well as sailing, these voyages have sparked renewed interest among Polynesians in learning about their traditional cultures. The canoes themselves operate as floating classrooms teaching young people about, for example, the music their ancestors once enjoyed. Another aspect of this has been the teaching of Polynesian languages, some of which were in danger of dying out.

Q39

Q40

Now one thing I'd like to add is...

Test 5



LISTENING PART 1

You will hear a conversation between a man who wants to make an insurance claim and a woman who works for an insurance company

Listen carefully and answer questions 1 to 4.

Woman: Good morning. Star Insurance. How can I help?

Man: Oh, good morning. I'm calling to make an insurance claim – it's for damage to my house.

Woman: All right – I'm just going to get a few details down first. What's your name, please?

Man: It's Greg Williams.

Woman: OK, thank you. And what's your policy reference, please?

Man: Is that the long number with the letters in the middle?

Woman: That's right.

Q1 Man: It's 0-5 4-4-3 C-H-I 7-7-1

Woman: OK. Right, yes, I've got your details on the computer now. So can

Q2 I confirm your address? According to our records, you live at 102 Market Street, in Northbridge. Is that right?

Man: That's correct.

Woman: All right, good. And the last thing I need to check – what's the best phone number to get you on? Is it the number you're calling on now?

Q3 Man: No, I'm calling from work. Let me give you my mobile phone number. It's 018 669 925

Woman: Thanks. So, can you give me a description of the damage? When did the incident occur?

Man: Sunday the 17th of June.

Woman: I see. And what was the cause of the incident? How did the damage happen?

Q4 Man: Right, no-one was home at the time, which was fortunate, I suppose. There was a big storm and I guess it blew down one of the trees at the back of our garden, and it's smashed through the window in our daughter's bedroom.

Woman: Yes, a good thing you were all out. So have you got the window fixed?

Man: Not yet.

Now listen and answer questions 5 to 10.

Woman: All right. And so, apart from the window, what are you claiming for?

Q5 Man: OK, like I said, it was my young daughter's room. Anyway, right below the window is her desk. That's all right, but she'd left her glasses on it, and they got really badly scratched. She'll need a new pair. Luckily she hadn't left her headphones there, like she normally does.

Woman: Is there anything else?

Q6 Man: Yes, because the window was broken, the rain got in. And what's really annoying is that – when was it? Just last month – we'd gone shopping and bought a carpet. We'd only had it for a couple of weeks, and it got soaked. We had to remove it.

Woman: Oh dear. Are there any other items you'd like to claim for?

Man: Yes. I suppose we should be grateful that the rain didn't reach her computer – but when the tree came through the window, it tore a hole through the curtain that was hanging there. Q7

Woman: OK, I'm making a note of all this.

Man: And one more thing I need to claim for.

Woman: Yes, go on.

Man: We've had some repairs done already. For a door we can't open.

Woman: To the back of the house?

Man: Er no. It's for the garage. The tree hit that as well. Q8

Woman: Ok. So, have you contacted a professional builder yet?

Man: Yes, it's the same builder we always use. Do you want his name?

Woman: Yes please.

Man: OK, it's Steven Honeywell. H-O-N-E-Y-W-E-L-L. Q9

Woman: All right. Now, apart from damage to the house itself, what else do you think the builder will be looking at? Because we're going to need photographs.

Man: Oh yes. Well, he'll be putting up a fence for us – between our house and the neighbour's – because the one we've got now was smashed by the tree. So I'll take some pictures before he does the work. Q10

Woman: Please do that, and then you can send them in with your claim...



LISTENING PART 2

You will hear a woman who helps run a programme called Young Explorer talking to participants.

Now listen carefully and answer questions 11 to 14.

Woman: All right, shall we start? It's good to see so many people keen to participate in our Young Explorer programme. I think that at this meeting, we have groups from twelve different high schools. I can promise you that while it's challenging, it's also going to be a lot of fun.

The Young Explorer programme offers some unique opportunities to participants. During the programme, you'll be trekking through forests, or maybe mountain tracks, or perhaps kayaking along the coast line. It can be a tough few days, but this part of the programme really gives your group an occasion to work as a team. Some kind words and encouragement can go a long way – whether it's convincing someone they can walk the last five miles, or helping them fit everything back inside their backpack. No one's in charge – it's all about co-operation – and please don't see it as a race. There are going to be moments when there's disagreement about which way to go or where to camp for the night – but here's the chance to listen properly to the opinions of others, and reach a decision that's best for everyone. It's an opportunity not many other programmes provide. Q11 Q12

Later this morning, you need to choose a weekend when you can attend some preliminary training. A number of practical subjects will be covered to ensure you get the most out of your four-day trek. Now everything you eat and drink you'll have to take with you. You'll also have to use a portable stove and the fuel it requires. We'll make sure you know how to use that safely during the training session. We don't want you or the food to get burnt, or for you to accidentally set light to any trees. Training will also include learning how to read a map and use a compass, so you can head in the right direction. You'll also need to know how to put up a Q13 Q14

tent, and where to put it. For example, putting it next to a river or stream might seem like a good idea but there are plenty of reasons not to...

Now listen and answer questions 15 to 20.

- Q15 *Woman:* OK, there are six tracks on your list, and your group can decide which track it wants to take. Each of them are about the same distance – but very different in other respects. The first one, Northface, that's one of my favourite tracks. It takes you high up into the mountains, and the view is stunning. But we've just heard that some maintenance work is taking place, unfortunately, and so people aren't allowed to use it at the moment. But the other tracks are very interesting too. You've got Blue River, which I'd thoroughly recommend, but you need to keep an eye out when you're walking that track. It's easy to slip on the rocks when you're crossing the river, and you do have to cross it several times. Then there's Pioneer Track, which takes you through some native forest. You follow the track for about a day and a half, and then it comes to an end at a town called Richmond. It starts up again on the other side of town, and the rest of the route is along the coast. You might also consider Edgewater. You get to see some beautiful lakes and birdlife. The only thing I'd say though, is that it's very popular, and you'll probably come across a number of other groups out walking on the way. Number five on the list is the Murray Track. That one is certainly quite challenging – there are some very steep sections and at some points, you'd be walking right next to the cliff edge on a very narrow path. That's definitely a track where caution needs to be taken. Great views, though. And last but not least is Lakeside track – which as the name suggests, takes you along one of our biggest lakes. It has some terrific camping spots, but that also means it's a bit of a tourist attraction, and you could well be sharing the track with many other visitors. Anyway, it's up...
- Q16
- Q17
- Q18
- Q19
- Q20



LISTENING PART 3

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.

- Q21 *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?

- Q22 *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.

Q23

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?'

Q24

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.

Q25

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.

Q26

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.

Q27

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.

Q28

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

Finn: And what about the law?

- Q29 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.

- Q30 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...



LISTENING PART 4

You will hear a lecturer giving a presentation about the Klondike Gold Rush.

Now listen carefully and answer questions 31 to 40.

Lecturer: Today I'm going to talk about an incredible event in the history of Canada – the Klondike Gold Rush. Between 1896 and 1899 over 100,000 people set out to seek gold in the Klondike region – a remote area in north-western Canada. Only 4000 people were actually successful. Let's start by considering the journey people had to take in order to reach the Klondike river and start looking for gold.

For most gold-seekers, their journey began in Alaska, in a town on the coast called Skagway. From Skagway, one option was to take the White Pass trail through the mountains. It probably looked easy enough at the beginning of the trail, but rocks made it difficult to make progress.

- Q31 On top of this, the men and their horses got stuck in the thick mud that covered long sections of the trail. The other option was the Chilkoot Trail. Now, although this trail was only about thirty-five miles long, it took about three months for the gold-seekers to cover this distance. This is
- Q32 because the trail was incredibly steep, and people had to make the same trip multiple times in order to transport their equipment.

Most people really had very little idea about how difficult the journey was going to be. So, although 100,000 may have set out on those two trails, only about 30,000 got to the end. So yes, the majority gave up. Often they were suffering from starvation or disease. They also came to

the terrible realisation that their journey was likely to end in failure, and so they turned around. Anyway, for those gold-seekers who did continue, they eventually reached Lake Bennet. They might have expected that their journey was going to become easier at this point, but no. Because the lake was frozen over, many people had to wait until spring before they could continue their journey. In the meantime, a tent was the only protection they had from the cold. While they were waiting, people cut down trees and made boats. Once the ice melted, they could sail across the lake, and start down the Yukon river. Again – this wasn't the end of their troubles. Once they reached a point of the river called Miles Canyon, things became very dangerous indeed. Many boats were destroyed in the rapids. In order to proceed down the Yukon river, the gold-seekers needed to employ a real sailor, someone who could steer their boats and get through the canyon safely. From here on, the worst was over, and the gold-seekers could sail to a place called Dawson – at the mouth of the Klondike river.

Now listen and answer questions 36 to 40.

Lecturer: So earlier on I mentioned that gold-seekers needed to make multiple trips up and down the two trails. This is because they had to transport an enormous amount of equipment. This equipment was set out on a very long list. It was actually the police who gave gold-seekers the list – since they knew how unprepared many people were for the journey. People were obliged to take enough supplies to last them a year. So the list included clothing like boots and warm winter coats. There was also the food the gold-seekers required. Perhaps items like tea weren't too hard to carry, but 400lbs of flour would have been very heavy indeed. The gold-seekers had to take a lot of tools, as well – everything they needed for digging, for building and so on. Things like rope were essential and could be packed away without too much difficulty. But imagine having to carry two or three buckets with you. All these things were compulsory.

So, some people became very successful because of the gold rush – and not because they'd actually found gold themselves. Those who were business-minded saw many opportunities; they sold the supplies that the gold-seekers needed, they established hotels, and so on. And then there were people like Jack London. London was one of the gold-seekers that actually survived the terrible journey, but he didn't find much gold. Still, he was inspired to write. Through his vivid description, his readers could share the feeling of adventure, even from the comfort of their armchair. Finally, it wasn't just men that tried to seek their fame and fortune. Many women also headed up the trails. Among them were Annie Hall Strong and Emma Kelly. In the US and in other parts of Canada, ordinary citizens were keen to read about life in the Klondike. Working for different newspapers, Hall and Kelly often described their first-hand experience of danger and hardship. Another thing that...

Test 6



LISTENING PART 1

You will hear a man who works in a tourist information office talking to a woman who wants information about tours.

Listen carefully and answer questions 1 to 6.

David: Morning. Kingstown tourist information. This is David speaking. How can I help you?

Woman: Oh, hi. Look, I'm coming to Kingstown on holiday and wondered if you could give me some information about tours'

David: Yes, of course. Is there anything particular you're interested in?

Woman: Well, I heard there was a glow worm tour.

David: Yes indeed. It's \$93 and lasts for 3 hours.

Woman: And what are the main activities?

David: Well, the first thing is travelling to the other side of the lake.

Woman: You mean by boat?

Q1 David: No, it's the little train that runs along the shore of the lake. It's very popular.

Woman: Oh, my children will love that.

David: And that's how you get round to the caves. This is where the glow worms live. So you spend some time exploring the caves and looking at the remarkable lights and patterns given off by the worms in the dark.

Woman: That does sound interesting. And, any other information?

David: Oh, just one thing. How old are your children?

Woman: Er, 7 and 10. Why?

Q2 David: No, that's OK. It's just that children must be 5 or older to go in the caves. Otherwise they might get scared in the dark. But yours will be fine.

Woman: OK, well that's one to think about. And what about Silver Fjord – that's so famous, we'd like to go there,

David: Well, a day trip costs \$220.

Woman: And how do we travel down to the fjord – fly?

Q3 David: That's a lot more expensive I'm afraid. On this tour you go in a coach. It's about a 2-hour drive, through fantastic scenery.

Woman: Do we get a break? I think my children might get a bit bored.

David: Yes, you stop at Easten.

Q4 Woman: That's to take a walk, is it?

David: Yes, there's a nice path by the river. You stop in Easten for half an hour, so there's plenty of time.

Woman: That sounds nice.

Q5 David: So, then you get down to Silver Fjord. And you really spend most of the day going for a cruise on the fjord. It's spectacular mountain scenery. And you also cruise past a huge waterfall, which is another highlight of the day.

Woman: Well, that does sound amazing. And should we bring our own food, or is lunch provided?

David: No, lunch is included. It's a barbecue on the boat.

Woman: And what about marine life?

David: Yes, you'll definitely see seals.

Woman: Dolphins?

David: No, not in that part of the country. But if you're lucky there will be whales as well. Q6

Woman: Oh, well, my kids would absolutely love that.

Now listen and answer questions 7 to 10.

David: Then another popular option is the High Country tour. That's \$105

Woman: Oh, I heard about this. You visit a historic home, don't you?

David: Yes, that's right. And they serve you lunch.

Woman: Is that actually inside the house?

David: No, at this time of year it'll be the garden, which is really pretty. Q7

Woman: Oh, I like the sound of that.

David: Yes, it's a really great meal apparently.

Woman: And what about in the afternoon?

David: You go up and have a look around the farm – it's just close to the house. So if you're from the city, it's a chance to really see what life is like here. The High Country tour gets excellent reviews from visitors. Q8

Woman: Great. So then what about the zipline? My children really want to do that. How much is it?

David: The zipline is \$75.

Woman: And is it safe?

David: Absolutely. You are suspended from the wire in a special harness. And then you just glide down the wire.

Woman: My friend said that below you, you've got this amazing, ancient forest. Q9

David: That's right. And it's really special to see it from above. Not something we do very often, if you think about it.

Woman: No, I suppose that's true. And, I mean, how fast do you go?

David: Hang on, I've got the information here – 68 kilometres an hour.

Woman: That doesn't mean much to me. What's that in miles?

David: Er, oh yes, it's here, in miles per hour it's about 43. Q10

Woman: Wow, my kids will definitely want to do that. OK, well, look, I'll just talk it over with my husband and...



LISTENING PART 2

You will hear a guide talking to a group of people who are visiting an open-air museum.

Now listen carefully and answer questions 11 to 15

Guide: Well good morning everyone and a warm welcome to the Willford Living Museum. Before you look around, I'd like to tell you a bit about the history of Willford, and the purpose of the museum.

Well, if we go back to the early 1800s, Willford was very different to what you see today. At that time, the forests had already been cut down. But there were no large urban settlements here, just a few small villages, and this whole area was a place where local people kept animals or grew crops – those were the only economic activities. Q11

Q12 But then in 1830, something happened in Willford that transformed the area. The discovery of rich deposits of coal and other minerals opened up many commercial possibilities. Mines were built, so these deposits could be brought to the surface. Then a canal was constructed, so that canal boats could transport the minerals to other regions. Finally, a railway was built through Willford in the 1850s, creating many new opportunities.

By the 1870s, Willford had become an important manufacturing centre. A few factories successfully produced fabrics from cotton and wool.

Q13 However, what Willford was best known for, was manufacturing all sorts of tools, machinery and other items out of iron and steel. The attempt to set up a pottery industry here, however, making items for the home out of clay, was never really a success.

So, for the next hundred years or so, Willford was a thriving industrial region. However, by the 1970s, the old industries here were in decline. Much of the land at this site wasn't being used. So the local council decided to set up a 'living' museum here. The idea was for visitors to be able to walk around and visit the sorts of factories, shops, homes and schools that were once found here.

When the museum first opened in 1976, 2000 visitors came on the first weekend alone. Since then, visitor numbers have just grown and grown.

Q14 They now stand at 300,000 per year and we anticipate further growth in the years to come. In fact, just recently we welcomed our 9 millionth visitor, which was an exciting day for us.

As well as our regular visitors, the museum has a number of other uses. We work closely with universities, whose staff consult the range of documents and artefacts we hold here. As well as that, those making movies and television shows often come to the museum because it makes a great set for historical scenes. There's even a possibility in future we may open up the museum for weddings and other private events.

Now listen and answer questions 16 to 20.

Guide: OK, so if you take out your maps, I'll just point out a few places you might like to visit. So right now, we're standing in the ticket office, at the bottom of your maps.

Q16 So, one place I'd recommend is the old bakery. This is a typical bakery from this area, from about 100 years ago. To get there from the ticket office, walk up Stafford Street. And then turn into Rigby Road. Walk down Rigby Road, there are a few interesting places along the way, and the old bakery is right next to the canal.

Q17 Another interesting place is the doctor's surgery. This was moved here, brick by brick, and rebuilt on the museum site. Walk up Stafford Street, until you reach the dock. You see the café. Walk past that, and the doctor's surgery is just there.

Q18 Cooper's Cottage is also fascinating – a worker's cottage from the 19th century. Walk up Stafford Street and take the first turning on the left. The road curves round to the west, then south, as it climbs Jack's Hill. You'll pass a few little houses on the way up, and Cooper's Cottage is right on the summit of Jack's hill.

Q19 The stables are also great. This is where they kept all the horses. Again, walk up Stafford Street to the dock, and turn right. Walk round the dock till you get to the canal. Then cross the bridge over the canal to reach the stables.

Q20 Also, be sure to visit the old school. So, walk north-east up through the museum. And it's not too far. The old school is right on the corner of Stafford Street and Rigby Road.

Now one other thing...



LISTENING PART 3

You will hear two commerce students called Stella and Nathan talking about the importance of market research in business.

Now listen carefully and answer questions 21 to 26.

Stella: Hi Nathan. Shall we compare ideas for our assignment on market research?

Nathan: Good idea. So first in the assignment, I think we should explain what 'market research' is. One definition I found was this – gathering information about consumers' needs and preferences.

Stella: I like that, nice and clear. So then, we need to establish the benefits of market research. Why do it? I read that many business people think it's about finding the next market they can exploit. But it's more complex than that.

Nathan: I agree. To me, it's about unpredictability. Markets can change unexpectedly. But if you've done research, you can minimise the chance that something will go wrong in your own business. Q21

Stella: That's a really significant point. You may also learn the most effective means of promoting your business.

Nathan: But that depends on the business. It's not a general advantage.

Stella: No, you're right. But I do think, the sums you invest in market research, you'll see a return on that eventually. Q22

Nathan: That's it exactly. Great point. The trouble is, too many of those working in business take a short-term view.

Stella: OK, so there are benefits. But there are criticisms of market research, as well. We should acknowledge that in the assignment.

Nathan: But some criticisms are more valid than others.

Stella: Like?

Nathan: Well, apparently some managers say they're just too busy. But that's a poor excuse.

Stella: Maybe they think they already know everything they need to know?

Nathan: Maybe they do, but that's an issue with them, not with market research.

Stella: OK, fair enough. But I read an interesting study out of the USA showing that the results of a lot of market research are just unreliable. The supposed developments identified by the research never occur. Q23

Nathan: Yes, that's a good point. Then, another question is, can businesses actually see if market research is working? I mean, is it possible for a business to say categorically that increased profits resulted from market research?

Stella: But that's a criticism of how businesses are structured, not research itself.

Nathan: Yeah OK. Though you've got to admit, market researchers love jargon. These are examples from one report I read – 'psychographics', 'coolhunting' and 'asynchronous research'. Some people are bound to be put off by these terms. Q24

Stella: Yes, that's a reasonable complaint.

Nathan: So, what about sources of information for market research? Which sources of information work best? I mean, we all know that putting cameras in stores tells us a lot about consumer behaviour.

Q25 *Stella*: Yes, that's well documented. But I read that managers can learn a lot about social trends just by doing really obvious things, like keeping up with the news on TV, radio and digital networking sites. I hadn't thought it could be that simple.

Nathan: No, me neither. Then there's a lot of data put out by bodies like the national census and the civil service. That can be helpful.

Q26 *Stella*: Maybe, but it depends on the business. What I hadn't expected, though, was the evidence showing that talking to consumers directly about their preferences really works.

Nathan: Yeah, I was a bit taken aback when I read that. But apparently, it's more effective than internet questionnaires and polls.

Stella: I think people are less likely to be honest in questionnaires.

Now listen and answer questions 27 to 30.

Nathan: All right. So, if a business wants to use its own resources for market research, what's the process?

Stella: Good question. Let's think about a company that isn't using outside consultants, but doing it internally. Then I think the first step is staff education. You've got to get all employees committed, to maximise the chances of success.

Nathan: Agreed. Then, you need to show staff examples of what they can do every day.

Q27 *Stella*: You mean in their interactions with customers?

Nathan: Yes. What, precisely, should they ask customers in order to get valuable information? Show staff the sorts of things they can ask on a daily basis.

Q28 *Stella*: OK. And next, I was reading an article by the BQR Group. Apparently, staff need to keep an account of what the customers are saying.

Nathan: You mean on computer, or by hand?

Stella: The format doesn't matter. But, say, every Friday, they should add to the document. So they build up a picture of customer opinions, and the insights aren't lost.

Nathan: Good point. Right, next, I read about ways of motivating staff. Business Guide magazine had a report on the importance of maintaining motivation.

Stella: So, what, by looking ahead and deciding what to do next?

Q29 *Nathan*: Well, in fact, Business Guide's approach is to get your staff together round a table as frequently as possible to discuss their findings.

Stella: That sounds like a good approach. Next, you need to provide detailed feedback about any changes you decide. So everyone can see the outcomes of the research.

Nathan: Nice idea. Then you have to ensure continued participation by the staff. You want market research to be ongoing, not just a one-off.

Q30 *Stella*: Oh, this is the idea of delegating, so that each staff member is accountable for market research in one area of the business.

Nathan: Yeah, exactly. And then another aspect of this is...



LISTENING PART 4

33

You will hear a biology student talking about water and how much people need to drink each day.

Now listen carefully and answer questions 31 to 40.

Student: Hi everyone. My presentation today is looking at drinking water. Now, we know that water is a vital nutrient for human life. But exactly how much of it do we need to drink? Well, today I'm going to review some of the research.

So, for example, there's a common idea that we should drink 8 glasses of water every day. But researchers say that the 8-glasses-a-day rule is a myth. Some people might need more than 8 glasses, some a lot less. The only group for whom the rule is useful seems to be the elderly, because they don't always feel thirsty, even when their bodies are actually short of water. So for them 8 glasses a day might be a good rough guide. Q31

OK, let's look next at what effects water has on the body. One issue of interest is weight loss. And there are lots of theories about this. It's been claimed that dieters should drink more at night time, or drink when they first wake up, but there's no research to back this up. But actually, there is some evidence from studies to show that subjects who drank a lot of water, and then had their meals, lost more weight. But that may only be because the water filled them up and reduced their appetites. Q32

I also read some of the research done by Dr Amaldi, who's looked in depth at this whole issue of drinking water. And one of his studies does support the common claim that water is good for the stomach. In particular, it seems to increase the rate at which digestion takes place, which overall has a number of health benefits. Q33

Another interesting study I read about took place in the US. And this one was investigating the effects of dehydration – that is, not having enough water in the body. And what the US study indicated was that when a subject was low on water, their body's ability to regulate its own temperature was compromised, compared to a properly hydrated subject. Q34

Now there's another frequent claim about water that I was interested in looking into. But in my reading anyway I could find no evidence at all to support the idea that hydration improves or enhances the skin in any specific way. So that claim may be a bit of a myth as well. Q35

Another interesting aspect of this concerns the brain. And I read about a couple of research studies investigating how water intake may affect brain function. In the first study, the research subjects were female. And the less hydrated group were affected more frequently by headaches compared to those who drank more water. Q36

In the second study, the research subjects were all male. And this time, a lack of water in the body was associated with a number of findings. In particular, the subjects in this group reported increased feelings of anxiety when dehydrated. Q37

So, in summary we can see that, yes, there are some health benefits from drinking plenty of water. But in many of these studies, the benefit was quite small. And it's probably true that in general, on the internet and so on, the benefits of drinking lots of water are overstated.

But what about the opposite – can you drink too much water? Well, it's possible, but it's not a common problem. Actually, the human body kind of prevents us drinking too much. Australian researchers discovered that when subjects were fully hydrated, they actually found swallowing problematic – their bodies just wouldn't allow it so easily. So that's an interesting finding. Q38

It is true that people do occasionally become sick from drinking too much water, although it is rare. So, I mean, there are recorded instances of illness among athletes who have been encouraged to drink a lot, for example. Q39

According to doctors, people who have drunk too much water, too quickly, have become what's called 'hyponatremic'. Basically, this means that the make-up of their blood has changed and it now contains such a high proportion of salt that they suffer an adverse effect. But it's very rare for this sort of hyponatremia to be a dangerous condition. Q40

So, based on the reading I've done, the best advice is to trust your body. Drink water when you're thirsty, but you probably don't need to drink more often than that.